



New York State Testing Program

2025

**English Language Arts Test
Writing**

Grade 8

Scoring Leader Materials

Training Set



Note to Scorers

You may notice that some questions in these scoring materials appear with a bracketed credit value showing the respective number of credits. This is due to a style change that was recently field tested; therefore, not all items will have the bracketed credit value. An example of what the bracketed credit value looks like is provided below for your reference.

Example: Stem of the question. [2]

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2-Credit Constructed-Response Rubric

Score	Response Features
2 Credits	<p>The features of a 2-credit response are</p> <ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1 Credit	<p>The features of a 1-credit response are</p> <ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0 Credits*	<p>The features of a 0-credit response are</p> <ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• A response that is not written in English• A response that is unintelligible or indecipherable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grades 6–8 Writing Evaluation Rubric

CRITERIA	NGLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0* Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text(s)	W.2 R.1–9	—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose —demonstrate insightful analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text(s) to support analysis and reflection	W.2 R.1–8	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence with inconsistency	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented	—exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

Reasoning Like a Raven

by Charles C. Hofer

1 When Aesop first told his famous fable some 2,500 years ago, the crow and its close cousin, the raven, were already well known around the world for their crafty smarts. In one ancient Greek myth, the god Apollo used a raven as a messenger. Native Americans of the Pacific Northwest depicted the crow as a wise trickster. And the Norse god Odin kept two ravens as sneaky spies.

2 Crows and ravens belong to a family of birds known as corvids, a group that also includes jays, magpies, jackdaws, and rooks. Corvids have gained respect because of their unique intelligence, a type of creative smarts like no other in the animal kingdom. For starters, corvids are known to solve complex problems, use tools to obtain food, play in a social environment, cache food (or hide it for later), and recognize the faces of human friends and enemies.

THE MOTHER OF INVENTION

3 Ravens, crows, and other corvids *need* to be intelligent in order to survive. Corvids mostly eat foods other animals leave behind. As scavengers, they help clean ecosystems by consuming what others don't want.

4 To be a successful scavenger, one also needs a special kind of brains. A scavenger must first identify a food source and then problem-solve to figure out how to obtain that food—without getting into trouble. A raven can't just fly into a pack of wolves that's devouring an elk. The raven has to think, be patient, and wait for an opportunity to sneak in and steal food from the hungry wolves.

5 The corvids' unique intelligence has allowed these birds to flourish in our modern world as well. Crows, ravens, and jays have found great success living among humans in cities and towns across the globe. Stealing from picnics, opening trash bins for food, and picking at roadkill are just a few examples of their successful adaptation to modern life.

ANIMAL INTELLIGENCE

6 In general, intelligence can be thought of as the *application* of knowledge. In other words, it means taking what you've learned and putting it to use. In this sense, all animals are intelligent to some degree. A creature might know how to find food or how to build a nest for shelter. But what if that food supply disappears? What if there are no more good trees in which to nest? The ability to adapt to a changing environment is what sets corvid intelligence apart from other animals. "Intelligent animals are able to figure out and learn solutions to novel¹ problems," says Emily Faun Cory, who studies raven behavior and intelligence at the University of Arizona. "Corvids show remarkable learning ability, creativity, and behavioral flexibility, with an ability to take advantage of other species."

7 The animal kingdom is full of intelligent animals. Dolphins, monkeys, parrots, and your pet dog are just a few examples. But corvids have a creative intelligence like no other animal. Well, actually, there is one animal with a similar kind of creative intelligence: *Homo sapiens*.

BIG BRAINS

8 To understand how corvids and humans think alike, we need to look a little closer at our brains. Animal intelligence largely depends on a rule that scientists call the "brain-to-body ratio." This rule states that animals with larger brains compared to the rest of their bodies are generally more intelligent.

9 For example, the human brain is enormous compared to the rest of our body. Our brain weighs up to three pounds (1.4 kilograms) and accounts for nearly 2 percent of our total body weight. Therefore, humans have a very high brain-to-body ratio. Now consider the blue whale, the largest animal on Earth. The blue whale brain can weigh over 16 pounds (7.3 kilograms)! But the blue whale's brain-to-body ratio is very low. That huge brain accounts for less than 0.01 percent of the whale's total body weight. That tiny ratio doesn't make for an especially smart whale.

10 Like humans, corvids have high brain-to-body ratios. The New Caledonia crow lives on a small group of islands in the South Pacific Ocean and is widely regarded as the smartest of all corvids. Its brain accounts for about 2.4 percent of its body weight. That's huge! The New Caledonia crow has a brain-to-body ratio similar to that of a small monkey, another animal with high intelligence.

GREAT MINDS THINK ALIKE

- 11 Besides the brain-to-body ratio, human and corvid brains don't have much else in common. The structure of each brain is very different. However, both brains function in similar ways.
- 12 So how did humans and corvids *both* get so smart? The answer can be found in something called convergent evolution. This is when unrelated animals take different evolutionary routes to reach the same result. Look at insects, birds, and bats. These distinctly different animals are all capable of self-powered flight. However, each took a different evolutionary path to be able to fly.
- 13 The same rule of convergent evolution can be applied to the similarities between the human brain and the corvid brain. "Birds and mammals are very different from each other," says Cory. "The brains are also built very differently. But animals from both groups seem to approach problems in the same manner and remember information in much the same ways."
- 14 Although human and corvid intelligence evolved independently, they have important similarities today. Scientists believe that understanding the corvid brain may actually tell us about the intelligence of alien life forms.
- 15 Whether or not we will discover intelligent aliens still remains to be seen. But if our two worlds do meet some day, will we understand one another? Or will we be just two intelligent life forms crowing at each other?

¹**novel:** never seen before

EXEMPLARY RESPONSE

- 27 In “Reasoning Like a Raven,” how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Possible Exemplary Response:

Paragraph 10 of “Reasoning Like a Raven” connects to a central idea of the article by describing how the brain-to-body ratio of the New Caledonia crow is a sign of the crow’s intelligence. “The New Caledonia crow ... is widely regarded as the smartest of all corvids.” Paragraph 10 explains the crow’s intelligence by telling us that the New Caledonia crow has a brain-to-body ratio of 2.4 - similar to that of a small monkey, which is known to be highly intelligent.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

- 27 In "Reasoning Like a Raven," how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Paragraph 10 contributes to the central idea of the article by connecting brain-to-body ratios as a reason why corvids are so smart. Paragraph 8 says "This rule states that animals with larger brains compared to the rest of their bodies are generally more intelligent." This explains what the brain-to-body ratio is and how it influences intelligence. Also, the article tells us that corvids have a big brain-to-body ratio like humans. It then tells us, "It's brain accounts for about 2.4 percent of its body weight. That's huge!" (paragraph 10) The article states the ratio and since it's so big it means that corvids are very smart. The brain-to-body ratio in paragraph 10 contributes to the central idea by giving a reason corvids are so smart.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 connects to a central idea of "Reasoning Like a Raven."

- *by connecting brain-to-body ratios as a reason why corvids are so smart*

The response provides evidence of analysis.

- *This explains what the brain-to-body ratio is and how it influences intelligence*

The response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *"This rule states that animals with larger brains compared to the rest of their bodies are generally more intelligent."*
- *corvids have a big brain-to-body ratio like humans*
- *"It's brain accounts for about 2.4 percent of its body weight. That's huge!"*

This response includes complete sentences where errors do not impact readability.

- 27 In "Reasoning Like a Raven," how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Paragraph 10 in "Reasoning Like a Raven" connects a central idea of the article by showing how similar it's brain-to-body ratio is compared to humans. As it states in paragraph 10, "Like humans, corvids have a high brain-to-body ratios ... It's brain accounts for about 2.4 percent of it's body weight". This connects paragraph 10 to the central idea of the article as it proves on how similar the way corvids and humans are for brain-to-body ratios. Another example is on paragraph 10 where it states, "The New Caledonia crow has a brain-to-body ratio similar to that of a small monkey, another animal with high intelligence". This is developing the central idea of the article as it supports the comparisson for corvids and humans.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 connects to a central idea of "Reasoning Like a Raven."

- *by showing how similar it's brain-to-body ratio is compared to humans*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Like humans, corvids have a high brain-to-body ratios ... It's brain accounts for about 2.4 percent of it's body weight"*
- *"The New Caledonia crow has a brain-to-body ratio similar to that of a small monkey, another animal with high intelligence"*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 27 In "Reasoning Like a Raven," how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

paragraph 10 connects to the central idea because in the text it says "Its brain accounts for about 2.4 percent of its body weight." The central idea of article is about corvids and their intellegance. In the text it says "The New Caledonia crow has a brain-to-body ratio similar to that of a small monkey, another animal with high intelligence." This proves that paragraph 10 connects to a central idea.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 connects to a central idea of "Reasoning Like a Raven."

- *The central idea of article is about corvids and their intellegance*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Its brain accounts for about 2.4 percent of its body weight."*
- *"The New Caledonia crow has a brain-to-body ratio similar to that of a small monkey, another animal with high intelligence."*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

27

In “Reasoning Like a Raven,” how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Paragraph 10 connects to a central idea of the article by telling us that corvids also have high brain-to-body ratios just like humans. It connects to the idea that most animals are way smarter than other animals and that those with higher brain-to-body ratios have a better way of tackling problems that they face.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 connects to a central idea of “Reasoning Like a Raven.”

- *by telling us that corvids also have high brain-to-body ratios just like humans*

The response only provides one relevant detail from the text for support.

- *those with higher brain-to-body ratios have a better way of tackling problems that they face*

This response includes complete sentences where errors do not impact readability.

- 27 In “Reasoning Like a Raven,” how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

In “Reasoning Like a Raven,” paragraph 10 connects to a central idea of the article by showing how smart ravens are.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain how paragraph 10 connects to a central idea of “Reasoning Like a Raven.”

- *by showing how smart ravens are*

The response does not provide two relevant details from the text for support.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

27 In “Reasoning Like a Raven,” how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

- Talks about brain-to-body ratio
- States that the smartest corvids live on a small group of islands in the South Pacific Ocean

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of relevant details from the text for support as required by the prompt.

- *Talks about brain-to-body ratio*
- *States that the smartest corvids live on a small group of islands in the South Pacific Ocean*

The response does not provide a valid inference from the text to explain how paragraph 10 connects to a central idea of “Reasoning Like a Raven.”

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

- 27 In "Reasoning Like a Raven," how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Paragraph 10 connects with the central idea because it talks about small groups of islands.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *Paragraph 10 connects with the central idea because it talks about small groups of islands*

- 27 In "Reasoning Like a Raven," how does paragraph 10 connect to a central idea of the article? Use two details from the article to support your response.

Paragraph 10 from the article "Reasoning Like a Raven" connects to the central idea of the article beacuse it talks about corvids , ravens and geek mythology. One detail from the article is in paragraph 1 "In one ancient greek myth, the god apollo used a raven as a messenger". A second detail from the article is in paragraph 2 "Crows and ravens belong to a family of birds known as corvids".

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *Paragraph 10 from the article "Reasoning Like a Raven" connects to the central idea of the article beacuse it talks about corvids , ravens and geek mythology. One detail from the article is in paragraph 1 "In one ancient greek myth, the god apollo used a raven as a messenger". A second detail from the article is in paragraph 2 "Crows and ravens belong to a family of birds known as corvids"*

EXEMPLARY RESPONSE

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

Possible Exemplary Response:

The phrase “convergent evolution” as used in paragraphs 12 and 13 of “Reasoning Like a Raven” reveals that there are parallels in the intelligence of humans and ravens despite differences in brain structure. According to the text, “both brains function in similar ways” and “animals from both groups [birds and mammals] seem to approach problems in the same manner and remember information in much the same ways.”

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

The phrase "convergent evolution" reveal that corvids brains and human brains are very different from each other but animals from both groups seem to approach problems in the same way and they remember information in very similar ways. For example the text says, "The brains are also built very diferently. But animals from both groups seem to approach probelms in the same manner and remember information in much the same ways" (Hofer 13). This shows that even though humans and birds brains are built very differently, the way that they think and act can be very similar. Another example is, "These distinctly different animals are all capable of self-powered flight. However, each took a different evolutionary path to be able to fly" (Hofer 12). This shows that insects, birds, and bats take very different paths to be able to fly but they are similar because they are able to fly. Convergent evolution reveals that corvids brains and human brains are very different but also very similar.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

- *corvids brains and human brains are very different from each other but animals from both groups seem to approach problems in the same way and they remember information in very similar ways*

The response provides evidence of analysis.

- *This shows that even though humans and birds brains are built very differently, the way that they think and act can be very similar*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“The brains are also built very diferently. But animals from both groups seem to approach probelms in the same manner and remember information in much the same ways”*
- *“These distinctly different animals are all capable of self-powered flight. However, each took a different evolutionary path to be able to fly”*

This response includes complete sentences where errors do not impact readability.

- 28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

The phrase "convergent evolution" reveals a lot about the human and corvid brains, used in the context of paragraphs 12 & 13. In paragraph 12 it states "So how did humans and corvids both get so smart? The answer can be found in something called convergent evolution. This is when unrelated animals take different evolutionary routes to reach the same result". This quote tells us, by comparing the brains of humans and corvids, that our brains are similar, but were developed through evolution very differently. In paragraph 13 it states "Birds and mammals are very different from each other, says Cory. The brains are also built very differently. But animals from both groups seem to approach problems in the same manner and remember information in much the same ways". This quote shows that humans and corvids brain structures are very different, but even so, the manner that they problem solve is much the same.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

- *our brains are similar; but were developed through evolution very differently [...] the manner that they problem solve is much the same*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *“So how did humans and corvids both get so smart? The answer can be found in something called convergent evolution. This is when unrelated animals take different evolutionary routes to reach the same result”*
- *“Birds and mammals are very different from each other, says Cory. The brains are also built very differently. But animals from both groups seem to approach problems in the same manner and remember information in much the same ways”*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

The phrase "convergent evolution" reveals that Homo sapiens and corvids both evolved like each other. Evidence from the paragraph thirteen that supports my idea is " animals from both groups seem to approach problems in the same manner and remember information in much the same ways.". Another piece of text based evidence from paragraph fourteen that supports my idea is " Although human and corvid intelligence evolved independently, they have important similarities today.". Both of these evidences support my idea because they both talk about Homo sapiens and corvids having similar intelligence to one another.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

- *Homo sapiens and corvids both evolved like each other*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- “ *animals from both groups seem to approach problems in the same manner and remember information in much the same ways.* ”
- “ *Although human and corvid intelligence evolved independently, they have important similarities today.* ”

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

It reveals that even if us humans think alot like birds we still took a different evolutionary path to become as smart as we are right now. Corvids took a completely different path, they had to adapt to their species and enviornment, they had to think of various ways just to do different things.

Score Credit 1 (out of 2 credits)

This response provides valid inferences from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

- *even if us humans think alot like birds we still took a different evolutionary path to become as smart as we are right now*
- *Corvids took a completely different path, they had to adapt to their species and enviornment, they had to think of various ways just to do different things*

The response does not provide two relevant details from the text for support.

This response includes complete sentences where errors do not impact readability.

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

The phrase convergent evolution reveals about the brains of corvids and humans that they both took different paths to evolution.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

- *they both took different paths to evolution*

The response does not provide two relevant details from the text for support.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

that we humans and corvids thnk very much alike.

Score Credit 1 (out of 2 credits)

This response only provides one relevant detail from the text.

- *that we humans and corvids thnk very much alike*

The response does not provide a valid inference from the text to explain what the phrase “convergent evolution” reveals about the brains of corvids and humans as used in paragraphs 12 and 13 of “Reasoning Like a Raven.”

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

i think this means that there is a thing that will not live from what ever is going to happen to them or they will evolve from something and become bigger or better.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *i think this means that there is a thing that will not live from what ever is going to happen to them or they will evolve from something and become bigger or better*

28 What does the phrase “convergent evolution” as used in paragraphs 12 and 13 of the article reveal about the brains of corvids and humans? Use two details from the article to support your response.

the brains of corvid is very smart and corvids are much smarter than some humans because of their unique intelligence of corvid and blue whales is like very large birds but bigger

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the brains of corvid is very smart and corvids are much smarter than some humans because of their unique intelligence of corvid and blue whales is like very large birds but bigger*

Excerpt from *Shadows Under the Sea*

by Sally Grindley

1 They soon arrived at the marker buoys at the edge of the Marine Protected Area. Rey cut the *banca's*¹ engine and allowed the boat to drift while they put on their equipment and got ready to lower themselves into the water. . . .

2 "Stay close to Rey," Angela called as she slipped into the water with Binti. "He'll make sure you're safe and will show you where the seahorses are most commonly found."

3 Rey dropped into the water last. To Joe's surprise, he wasn't wearing a snorkel, just a small pair of goggles carved out of wood and he only had a home-made flipper on one foot. . . .

4 With that, he grabbed a rope that hung down from the front of the *banca*, took a deep breath, turned a somersault in the water and disappeared under the surface, pulling the boat along behind him so that the gas lamp lit his route. He resurfaced several metres away before plunging in again.

5 Joe pulled down his mask, bit on the mouthpiece of the snorkel, rolled on to his front and carefully lowered his face into the sea. He felt the gentle ripple of the waves as he waited for his eyes to focus. When they did, he was filled with wonder at what he saw. The shapes and colours of the reef were more extraordinary than anything he had seen in books or on television and the noise was almost deafening. It was like entering a garden created by someone from a different planet. Fish of every size and hue were flitting in all directions, stopping briefly to explore nooks and crannies for food. Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals. Joe recognized a lionfish and followed its progress as it swam through crevices and willowy fronds. Then an enormous grey fish emerged just below him. He was so excited that he opened his mouth to call out—and immediately swallowed a large amount of briny water. Spluttering and choking, he rolled over to find Rey right next to him, grinning from ear to ear and holding a big crab. . . .

6 He let the crab go, took hold of the rope and disappeared again. When at last he came back up, some distance away, he gestured to Joe's family to come and join him.

7 "Here," he said. "Seahorses."

8 The Brooks followed Rey as he tracked down several seahorses and pipefish. Their guide even cupped one seahorse in his hand and gave it first to Aesha and then Joe to hold. Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger.

9 “That’s a tiger tail seahorse.” Angela took off her mask to inform them. “They’re so well camouflaged that only someone as experienced as Rey can spot them, even though they’re bigger here than outside the Marine Protected Area.”

10 “He’s so cute,” said Aesha. “I can see why people are tempted to keep them as pets, even though it’s cruel.” . . .

11 For an hour they explored where the seahorses were most abundant. Rey led them to other sea creatures as well and every few seconds something new came into view.

'banca: small boat used in the Pacific Ocean

EXEMPLARY RESPONSE

43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use **two** details from the story to support your response.

Possible Exemplary Response:

Paragraphs 8 through 10 of *Shadows Under the Sea* reveal that seahorses are difficult to find in their natural environment. Angela says, “They’re so well camouflaged that only someone as experienced as Rey can spot them.” Angela continues, “they’re bigger here than outside the Marine Protected Area,” which indicates that they are able to grow larger when their habitat is protected, making them easier to find.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

In "Excerpt from *Shadows Under the Sea*," paragraphs 8 through 10 reveal that seahorses are friendly creatures that touch the heart of some, or many people. One detail from the story that supports my response is, "Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger." This example from the text supports my answer because it describes how Joe is thrilled when the sea horse touches him, as well as th sea horse wrapping around him in general--instead of trying to flee. As is the case with most animals. Secondly, another detail from the text that supports my response is, "'He's so cute,'" said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel.'" This example supports my response by showing a character's understanding of wanting to keep a sea horse due to their "cuteness". Thus showing how sea horses can touch the heart of some people. In conclusion, paragraphs 8-10 reveal that sea horses are friendly creatures that are able to affect peoples heart in an affectionate manner.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

- *sea horses are friendly creatures that are able to affect peoples heart in an affectionate manner*

The response provides evidence of analysis.

- *it describes how Joe is thrilled when the sea horse touches him, as well as th sea horse wrapping around him in general--instead of trying to flee. As is the case with most animals*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger."*
- *"'He's so cute,'" said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel.'"*

This response includes complete sentences where errors do not impact readability.

43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

Paragraphs 8-10 tell us what the seahorses look like and what traits they have. They tell us what color they are. "Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger". They also tell us what helps them with their colors. "They're well camouflaged that only someone as experienced as you can spot them".

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

- *what the seahorses look like and what traits they have*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Joe was thrilled when the seahorse curled its black-and-yellow striped tail round his finger"*
- *"They're well camouflaged that only someone as experienced as you can spot them"*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

- 43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

paragraphs 8 through 10 reveal how sea horses look and act . " joe was thrilled when the seahorse curled its black-and-yellow striped tail around his finger ". This shows how they learn about some of the colors of seahorses. "thier guide even cupped one seahorse in his hand and gvae it first to Aesha and then Joe to hold. This shows how they act around other things and humans. These both show how sea horses look and act.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

- *how sea horses look and [...] how they act around other things and humans*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *" joe was thrilled when the seahorse curled its black-and-yellow striped tail around his finger "*
- *"thier guide even cupped one seahorse in his hand and gvae it first to Aesha and then Joe to hold*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

43

In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

They show that the seahorses are really cute but its not cute to take them home. Paragraph 10 says "He's so cute," said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel." . . .

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

- *seahorses are really cute but its not cute to take them home*

The response only provides one concrete detail from the text for support.

- *"He's so cute," said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel."*

This response includes complete sentences where errors do not impact readability.

- 43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

that they can camouflaged.and only some people can see them.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

- *they can camouflaged.and only some people can see them*

The response does not provide two relevant details from the text for support.

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 6

43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use **two** details from the story to support your response.

from paragraph 8. their guide even cupped one seahorses in his hand and gave it first to aesha and then joe to hold. from paragraph 10. i can see why people are tempted to keep them as pets, even though it's cruel

Score Credit 1 (out of 2 credits)

This response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *their guide even cupped one seahorses in his hand and gave it first to aesha and then to joe to hold*
- *i can see why people are tempted to keep them as pets, even though it's cruel*

The response does not provide a valid inference from the text to explain what paragraphs 8 through 10 reveal about seahorses in *Shadows Under the Sea*.

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

- 43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use **two** details from the story to support your response.

its reveals the seahoreses are not horeses and they swim and the dad cares the kids.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *its reveals the seahoreses are not horeses and they swim and the dad cares the kids*

- 43 In *Shadows Under the Sea*, what do paragraphs 8 through 10 reveal about seahorses? Use two details from the story to support your response.

that thay r being capterd and kild

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *that thay r being capterd and kild*

EXEMPLARY RESPONSE

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

Possible Exemplary Response:

The Brooks family learns that there is a fascinating undersea world waiting to be discovered in the Marine Protected Area. When Joe first entered the water, “he was filled with wonder at what he saw. The shapes and colours of the reef were more extraordinary than anything he had seen in books or on television and the noise was almost deafening.” The passage goes on to describe the variety of the scene. “It was like entering a garden created by someone from a different planet. Fish of every size and hue were flitting in all directions, stopping briefly to explore nooks and crannies for food. Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals.” As they explored, “every few seconds something new came into view.” The author’s descriptions create an image of the fascinating undersea world.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

44 In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

In "Excerpt from *Shadows Under the Sea*," Binti, Joe, and Aesha learn about several different sea creatures. Each being unique, and having different natural abilities. In the excerpt, the characters learn about pipefish, seahorses, and lionfish. The text supports this by stating "That's a tiger tail seahorse." Angela took off her mask to inform them. "They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area." The text also states "Fish of every size and hue were flitting in all directions, stopping briefly to explore nooks and crannies for food. Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals." This evidence shows me all the sea creatures visible at this given moment. It shows me what the students saw, and learned.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

- *about several different sea creatures*

The response provides evidence of analysis.

- *Each being unique, and having different natural abilities*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"That's a tiger tail seahorse." Angela took off her mask to inform them. "They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area."*
- *"Fish of every size and hue were flitting in all directions, stopping briefly to explore nooks and crannies for food. Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals."*

This response includes complete sentences where errors do not impact readability.

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

In "Excerpt from Shadoes Under the Sea," Binti, Jow, and Aesha Brooks learn that the Marine Protected Area is a welcoming and enjoyable place. For example, in paragraph 8, it says, "Their guide even cupped one seahorse in his hand and gave it first to Aesha and then Joe to hold." This shows that the Marine Protected Area is a welcoming and enjoyable place because both Aesha and Joe were comfortable holding the starfish, and they were both fascinated by it. Also, I paragraph 11, it says, "For an hour they explored where the seahorses were most abundant. Rey led them to other sea creatures as well and every few seconds something new came into view." This shows that the Marine Protected Area is an enjoyable place because they were always seeing new things.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

- *the Marine Protected Area is a welcoming and enjoyable place*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Their guide even cupped one seahorse in his hand and gave it first to Aesha and then Joe to hold."*
- *"For an hour they explored where the seahorses were most abundant. Rey led them to other sea creatures as well and every few seconds something new came into view."*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

Binti, Joe, and Aesha learn that the reef was way more beautiful than they expected. Paragraph 5 says, "The shapes and colours of the reef were more extraordinary than anything he had seen in books or television and the noise was almost deafening. It was like entering a garden created by someone from a different planet" Paragraph 5 also says, "Then an enormous grey fish emerged just below him. He was so excited that he opened his mouth to call out--and immediately swallowed a large amount of briny water."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

- *the reef was way more beautiful than they expected*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"The shapes and colours of the reef were more extraordinary than anything he had seen in books or television and the noise was almost deafening. It was like entering a garden created by someone from a different planet"*
- *"Then an enormous grey fish emerged just below him. He was so excited that he opened his mouth to call out--and immediately swallowed a large amount of briny water."*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

binti and joe and aesha brooks they learned what it is like to be under water and a whole new big world and about sea horses. "They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area." thye laern what is like to be a sea horse

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

- *what it is like to be under water and a whole new big world and about sea horses*

The response only provides one concrete detail from the text for support.

- *"They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area."*

This response includes complete sentences where errors do not impact readability.

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

joe found out he cant yell underwater, aesha learned that its cruel to keep seahorses as pets, and i dont know what binti learned

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

- *joe found out he cant yell underwater, aesha learned that its cruel to keep seahorses as pets*

The response does not provide two relevant details from the text for support.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

That's a tiger tail seahorse." Angela took off her mask to inform them. "They're so well camouflaged that only someone as experienced as Rey can spot them,

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support.

- *That's a tiger tail seahorse." Angela took off her mask to inform them. "They're so well camouflaged that only someone as experienced as Rey can spot them*

The response does not provide a valid inference from the text to explain what Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area in *Shadows Under the Sea*.

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 7

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

they want to keep the sea safe and make sure that no one trys to kill them

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *they want to keep the sea safe and make sure that no one trys to kill them*

44

In *Shadows Under the Sea*, what do Binti, Joe, and Aesha Brook learn by visiting the Marine Protected Area? Use **two** details from the story to support your response.

the banca took a deep breath. to joes surprise he wasn't wearing a snorkel

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the banca took a deep breath. to joes surprise he wasn't wearing a snorkel*

Excerpt from *Sea Horses*

by Steven Otfinoski

In Dangerous Waters . . .

- 1 The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflage. A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings. If the background is a different color, the sea horse has the ability to change color to match it. Some sea horses can actually produce stringy growths on their body and heads to blend in with the plant growth they hide in. . . .

Sea Horses and People

- 2 Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . .
- 3 Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they become prone to many diseases. Many pet sea horses starve because they will eat only prey, such as brine shrimp. They also don't usually breed in captivity, further endangering the world's overall sea horse population. . . .
- 4 What can be done to save the sea horse? It is unlikely that fishing for sea horses will be banned as many countries, especially in Asia, have a long tradition of using sea horses in medicines. Even if this trade in sea horses was outlawed, it would continue illegally.
- 5 The captive breeding of sea horses is another option. The science of aquaculture has developed technology to raise many sea creatures, including sea horses, on special aquatic or water-based "farms." Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life. Sea horses raised in Asian fishing villages with aquaculture programs could be bought and sold for medicines and other uses. People would not have to capture sea horses in the wild, and populations would increase as a result.
- 6 Organizations such as Project Seahorse are working around the world to preserve and protect the coastal areas where sea horses and other creatures live. Scientists study the sea horse and how it interacts with the world around it. They then use this knowledge to educate people and to promote the health of sea horses worldwide. There is still much to be learned about the sea horse. If people around the world work together, we can save this strange and beautiful creature for the enjoyment and wonder of generations to come.

EXEMPLARY RESPONSE

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

Possible Exemplary Response:

A central idea of *Sea Horses* is that sea horses are vulnerable to human carelessness and predation, and humans need to find a way to protect them. According to the text, “fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish.” In addition, some sea horses are harvested for the aquarium market, or for medicines. Many countries “have a long tradition of using sea horses in medicines.” Potential solutions include captive breeding programs, better education, and improved understanding of sea horses and their habitats.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 2-credit holistic rubric.

GUIDE PAPER 1

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

The central idea of "Excerpt from Sea Horses" is that many seahorses are killed by humans and we need to do something to stop it. A quote from this passage that supports my claim is Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . ." This quote supports my claim by education people on how some seahorses are killed. The author is telling us that seahorses are killed in fishing nets to bring awareness to the situation. Another quote that supports my claim is "Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they become prone to many diseases." This quote supports my theme because it tells the reader how some seahorses are killed. In conclusion, the central idea of "Excerpt from Sea Horses" is that many seahorses are killed by humans and we need to do something to stop it.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Sea Horses*.

- *many seahorses are killed by humans and we need to do something to stop it*

The response provides evidence of analysis.

- *The author is telling us that seahorses are killed in fishing nets to bring awareness to the situation*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . ."*
- *"Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they become prone to many diseases."*

This response includes complete sentences where errors do not impact readability.

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

That the sea horses are good at camouflage and are kept as pets which is dangerous. I know this because it says "Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they". It also says "Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . ." These details show the central idea which is that the sea horses need to be protected.

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Sea Horses*.

- *sea horses need to be protected*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- *"Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings. Stressed by an unfamiliar environment, their immune system fails and they"*
- *"Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . ."*

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 3

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

The central idea of the text is that sea horses are in danger and they are very vulnerable to attack but they are know how to camouflauge. it says in the text," The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflagage. " it also says," A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings."

Score Credit 2 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Sea Horses*.

- *sea horses are in danger and they are very vulnerable to attack but they are know how to camouflauge*

The response provides a sufficient number of concrete details from the text for support as required by the prompt.

- “ *The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflagage.* ”
- “ *A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings.* ”

This response includes complete sentences where errors do not impact readability.

GUIDE PAPER 4

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

The central idea of the excerpt is sea horse endangerment. We know this because the artical shares stories on the sea horse captures and the harmful enviornment they are put into.

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Sea Horses*.

- *sea horse endangerment*

The response only provides one relevant detail from the text for support.

- *the artical shares stories on the sea horse captures and the harmful enviornment they are put into*

This response includes complete sentences where errors do not impact readability.

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

that every years sea horses die decuse people killmthem for michesine and other stuff and want to keep them safe for other people to see andlook at

Score Credit 1 (out of 2 credits)

This response provides a valid inference from the text that identifies a central idea of *Sea Horses*.

- *that every years sea horses die decuse people killmthem for michesine and other stuff and want to keep them safe for other people to see andlook at*

The response does not provide two relevant details from the text for support.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 6

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods.

Score Credit 1 (out of 2 credits)

This response only provides one concrete detail from the text for support.

- *A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods*

The response does not provide a valid inference from the text that identifies a central idea of *Sea Horses*.

This response includes a complete sentence where errors do not impact readability.

GUIDE PAPER 7

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

the central idea is that sea horses can be banned in different countries. they can be attacks more often.

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the central idea is that sea horses can be banned in different countries. they can be attacks more often*

45 What is a central idea of *Sea Horses*? Use **two** details from the article to support your response.

the central idea is that these people went diving and as the went and saw the sea horeses

Score Credit 0 (out of 2 credits)

This response does not address any of the requirements of the prompt.

- *the central idea is that these people went diving and as the went and saw the sea horeses*

EXEMPLARY RESPONSE

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Possible Exemplary Response:

Seahorses are fragile yet fascinating creatures that struggle to survive as a species. Sally Grindley, the author of *Shadows Under the Sea* and the Steven Otfinoski, author of *Sea Horses*, both describe the “strange and beautiful” seahorses. However, Otfinoski provides a far more complete explanation of their challenges to survive and gives concrete examples of how they can be protected. In conclusion, people need to take action to ensure the long-term survival of seahorses.

In *Shadows Under the Sea*, Sally Grindley describes a trip the Brooks family made to the Marine Protected Area to explore sea life. The information the author presents about the need to protect seahorses is indirect. For one thing, since they are in the Marine Protected Area, one can infer that there is a need for protection. Angela also tells us that sea horses in the Marine Protected Area are bigger than outside the Marine Protected Area, which leads to a second inference – seahorses might not live long enough outside the protected zone to grow as big. The most direct statement regarding the dangers to seahorses comes from Aesha. “He’s so cute,” said Aesha. “I can see why people are tempted to keep them as pets, even though it’s cruel.” This implies the people capture seahorses to keep as pets.

Because Grindley’s focus is on a family diving experience and the wonders of the sea, there is no concrete information on the need to protect seahorses. The nature of a narrative is to paint a picture to help the reader share in the experience of the characters. With its vivid description of the underwater environment, with details like “It was like entering a garden created by someone from a different planet” and “Bright red anemones waved their tentacles alongside deep-purple sea urchins. Orange starfish crept over yellow sponge-like corals,” *Shadows Under the Sea* successfully achieves this goal. This entices the reader to care about the entire underwater environment, not just seahorses.

In contrast, Steven Otfinoski goes to great lengths to describe the dangers faced by seahorses and how those dangers can be addressed. First, he describes the challenges of natural predation. “The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflage.” This suggests that the sea horse can easily be killed by any natural predators, as long as the predator can see them despite their excellent camouflage. However, Otfinoski never details who the natural predators are, except by saying “Of all the predators that threaten the sea horse, none has proved more harmful than people.” This leads me to wonder what other predators are interested in seahorses.

Otfinoski then details the dangers faced by sea horses due to human action, including “fishing boats [...] that catch and kill millions of sea horses each year”, “captured sea horses are kept alive to be sold as pets for home aquariums” and the “long tradition of using sea horses in medicines” throughout Asia. Finally, Otfinoski provides solutions to protect seahorses. Although sea horses do not usually breed in captivity, “the science of aquaculture has developed technology to raise many sea creatures, including sea horses, on special aquatic or water-based “farms.” Sea horses bred in captivity would be healthier and better able to fight disease.”

He goes on to directly address the challenges to sea horse predation by humans. Sea horses raised on water-based farms “would be better suited as well to aquarium life. Sea horses raised in Asian fishing villages with aquaculture programs could be bought and sold for medicines and other uses. People would not have to capture sea horses in the wild, and populations would increase as a result.” Otfinoski closes his discussion of seahorses on a hopeful note by describing an organization that protects seahorses, Project Seahorse, which is “working around the world to preserve and protect the coastal areas where sea horses and other creatures live.” Scientists from Project Seahorse are working to better understand this fascinating creature “to educate people and to promote the health of sea horses worldwide.”

Both Sally Grindley, the author of *Shadows Under the Sea* and Steven Otfinoski, author of *Sea Horses*, inform the reader about the need to protect seahorses. However, Otfinoski’s description of the challenges to the seahorses and his examples of how they can be protected are far more compelling. His effective use of information provides reasons why seahorses need to be protected and gives us hope for their long-term survival.

Possible Details to Include:

- Other relevant text-based details

Score Credits:

Apply 4-credit holistic rubric.

GUIDE PAPER 1a

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Have you ever thought about life under the sea? Life as any other species on earth seems difficult enough considering the human race's tendencies to dominate. Being a small creature like a seahorse is tough but many people fight for the protection and safety of these creatures, no matter how small. In the texts, "Shadows Under The Sea" and Excerpt From "Sea Horses", the authors take two different approaches to encouraging their readers to learn about sea horse protection.

In the text "Shadows Under The Sea", the author provides information about the sea horse's habitats and added an emotional appeal through describing the character's reactions to the sea horses. In paragraph #5, the author describes the habitat of the sea horse when she says, "The shapes and colours of the reef were more extraordinary than anything he had seen in books or on television and the noise was almost deafening". This piece of evidence shows us that their habitat is significant to sea horses health and happiness. This idea is then reinforced in paragraph #10 when a character says, "I can see why people are tempted to keep them as pets, even though it's cruel." . A second way the author provides information is through an emotional appeal. In paragraph #8 the narrator says, "Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger." This evidence shows us that the characters in the story care about sea horses, hinting to us that as the reader, we should care about them too.

In the Excerpt From "Sea Horses", the author provides information about dangers to sea horse populations and then solutions to the problems he states. He also reinforces the idea that human practices are a major issue when it comes to problems for sea horses. One example of this is in paragraph #2 when the author flat-out says, "Of all the predators that threaten the sea horse, none has proved more harmful than people." This evidence shows us very clearly that the author believes human behavior is the big issue. The author then reinforces this idea by giving an example of a human action leading to a sea horse death, "Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings." . Now that the issues the author talks about are addressed, solutions must now be exemplified. The author states several solutions such as captive breeding and organizations focusing on environmental protection but

GUIDE PAPER 1b

the sentence that demonstrates the authors ideas the best is in paragraph #5, "Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life." This sentence shows us a solution and the effects of that solution, making it the best information given in the article.

All in all, both texts use several strategies to persuade the reader to care about sea horse protection but in the end, Excerpt From "Sea Horses" had the better information. While "Shadows Under The Sea" Had a strong emotional appeal with vivid descriptions to back it up, the facts and cause and effect format used in Excerpt From "Sea Horses" is stronger in order to persuade someone of something. In conclusion, Excerpt From "Sea Horses" and "Shadows Under The Sea" both have convincing appeals to the, equipped with strategies to hook a reader but in the end, facts prevail over all else.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose.

- *Have you ever thought about life under the sea? Life as any other species on earth seems difficult enough considering the human races tendencies to dominate. Being a small creature like a seahorse is tough but many people fight for the protection and safety of these creatures, no matter how small. In the texts, "Shadows Under The Sea" and Excerpt From "Sea Horses", the authors take two different approaches to encouraging their readers to learn about sea horse protection*

The response demonstrates insightful analysis of the texts.

- *the author provides information about the sea horse's habitats and added an emotional appeal through describing the character's reactions to the sea horses*
- *A second way the author provides information is through an emotional appeal*
- *the characters in the story care about sea horses, hinting to us that as the reader, we should care about them too*
- *the author provides information about dangers to sea horse populations and then solutions to the problems he states*
- *human practices are a major issue when it comes to problems for sea horses*
- *This sentence shows us a solution and the effects of that solution, making it the best information given in the article*
- *the facts and cause and effect format used in Excerpt From "Sea Horses" is stronger in order to persuade someone of something*

The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence.

- *"The shapes and colours of the reef were more extraordinary than anything he had seen in books or on television and the noise was almost deafening"*
- *"I can see why people are tempted to keep them as pets, even though it's cruel."*
- *"Joe was thrilled when the seahorse curled its black-and-yellow-striped tail round his finger."*
- *"Of all the predators that threaten the sea horse, none has proved more harmful than people."*
- *"Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings."*

GUIDE PAPER 1c

- *“Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life.”*
- *The author states several solutions such as captive breeding and organizations focusing on environmental protection*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *In the text*
- *Added*
- *In paragraph*
- *This piece of evidence shows us that*
- *This idea is then reinforced*
- *A second way*
- *He also reinforces*
- *One example*
- *Now that the issues the author talks about are addressed, solutions must now be exemplified*
- *The author states*
- *All in all, both texts*
- *but in the end*
- *In conclusion*

The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice.

- *considering the human race’s tendencies to dominate*
- *adds an emotional appeal*
- *human practices are a major issue*
- *solutions must now be exemplified*
- *vivid descriptions*
- *cause and effect format*
- *facts prevail*

The response provides a concluding statement that is compelling and follows clearly from the topic and information presented.

- *In conclusion, Excerpt From “Sea Horses” and “Shadows Under The Sea” both have convincing appeals to the, equipped with strategies to hook a reader but in the end, facts prevail over all else*

GUIDE PAPER 1d

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *character's reactions*
- *athour*
- *The habitat if the sea horse*
- *both have convincing appeals to the, equipped*

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

The author of "Excerpt from *Shadows Under the Sea*" does not provide evidence, but makes a story to make the reader feel more sympathetic to the cause. This is expressed when the text states, "'I can see why people are tempted to keep them as pets, even though it's cruel.'" (10). This expresses the idea that keeping the sea horses in captivity is cruel and that they should stay wild by stating in the text that is cruel to take them in the form of a story. The author of "Excerpt from *Sea Horses*" the author expresses cold hard evidence and a solution to drive his point. This is expressed when the text states, "Around the world, fishing boats catch and kill millions of sea horses each year," (2). This piece of evidence shows how many are dying in the wild. The text, also states, "Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited for aquarium life," (5). This shows a solution on how to keep the population alive. To add on, the text, also states, "People would not have to capture sea horses in the wild, and the populations would increase as a result," (5). This shows the positive outcome this solution has. The author of "Excerpt from *Sea Horses*" provides more effective information as it is true and is not a story and also provides a solution to this problem. In conclusion, the author of "Excerpt from *Sea Horses*" provides real concrete information instead of supporting his cause with a story.

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose.

- *The author of "Excerpt from *Shadows Under the Sea*" does not provide evidence, but makes a story to make the reader feel more sympathetic to the cause*
- *The author of "Excerpt from *Sea Horses*" expresses cold hard evidence and a solution to drive his point*

The response demonstrates insightful analysis of the texts.

- *This expresses the idea that keeping the sea horses in captivity is cruel and that they should stay wild by stating in the text that is cruel to take them in the form of a story*
- *This piece of evidence shows how many are dying in the wild*
- *This shows a solution on how to keep the population alive*
- *This shows the positive outcome this solution has*
- *it is true and not a story*

The response develops the topic with relevant, well-chosen details from the texts.

- *“I can see why people are tempted to keep them as pets, even though it’s cruel.”*
- *“Around the world, fishing boats catch and kill millions of sea horses each year,”*
- *“Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited for aquarium life,”*
- *“People would not have to capture sea horses in the wild, and the populations would increase as a result,”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *This is expressed*
- *The text, also states*
- *This shows*
- *To add on*
- *and also*
- *In conclusion*

The response establishes and maintains a formal style, using precise language and domain-specific vocabulary.

- *sympathetic to the cause*
- *cold hard evidence*
- *to drive his point*
- *supporting his cause*

The response provides a concluding statement that follows clearly from the topic and information presented.

- *In conclusion, the author of “Excerpt from Sea Horses” provides real concrete information instead of supporting his cause with a story*

The response demonstrates grade-appropriate command of conventions, with few errors.

- *keeping*

GUIDE PAPER 3a

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

The information that each author provides is really good with one being from a narrative and one being from an article. They each have some good points, and they both depict the act of keeping seahorses safe either by keeping the ones needed for people in farms, and leaving the ones in the wild alone. Like in "Shadows under the sea." They talk about how keeping seahorses as pets are cruel even though they are so cute. As stated in paragraph 10, "He's so cute, said Aesha. I can see why people are tempted to keep them as pets, even though it's cruel." This shows how some seahorses are harmed, mainly because of people and how even the article "Sea Horses" says the same sort of thing. Like in paragraph 2, and 3, "Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . .

Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings." This shows how deadly catching seahorses for any kind of reason is for them because they cannot get used to their new surroundings. Both Excerpts talk about the fact that the only real defense sea horses have are their camouflage, and the fact that they can change to their surroundings as said in paragraph 1, "The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflage. A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings. If the background is a different color, the sea horse has the ability to change color to match it." This shows how the only thing that sea horses have are their camouflage, so its better to just leave them alone. Like in paragraph 9, "That's a tiger tail seahorse. Angela took off her mask to inform them. They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area." This shows how good their camouflage is against people, and how the right people can still see them. This shows us how one author provides tons of evidence and information because they are making an article, while one mainly provides information that goes along with the storyline because they are making a narrative. I believe that the author of the article "Sea Horses" provides more effective information because it is a fact based, article. While the Excerpt "Shadows under the sea," is a narrative and is meant to be more than just facts about sea horses put along with the actual story.

GUIDE PAPER 3b

Score Credit 4 (out of 4 credits)

This response clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose.

- *The information that each author provides is really good with one being from a narrative and one being from an article. They each have some good points, and they both depict the act of keeping seahorses safe either by keeping the ones needed for people in farms, and leaving the ones in the wild alone*

The response demonstrates insightful analysis of the texts.

- *keeping seahorses as pets are cruel even though they are so cute*
- *This shows how some seahorses are harmed, mainly because of people*
- *This shows how deadly catching seahorses for any kind of reason is for them because they cannot get used to their new surroundings*
- *the only real defense sea horses have are their camouflage, and the fact that they can change to their surroundings*
- *the only thing that sea horses have are their camouflage, so its better to just leave them alone.*
- *This shows how good their camouflage is against people, and how the right people can still see them*
- *one athor provides tons of ecidense and information because they are making an article, while one mainly provides information that goes along with the storyline because they are making a narrative*

The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence.

- *“He’s so cute, said Aesha. I can see why people are tempted to keep them as pets, even though it’s cruel.”*
- *“Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose. . . . Some captured sea horses are kept alive to be sold as pets for home aquariums in North America and Europe. Most of them quickly die in their new surroundings.”*
- *“The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either. Its main defense is camouflage. A sea horse can hide from predators by latching onto a holdfast and staying perfectly still for long periods. Its naturally black or gray body often blends into its surroundings. If the background is a different color, the sea horse has the ability to change color to match it.”*
- *“That’s a tiger tail seahorse. Angela took off her mask to inform them. They’re so well camouflaged that only someone as experienced as Rey can spot them, even though they’re bigger here than outside the Marine Protected Area.”*

The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning.

- *Like in*

GUIDE PAPER 3c

- *As stated*
- *This shows*
- *Both excerpts*
- *I believe*
- *While*

The response establishes but fails to maintain a formal style.

- *information [...] is really good*
- *Like in*
- *Tons of ecidensce*
- *put along with*

The response provides a concluding statement that follows from the topic and information presented.

- *I believe that the author of the article "Sea Horses" provides more effective inmformation because it is a fact based, article. While the Excerpt "Shadows under the sea," is a narrative and is meant to be more than just facts about sea horses put along with the actual story*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *imformation*
- *pointsl*
- *leavng*
- *atricle*
- *are their camouflauge*
- *its better*
- *athor*
- *ecidense*
- Punctuation

GUIDE PAPER 4a

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

In the first excerpt, the author provides information that seahorses are so well disguised in nature they don't really need protection. In the second excerpt, it says that seahorses have nothing to protect themselves from predators except for their camouflage but it isn't enough to protect them. The author from the second excerpt provides more effective information because they provide more information about the survival of the seahorse.

In the first excerpt it talks about how seahorses have camouflage that well protects them in the wild. For example, in paragraph 9 it says "only someone as experienced as Rey can spot them" so if you're not an expert, you won't be able to find them. Another example, in paragraph 11 it says they go looking for seahorses for an hour so if they think seahorses really needed protection, they wouldn't go looking for them for fun without reason. This information isn't too effective because first, paragraph 9 says they're bigger outside the marine protected area so there more easier to catch and they don't have protection. Also, in paragraph 10 Aesha says "I can see why people are tempted to keep them as pets, even though it's cruel" so she basically said seahorses can be found and caught and acknowledges a problem.

In the second excerpt it talks about how seahorses are in need of protection because they have no types of self defense. For example, in paragraph 1 it says "The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either" so they don't have any protection if they get caught. Another example, in paragraph 2 it states "Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year" so that shows the seahorse population is constantly dropping in big numbers and they really do require protection. Also, paragraph 4 states "It is unlikely that fishing for sea horses will be banned as many countries, especially in Asia" and that's a problem because the seahorses will continue to die and Asia is the biggest continent so more people would be fishing sea horses. This information is more effective then the first excerpt because it shows all the key problems of seahorse survival and has more evidence for why they need protection unlike the first excerpt which barely talks about how seahorses have protection.

GUIDE PAPER 4b

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose.

- *In the first excerpt, the author provides information that seahorses are so well disguised in nature they don't really need protection. In the second excerpt, it says that seahorses have nothing to protect themselves from predators except for their camouflage but it isn't enough to protect them. The author from the second excerpt provides more effective information because they provide more information about the survival of the seahorse*

The response demonstrates grade-appropriate analysis of the texts.

- *seahorses have camouflage that well protects them in the wild*
- *if you're not an expert, you won't be able to find them*
- *if they think seahorses really needed protection, they wouldn't go looking for them for fun without reason*
- *she basically said seahorses can be found and caught and acknowledges a problem*
- *seahorses are in need of protection because they have no types of self defense*
- *they don't have any protection if they get caught*
- *the seahorse population is constantly dropping in big numbers and they really do require protection*
- *that's a problem because the seahorses will continue to die and Asia is the biggest continent so more people would be fishing sea horses*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *"only someone as experienced as Rey can spot them"*
- *they go looking for seahorses for an hour*
- *they're bigger outside the marine protected area*
- *"I can see why people are tempted to keep them as pets, even though it's cruel"*
- *"The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either"*
- *"Of all the predators that threaten the sea horse, none has proved more harmful than people. Around the world, fishing boats catch and kill millions of sea horses each year"*
- *"It is unlikely that fishing for sea horses will be banned as many countries, especially in Asia"*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *In the first excerpt*
- *For example*
- *Another example*
- *so*
- *Also*
- *In the second excerpt*

GUIDE PAPER 4c

The response establishes and maintains a formal style using precise language and domain-specific vocabulary.

- *so well disguised in nature*
- *effective information*
- *survival of the seahorse*
- *acknowledges a problem*
- *require protection*

The response provides a concluding statement that follows from the topic and information presented.

- *This information is more effective than the first excerpt because it shows all the key problems of seahorse survival and has more evidence for why they need protection unlike the first excerpt which barely talks about how seahorses have protection*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *camouflauge*
- *well protects them*
- *looking fro*
- *there more easier*
- *more effective then*

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

In "Excerpt from Sea Horses," the authors viewpoint is developed throughout paragraphs 4 and 5 by showing what can be done to stop seahorses from dying and getting caught. One example from the text is "The science of aquaculture has developed technology to raise many sea creatures, including sea horses on special aquatic or water-based "farms." This means that the seahorses will have an environment similar to what they are used to live in just without all the dangers. Another example is "People would not have to capture sea horses in the wild, and populations would increase as a result." What this means is that if people would just stop trying to capture the seahorses the population would have a big rise instead of growth. Therefore in "Excerpt from Sea Horses," the authors viewpoint is developed throughout paragraphs 4 and 5. In "Excerpt from Shadows Under the Sea," the author informs the reader about the need to protect seahorses. One example from the text is "They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area." What this shows is that when the seahorses are out of the protected area they could not be getting enough food to eat and could also be killed, that's why they aren't as big. Another example is "I can see why people are tempted to keep them as pets, even though it's cruel." This shows that even with the cutest things sometimes it's better to leave animals be and let them do what they need to do to live. Therefore in "Excerpt from Shadows Under the Sea," the author informs the reader about the need to protect seahorses.

Score Credit 3 (out of 4 credits)

This response clearly introduces a topic in a manner that follows from the task and purpose.

- In "Excerpt from Sea Horses," the authors viewpoint is developed throughout paragraphs 4 and 5 by showing what can be done to stop seahorses from dying and getting caught
- In "Excerpt from Shadows Under the Sea," the author informs the reader about the need to protect seahorses

The response demonstrates grade-appropriate analysis of the texts.

- the seahorses will have an environment similar to what they are used to live in just without all the dangers

- *if people would just stop trying to capture the seahorses the population would have a big rise intemrs of growth*
- *when the seahorses are out of the protected area they could not be getting enough food to eat and could also be killed, thats why they arent as big*
- *even with the cutest things some times its better to leave animals be and let them do what they need to do to live*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“The science of aquaculture has developed technology to raise many sea creatures, including sea horses on special aquatic or water-based “farms.”*
- *“People would not have to capture sea horses in the wild, and populations would increase as a result.”*
- *“They’re so well camouflaged that only someone as experienced as Rey can spot them, even though they’re bigger here than outside the Marine Protected Area.”*
- *“I can see why people are tempted to keep them as pets, even though it’s cruel.”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *One example*
- *This means*
- *Another example*
- *What this means*
- *Therefore*
- *What this shows*
- *This shows*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

- *the population would have a big rise intemrs of growth*
- *they could not be getting enough food to eat and could also be killed*

The response provides a concluding statement that follows generally from the topic and information presented.

- *Therefore in “Excerpt from Sea Horses,” the authors veiwpoint is develpoed throughout paragraphs 4 and 5 [...] Therefore in “Ecerpt from Shadows Under the Sea,” the author informs the reader about the need to protect seahorses*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *veiwpoint*
- *develpoed thoughout*
- *geting*
- *enviroment*
- *intemrs*
- *Ecerpt*
- *thats why*
- *arent*
- *some times*

GUIDE PAPER 6a

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

The author from shadows under the sea says provides information by going in the marine life and finding all sorts of things like fish and seaweed but the real special thing is that they found tiger tail seahorse in the story it says "That's a tiger tail seahorse." Angela took off her mask to inform them.

"They're so well camouflaged that only someone as experienced as Rey can spot them, even though they're bigger here than outside the Marine Protected Area."

"He's so cute," said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel." The author says people are tempted to keep seahorses as pets because they are so cute. thats why many people take seahorses as pets but doing that messes up the searhorses life style.

This author supports the idea of protecting seahorses because they are cute and small. In sea horses the author says seahorses need to be protected and repopulated because people are killing them and using them for medince. Fishing boats kill millions of sea horses every year the author wants to stop this by doing captive breeding and stop people from killing seahorses and find another thing fro medince "Organizations such as Project Seahorse are working around the world to preserve and protect the coastal areas where sea horses and other creatures live."

this detail shows that people are trying to save seahorses with organizations. Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life".

Sea horses in captive breeding wills save their lives. Both authors give infromation about seahorses and protecting them but the author who gives the most information is steven otfinoski who made sea horses.

GUIDE PAPER 6b

Score Credit 3 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *The author from shadows under the sea says provides information by going in the marine life and finding all sorts of things like fish and seaweed but the real special thing is that they found tiger tail seahorse*

The response demonstrates grade-appropriate analysis of the texts.

- *people are tempted to keep seahorses as pets because they are so cute. thats why many people take seahorses as pets but doing that messes up the searhorses life style*
- *This author supports the idea of proctecting seahorses because they are cute and small*
- *the author wants to stop this by doing captive breeding and stop people from killing seahorses and find another thing fro medince*
- *People are trying to save seahorses with organizations*

The response develops the topic with relevant details from the texts, and sustains the use of relevant evidence, with some lack of variety.

- *“That’s a tiger tail seahorse.” Angela took off her mask to inform them. “They’re so well camouflaged that only someone as experienced as Rey can spot them, even though they’re bigger here than outside the Marine Protected Area.”*
- *“He’s so cute,” said Aesha. “I can see why people are tempted to keep them as pets, even though it’s cruel.”*
- *seahorses need to be protected and repoupulated because people are killing them and using them for medince*
- *Fishing boats kill millions of sea horses every year*
- *“Organizations such as Project Seahorse are working around the world to preserve and protect the coastal areas where sea horses and other creatures live.”*
- *Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium live”*

The response exhibits clear organization, with the use of appropriate transitions to create a unified whole.

- *but*
- *thats why*
- *This author*
- *This detail*

The response establishes but fails to maintain a formal style with inconsistent use of language and domain-specific vocabulary.

- *finding all sorts of things*
- *the real special thing*
- *doing so messes up the searhorses life style*

GUIDE PAPER 6c

The response provides a concluding statement that follows from the topic and information presented.

- *Both authors give information about seahorses and protecting them but the author who gives the most information is Steven Otfinoski who made sea horses*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *says provides information*
- *by going in the marine life*
- *thats why*
- *seahorses*
- *life style*
- *protecting*
- *repopulated*
- *from medicine*
- *will save*
- *information*
- *who made sea horses*
- Capitalization
- Punctuation

GUIDE PAPER 7a

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

In the text "Excerpt from *Shadows Under the Sea*" the author says, "I can see why people are tempted to keep them as pets, even though it's cruel." . . . In the text "Excerpt from *Sea Horses*" the author tells of how the seahorses need to be protected from humans and how we can do that. While in the text "Excerpt from *Shadows Under the Sea*" it doesn't. In the text "Excerpt from *Shadows Under the Sea*" he states how the sea horses are bigger in the marine protected area and how it is cruel to keep them as pets. In the text "Excerpt from *Sea Horses*" the author says how keeping them as pets is bad and how they need to be protected. The text "Excerpt from *Sea Horses*" provides more valuable information because it states how keeping them as pets is cruel and how we can save their species. One detail from the text says, "The science of aquaculture has developed technology to raise many sea creatures, including sea horses on special aquatic or water-based "farms." Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life. Sea horses raised in Asian fishing villages with aquaculture programs could be bought and sold for medicines and other uses."

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *In the text "Excerpt from *Shadows Under the Sea*"*
- *In the text "Excerpt from *Sea Horses*"*

The response demonstrates a literal comprehension of the texts.

- *seahorses need to be protected from humans*
- *keeping them as pets is bad and how they need to be protected*
- *keeping them as pets is cruel and how we can save their species*

The response partially develops the topic of the essay with the use of some textual evidence.

- *"that they can get to know more about them and what times are there the second reason is that there are different types I can see why people are tempted to keep them as pets, even though it's cruel." . . ."*

GUIDE PAPER 7b

- *“The science of aquaculture has developed technology to raise many sea creatures, including sea horses on special aquatic or water-based “farms.” Sea horses bred in captivity would be healthier and better able to fight disease. They would be better suited as well to aquarium life. Sea horses raised in Asian fishing villages with aquaculture programs could be bought and sold for medicines and other uses.”*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *While*
- *In the text*
- *One detail*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

The response does not provide a concluding statement.

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *tells of how*
- *doesnt*
- *valubale*
- *there species*

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Both show that sea horses need to be protected from harm, and that they are vulnerable and weak.

Steven Otfinoski shows this through the line "Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose." and "The sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either." This shows that man is a great harm to sea horses and that they are extremely vulnerable. Sally Grindley shows this through a character in her story. "He's so cute," said Aesha. "I can see why people are tempted to keep them as pets, even though it's cruel." This shows Sally's viewpoint that it is cruel to cage up seahorses.

Steven, however, provides more evidence to back up his claims though, as shown by my first quotes. He says that people catch millions a year. Sally just says that it's cruel to keep them as pets and doesn't say anything else. This could just have been an opinion.

Overall though, they both say that seahorses need help to protect themselves from harm.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *Both show that sea horses need to be protected from harm, and that they are vulnerable and weak*

The response demonstrates a literal comprehension of the texts.

- *This shows that man is a great harm to sea horses and that they are extremely vulnerable*
- *it is cruel to cage up seahorses*
- *This shows Sally's viewpoint that it is cruel to cage up seahorses*
- *Steven, however, provides more evidence to back up his claims though, as shown by my first quotes. He says that people catch millions a year. Sally just says that it's cruel to keep them as pets and doesn't say anything else. This could just have been an opinion*

The response partially develops the topic of the essay with the use of some textual evidence, and uses relevant evidence with inconsistency.

- *“Around the world, fishing boats catch and kill millions of sea horses each year. Many are caught accidentally in nets meant to catch other fish and shellfish. Some sea horses, however, are caught on purpose.”*
- *“sea horse is extremely vulnerable to attack. It has nothing with which to defend itself. To make matters worse, with its small weak fins, it cannot make a quick getaway either.”*
- *“He’s so cute,” said Aesha. “I can see why people are tempted to keep them as pets, even though it’s cruel.”*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *Shows this through the line*
- *and*
- *This shows*
- *however*
- *as shown*
- *Overall*

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

The response provides a concluding statement that follows generally from the topic and information presented.

- *Overall though, they both say that seahorses need help to protect themselves from harm*

The response demonstrates grade appropriate command of conventions, with few errors.

GUIDE PAPER 9a

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Some evidence to show about the need to protect seahorses are, "here than outside the Marine Protected Area". Which shows that we need to protect seahorses because they are so endangered that they need to have a marine protected area. Also, it says, "Of all the predators that threaten the sea horse, none has proved more harmful than people". Thiss evidence supports the need to protect sea horses because we humans are the biggest threat which mean we should at least try not to keep harming the seahorses. The author from Sea horses provided the most effective information because it was factual and persuasive.

Score Credit 2 (out of 4 credits)

This response introduces a topic in a manner that follows generally from the task and purpose.

- *Some eveidence to show about the need to protect seahorses are*

The response demonstrates a literal comprehension of the texts.

- *Which shows that we need to protect seahorses because they are so endangered that they need to have a marine protected area*
- *Thiss evidence supports the need to protect sea horses because we humans are the biggest threat which mean we should at least try not to keep harming the seahorse*
- *The author from Sea horses provided the most effective information because it was factual and persuasive*

The response partially develops the topic of the essay with the use of some textual evidence, and uses relevant evidence with inconsistency.

- *"here than outside the Marine Protected Area"*
- *"Of all the predators that threaten the sea horse, none has proved more harmful than people"*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *Which shows*
- *Also*
- *Thiss evidence*

GUIDE PAPER 9b

The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary.

The response provides a concluding statement that follows generally from the topic and information presented.

- *The author from Sea horses provided the most effective information because it was factual and persuasive*

The response demonstrates emerging command of conventions, with some errors that may hinder comprehension.

- *Some eveidence [...] are*
- *endagered*
- *Thiss*
- *Which mean we*

GUIDE PAPER 10a

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

In both stories the authors want to help sea horses. One example is "They don't usually breed in captivity, further endangering the world's overall sea horse population". This shows that sea horses will die out if we don't stop. Another example is "Joe was thrilled when the sea horse curled its black and yellow striped tail around his finger". This shows Joe was careful but excited about the sea horse. In the end these stories show sea horses are beautiful creatures that we should keep safe not hurt them.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose.

- *In both stories the authors want to help sea horses*

The response demonstrates little understanding of the texts.

- *This shows that sea horses will die out if we don't stop*
- *Joe was careful but excited about the sea horse*

The response demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence.

- *"They don't usually breed in captivity, further endangering the world's overall sea horse population"*
- *"Joe was thrilled when the sea horse curled its black and yellow striped tail around his finger"*

The response exhibits some attempt at organization, with inconsistent use of transitions.

- *One example is*
- *Another example is*
- *This shows*
- *In the end*

GUIDE PAPER 10b

The response lacks a formal style, using language that is imprecise for the texts and task.

- *if we don't stop*

The response provides a concluding statement that follows generally from the topic and information presented.

- *In the end these stories show sea horses are butiful creatures that we should keep safe not hurt them*

The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension.

- *un caprivity*
- *curked*
- *butiful*

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Shadows under the sea is more of a story so *Sea Horses* is definitely more informative. Steven Otifinosoki provide more evidence.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose.

- *Shadows under the sea is more of a story so Sea Horses is definitely more informative. Steven Otifnosoki provide more evidence*

The response demonstrates little understanding of the texts.

The response provides no evidence.

The response exhibits no evidence of organization.

The response lacks a formal style, using language that is imprecise for the texts and task.

The response does not provide a concluding statement.

The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 12

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Protecting seahorses is good because they are endangered.

Score Credit 1 (out of 4 credits)

This response introduces a topic in a manner that does not logically follow from the task and purpose.

- *Protecting seahorses is good because they are endangered*

The response provides no evidence.

The response exhibits no evidence of organization.

The response lacks a formal style, using language that is imprecise for the texts and task.

The response does not provide a concluding statement.

The response is minimal, making assessment of conventions unreliable.

GUIDE PAPER 13

46 The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Seahorse are the animal that are endangeerd

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

- *Seahorse are the animal that are endangeered*

46

The authors of *Shadows Under the Sea* and *Sea Horses* inform the reader about the need to protect seahorses. What information does each author provide? How does each author use evidence to support the idea of protecting seahorses? Which author provides more effective information? Use details from **both** the story and the article to support your response.

In your response, be sure to

- identify the information each author provides to the reader about the need to protect seahorses
- explain how each author uses evidence to support the idea of protecting seahorses
- evaluate which author provides more effective information
- use details from **both** the story and the article to support your response

Both articles talk about saving marine life.

Score Credit 0 (out of 4 credits)

This response demonstrates a lack of comprehension of the texts or task.

- *Both articles talk about saving marine life*



Grade 8
English Language Arts Writing

Scoring Leader Materials
2025 Training Set