

Grade 6 Constructed Response Questions (2017)

Teacher Version

The practice items were selected from two sources: the practice performance task classroom activity questions, and the SBAC practice test items. Both sources can provide additional practice for students with writing responses and comparing their answers to the exemplars supplied by SBAC.



Grade 6

Student Directions

Hiking in the Grand Canyon Narrative Performance Task

Task:

Your school writing club is holding a short story contest about "The Great Outdoors." You have often thought about hiking and you wonder what it would be like to hike in Grand Canyon National Park. You decide to do more research about hiking in Grand Canyon National Park. As part of your initial research, you find four sources about the Grand Canyon and hiking.

After you have reviewed these sources, you will answer some questions about them. Briefly skim the sources and the three questions that follow. Then, go back and read the sources carefully so you will have the information you will need to answer the questions and finalize your research. You may click on the Global Notes button to take notes on the information you find in the sources as you read. You may also use scratch paper to take notes.

In Part 2, you will write a story on a topic related to the sources.

Directions for Beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the rest of the time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the information you have read and viewed, which should help you write your story.

You may click on the Global Notes button or refer back to your scratch paper to review your notes when you think it would be helpful. Answer the questions in the spaces below the items.

Both the Global Notes on the computer and your written notes on scratch paper will be available to you in Part 1 and Part 2 of the performance task.

Part 1**Sources for Performance Task:****Source #1**

This article from *Appleseeds* magazine is about the formation of the Grand Canyon.

**The Three “R”s of Folding Time
Grand Canyon Style**
by Leigh Anderson

There is a place—like no other in the world—where time seems to fold in on itself. Where the past meets the here-and-now, mountains meet oceans, beauty meets danger, and discovery meets mystery. This place is the Grand Canyon.

The Grand Canyon is 277 river miles long. At certain points, it’s more than a mile deep and as much as 18 miles wide. Going 50 miles per hour, it would take over five hours to drive its entire length! At such speed, you’d hardly see any of what makes the canyon truly grand: dazzling, glittering colors; fossils and wildlife; a great river snaking through . . . rock; and many-layered canyon walls giving glimpses of Earth’s history.

Geologists¹ have many, different . . . [ideas] about how and when the Grand Canyon was formed. The story of the canyon’s beginnings is like a jigsaw puzzle with many pieces missing. There are a few things geologists do agree on. We’ll call them the three “R”s: Rocks, River, and ‘Rosion (actually, Erosion,² but we’re going to cheat a bit!).

Rocks

The Grand Canyon’s walls are made up mainly of three types of rock: limestone, sandstone, and shale. Over . . . [thousands of] years, the rock built up layer by layer. Each new layer of rock pressed down on the layers beneath it. Then the Colorado River began to cut through these layers like a knife, exposing them for us to see. At the Grand Canyon today, 18 or more layers of Earth’s history are laid out for us to see. We can see backward in time! The rocks near the top of the canyon are . . . [very] old, but those toward the bottom of the canyon are . . . [thought to be over six times older]. What an amazing place for scientists to study the history of Earth.

Limestone, sandstone, and shale: Each of these types of rock was formed in a different way. Limestone is made from the fossilized skeletons of tiny organisms that lived in ancient seas. (Fossils are the super hard remains of plants or animals . . .) Sandstone is actually sand, pressed so hard over . . . [thousands of] years that it stuck together into rock. And shale is basically mud, left over from the bottoms of ancient lakes and marshes. Some rock is softer, some is harder, and they erode at different rates. When a layer of hard rock is on top of a layer of softer rock, amazing cliffs are created. . . .

River

Without the Colorado River, there would be no Grand Canyon. The river flows southwest from the Rocky Mountains to the Gulf of California, crossing through an area called the Colorado Plateau. As it flows, the river crosses Colorado, Utah, Arizona, and Nevada before flowing into Mexico and the Gulf. But the ancient Colorado was not the same river we know today. In fact, long ago it was probably more than one river. When those ancient rivers joined, the newly formed Colorado began flowing southwest. It bucked over dangerous rapids and frothed like chocolate milk in a blender as it carried mountains of dirt downstream. Like sandpaper repeatedly rubbing the same piece of wood, the fast-moving, sand-filled water slowly carved a groove in the rock beneath it.

But the Colorado River didn't carve the canyon by itself. As ancient glaciers melted, the river and its tributaries³ flooded again and again. The floods cleared away the sand, gravel, and other sediment at the bottom of the river. Then, rocks and boulders, which had tumbled into the river, were able to grind and scrape the bedrock at the river's bottom, further deepening the canyon.

As water moves through the canyon, it flows "downhill," dropping in elevation. This makes the water flow faster, with more power to carve out the rock. Also, long ago, the land around the Colorado River began to rise bit by bit, bubbling upward like a giant blister. Known as uplift, this process continued over . . . [many] years. Uplift helped form the canyon we know today.

What Do You Think? The Colorado River Today

Today, the Glen Canyon and Hoover Dams tightly control the Colorado River. The river now runs more slowly. Floods no longer sweep away the sediment at the bottom of the river. The river-bottom sediment is 75 feet deep in some places! Because of the slower water and the thick "blanket" of sediment, the carving of the canyon has slowed down. . . .

'Rosion

When rain falls on rocks, water seeps into the cracks in the rock. When the weather gets cold and that water freezes, it expands, or gets bigger. Over and over, water freezes and expands in the cracks. And slowly, the rock splits apart. Pieces of broken rock (from tiny to huge) fall into the canyon below. As they fall, they might hit another rock and send it tumbling too. When they finally reach bottom, some rocks are carried away by the Colorado. Others remain where they landed.

Heavy rains send great slabs of sediment, mud, and rock crashing down cliff faces, widening the canyon and carving new shapes into the giant red walls. The Colorado's tributaries are busy, too, carving smaller side canyons. Sometimes these side canyons erode into each other, further widening the canyon. This is all part of the process of rocks, river, and 'rosion that makes this canyon so GRAND!

¹geologists: people who study rocks, minerals, and soils of the earth or a particular area

²erosion: a process by which rock, soil, or sand is gradually worn away by water, wind, or ice

³tributaries: smaller rivers and streams that flow into a larger river

The Three "R"s of Folding Time Grand Canyon Style by Leigh Anderson.
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Source #2

This article from *Appleseeds* magazine is about how to take a nature walk. The article talks about John Muir, a man who loved nature and encouraged leaders to preserve land in the United States so people could enjoy its natural beauty for many years. The article explains what John Muir did on a nature hike. One place that he loved to explore was the land that is now known as Yosemite National Park.

Follow in Muir's Footsteps—Take a Nature Walk
by Michelle Schaub

"In every walk with nature, one receives far more than he seeks."
—John Muir

From the steamy swamps of Florida to the icy glaciers of Alaska, John Muir loved exploring wild places. Wherever he went, he carried a notebook to describe the wonders he discovered. You don't have to walk a thousand miles to follow in Muir's footsteps. You can connect with nature by taking a simple walk and recording your observations in a journal.

Just follow these steps:

1. **Pick a "wild" place**—A nature trail, arboretum (a place where you can see special trees), park, or even your own back yard.
2. **Bring a notebook**—Large enough to fit your writings and drawings but small enough to carry comfortably.
3. **Pack a snack**—While John Muir brought only tea and bread on some of his journeys, you might want to pack a tastier treat. Just remember not to litter.
4. **Be alert**—Let the sights, sounds, smells, and textures of nature fill your senses.
5. **Look high and low**—Notice the big picture, like landscapes and trees, but also the little details, like flower petals and insect wings.
6. **Write it down**—Use plenty of description to record your observations. Add your thoughts, feelings, and questions. Don't forget to put the date, time, and location on each entry.
7. **Add drawings**—Muir filled his journals with sketches of the plants and animals he encountered. Sketching will help you focus on details you might otherwise miss.
8. **Collect plants**—Try pressing flowers and leaves between the pages of your journal, just like Muir did!
9. **Take pictures**—If you can't collect plants where you are hiking, take pictures and tape them into your journal instead.
10. **Learn more**—Did you observe something on your walk that sparked your interest? A bird's feather? A strange fungus? Use the descriptions and drawings in your journal to look up more information.

Next time you take a walk in a wild place, you'll be a keen nature observer!

Follow in Muir's Footsteps—Take a Nature Walk by Michelle Schaub.
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Source #3

This article from *Appleseeds* magazine is about hiking in the Grand Canyon.

Take a Hike!

by Kathiann M. Kowalski

Each year, more than 250 hikers need assistance at the Grand Canyon. If you plan ahead and use safety smarts, you can avoid becoming number 251! And you can have a great hiking adventure.

The Lay of the Land

- Know what to expect. The Grand Canyon is like “an upside-down mountain,” notes National Park Service Ranger Marc Yeston. Hiking down is much easier than climbing out. The park’s website suggests allowing twice as long to climb up as it took to go down.
- Be realistic about your abilities. Start with short hikes. DON’T try hiking all the way down the Grand Canyon and back in one day.
- Get trail maps and read rules. Day hikes in the canyon require no permits, but overnight hikes do. Some trails have bathrooms and water during parts of the year.
- Kids: Always hike with an adult.
- Tell friends or family members about your plans.

“Know what the weather is going to be like,” says Ranger Yeston. Then prepare for the worst. Carry extra clothes and flashlights in case it’s dark when you return.

“People hike every day of the year,” notes Ranger Yeston, but each season brings special risks. Ice is a danger in winter. In the summer, temperatures at the bottom of the canyon can soar to 115° F! When it’s hot, smart hikers travel before dawn or after sunset during the cooler times of day. Spring and fall have warm, pleasant days, but nights get frigid. And storms can crop up any time, in any season.

On the Trail—Do’s and Don’ts

- **Don’t** hike alone. **Do** use common sense and safety smarts. Avoid the trail edges.
- **Do** carry plenty of food, water, and salty snacks. They provide energy and replace water and salts lost through sweat. Enough water can make the difference between an enjoyable experience and a dangerous situation.
- **Do** rest often in the shade.

- **Do** wear good, comfortable hiking shoes and socks.
- **Do** carry hiking poles if you can, especially in steep spots.
- **Do** watch out for wild animals. If you are lucky enough to encounter one, **don't** feed or try to touch it.
- **Do** remember that mules use hiking trails too. To avoid accidents, wait quietly on the inner side of the trail until they pass.
- **Don't** litter. **Do** respect the environment and carry out all trash. Then everyone can enjoy nature's beauty!

Take a Hike! by Kathiann M. Kowalski. Copyright © 2008 by Carus Publishing Company. Reprinted by Carus Publishing Company.

Source #4

This article from *Appleseeds* magazine is about preserving the Grand Canyon.

How to Be a Green Traveler by Katherine Swarts

Every year, between four and five million tourists visit Grand Canyon National Park. Even with 1.2 million acres to explore, all those people strain the park's ecosystem.¹ Many overlooks and trails have been badly eroded by millions of feet. Winds bring smog from cities. Planes cause noise pollution. Dams on the Colorado River slow the flow of the water, causing many unnatural changes.

When you visit the Grand Canyon, you won't be able to solve these problems. But there are a lot of things you can do to be sure you don't make them worse.

- Never feed or try to touch wild animals, no matter how cute they might be. Human food is not good for wild animals, and too much of it can make animals dependent on people.
- Never pick plants or collect rocks. Many are rare or delicate. It's also against the law!
- Ask your parents to leave the car in Williams, Arizona. From there, you can take the Grand Canyon Railway to the South Rim.
- Stay on well-traveled trails. Never take shortcuts—they damage the land

by contributing to erosion. And some rare plants can take a hundred years to recover from being stepped on! Shortcuts can also lead you into dangerous places.

- Use recycling bins and litter cans. At the North Rim and other areas with few bins, take along bags to carry your trash out. Never toss anything on the ground, not even an apple core.
- If you're lucky enough to encounter a California condor—one of the biggest and rarest birds on Earth—stay at least a hundred yards away. And tell park rangers about any condors you see. That helps scientists keep track of the birds.
- Don't use more water than you need. This is your chance to go without a bath! (Remember to *drink* lots of water though.)
- Don't drive anywhere you can walk—or take the free shuttle buses.
- If you want to do something big for the park, ask visitor services about the Junior Ranger Program or Habitat Restoration Program.
- If you see other visitors doing things that hurt the park, speak up in a friendly way. Remind them that it takes everyone's efforts to keep the Grand Canyon beautiful.

¹ecosystem: a group of plants and animals and the environment they live in

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Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	4	4	4	W-9	The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

105672



Some of the sources suggest there are certain rules that people should follow when they decide to go on a hike. Provide **two** pieces of evidence, one piece of evidence each from two different sources, which support this idea and explain how each piece of evidence supports the idea that there are certain rules that people should follow when they decide to go on a hike. Identify the source for each piece of evidence by title or number.

Key Elements

Source #3 (Take a Hike!)

- Know what type of hiking terrain you are going to encounter.
- Know what you are able to do and make sure that you rest often in the shade.
- Check out maps before going so you can plan your route and know where you want to go.

- Know the rules of the place you are hiking and ensure that you are following those rules.
- Always hike with an adult, a small group of people is a good idea.
- Make sure someone that is not going on the hike knows where you are going and when you plan on returning.
- Carry plenty of food and water with you.
- Wear appropriate, comfortable clothing.
- Take any equipment that you might need.
- Do not litter, make sure you take all of your garbage with you.

Source #4 (How to Be a Green Traveler)

- Do not touch or feed wild animals.
- Do not pick plants or collect rocks.
- Stay on well-traveled trails and do not take short cuts.
- Do not throw litter on the ground. Put in a bin if they are provided and if not, take it with you.
- Take lots of water to drink.
- Remind others to care for nature if you see them doing something they should not.

Type your answer in this box.

Rubric:

(2 points) Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.

(1 point) Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike but does not provide an evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.

OR

Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and a limited/partial evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for each piece of evidence.

OR

Response is an identification of one piece of evidence from one source that supports there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how that piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student cites the source for the piece of evidence.

OR

Response is an identification of two pieces of evidence from different sources that support there are certain rules that people should follow when they decide to go on a hike and an adequate evidence-based explanation of how each piece of evidence supports the idea there are certain rules that people should follow when they decide to go on a hike. Student does not cite sources.

(0 points) Response is an explanation that is insufficient, incorrect, irrelevant or blank.

Exemplar:

(2 point) When someone decides to go on a hike they should follow certain rules. According to Source #4 it is important not to feed or touch the wild animals. This can be dangerous for the hiker and the animal. Wild animals can be dangerous and bite. Also if the animals get used to being fed by humans they become dependent on people and they won't look for food on their own. Also, Source #3 says that you should know the type of terrain you are hiking on. If the terrain is too difficult, you may not be able to finish the hike, and then someone may need to come and rescue you.

(1 point) When someone decides to go on a hike they should follow certain rules. According to Source #4 it is important not to feed or touch the wild animals. This can be dangerous for the hiker and the animal. Wild animals can be dangerous and bite. Also if the animals get used to being fed by humans they become dependent on people and they won't look for food on their own.

(0 points) It is fun to see wild animals when you are hiking.

Item	Grade	Claim	Target	DOK	Item Standard	Evidence Statement
1	6	4	3	4	W-8	The student will evaluate the relevance of information from multiple sources to support research.

105674



Most of the sources provide information about hiking in national parks. Which source would be **most** relevant to students researching how to get the most enjoyment out of hiking in a national park? Justify and support your answer with **two** pieces of evidence from the **most** relevant source.

Key Elements

Source #2 (Follow in Muir's Footsteps—Take a Nature Walk)

- suggests recording your observations in a journal
- encourages the reader to take in the sights, sounds, smells, and textures of what is around him/her on the walk
- encourages the reader to notice all things (i.e., the landscapes and the trees, as well as the little flowers and insects)
- suggests that the reader write about and sketch what was seen on the hike
- suggests that the reader take pictures of what he/she sees
- suggests looking up additional information about things of interest that were seen on the hike

Source #3 (Take a Hike!)

The source provides a list of important things to remember when going on a hike that will keep you safe (and safety is essential for an enjoyable trip):

- Know what to expect on your hike.
- Do not attempt a hike you are not physically prepared for.
- Know the path you plan to take in advance by looking at maps.
- Follow the rules of the place you are hiking.
- Always hike with an adult.
- Tell someone that is not going on the hike about your plans.
- Check the weather forecast and prepare accordingly.
- Take plenty of food and water.
- Wear comfortable shoes and clothing.

Source #4 (How to Be a Green Traveler)

- Stay away from wild animals.
- Stay on well-traveled trails.
- Inquire about participating in the Junior Ranger Programs at national parks.
- Inquire about participating in the Habitat Restoration Program

Type your answer in this box.

Rubric

(2 points) Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by two pieces of evidence from the identified source.

(1 point) Response is an identification and a limited/partial evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by two vague or loosely related pieces of evidence from the identified source.

OR

Response is an identification and an adequate evidence-based justification of which source has the most relevant information for students researching how to get the most enjoyment out of hiking in a national park supported by one piece of evidence from the identified source.

(0 points) Response is an explanation that is insufficient, incorrect or irrelevant. Just identifying the source is insufficient.

Exemplar:

(2 point) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park. This would be the most relevant source because it encourages readers to



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take in all of the things that are going on around them. The author of Source #2 writes, "Notice the big picture . . . but also the little details." This source also encourages readers to do some further research on things that they saw and found interesting on a hike. The author advises, "Use the descriptions and drawings in your journal to look up more information."

(1 point) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park. This would be the most relevant source because it encourages readers to take in all of the things that are going on around them. The author of Source #2 advises, "Notice the big picture . . . but also the little details."

(0 points) Source #2 would be the most relevant source to students who are researching how to get the most enjoyment out of hiking in a national park.

Read the text and answer questions 1–8.

Eureka!

by James Baldwin

There was once a king of Syracuse whose name was Hiero. The country over which he ruled was quite small, but for that very reason he wanted to wear the biggest crown in the world. So he called in a famous goldsmith, who was skillful in all kinds of fine work, and gave him ten pounds of pure gold.

“Take this,” he said, “and fashion it into a crown that shall make every other king want it for his own. Be sure that you put into it every grain of the gold I give you, and do not mix any other metal with it.”

“It shall be as you wish,” said the goldsmith. “Here I receive from you ten pounds of pure gold; within ninety days I will return to you the finished crown which shall be of exactly the same weight.”

Ninety days later, true to his word, the goldsmith brought the crown. It was a beautiful piece of work, and all who saw it said that it had not its equal in the world. When King Hiero put it on his head it felt very uncomfortable, but he did not mind that—he was sure that no other king had so fine a headpiece. After he had admired it from this side and from that, he weighed it on his own scales. It was exactly as heavy as he had ordered.

“You deserve great praise,” he said to the goldsmith. “You have wrought very skillfully and you have not lost a grain of my gold.”

There was in the king’s court a very wise man whose name was Archimedes. When he was called in to admire the king’s crown he turned it over many times and examined it very closely.

“Well, what do you think of it?” asked Hiero.

“The workmanship is indeed very beautiful,” answered Archimedes, “but—but the gold—”

"The gold is all there," cried the king. "I weighed it on my own scales."

"True," said Archimedes, "but it does not appear to have the same rich red color that it had in the lump. It is not red at all, but a brilliant yellow, as you can plainly see."

"Most gold is yellow," said Hiero; "but now that you speak of it I do remember that when this was in the lump it had a much richer color."

"What if the goldsmith has kept out a pound or two of the gold and made up the weight by adding brass or silver?" asked Archimedes.

"Oh, he could not do that," said Hiero; "the gold has merely changed its color in the working." But the more he thought of the matter the less pleased he was with the crown. At last he said to Archimedes, "Is there any way to find out whether that goldsmith really cheated me, or whether he honestly gave me back my gold?"

"I know of no way," was the answer.

But Archimedes was not the man to say that anything was impossible. He took great delight in working out hard problems, and when any question puzzled him he would keep studying until he found some sort of answer to it. And so, day after day, he thought about the gold and tried to find some way by which it could be tested without doing harm to the crown.

One morning he was thinking of this question while he was getting ready for a bath. The great bowl or tub was full to the very edge, and as he stepped into it a quantity of water flowed out upon the stone floor. A similar thing had happened a hundred times before, but this was the first time that Archimedes had thought about it.

"How much water did I displace by getting into the tub?" he asked himself. "Anybody can see that I displaced a bulk of water equal to the bulk of my body. A man half my size would displace half as much."

"Now suppose, instead of putting myself into the tub, I had put Hiero's crown into it, it would have displaced a bulk of water equal to its own bulk. All, let me see! Gold is much heavier than silver. Ten pounds of

pure gold will not make so great a bulk as say seven pounds of gold mixed with three pounds of silver. If Hiero's crown is pure gold it will displace the same bulk of water as any other ten pounds of pure gold. But if it is part gold and part silver it will displace a larger bulk. I have it at last! Eureka! Eureka!"

Forgetful of everything else he leaped from the bath. He ran through the streets to the king's palace shouting, "Eureka! Eureka! Eureka!" which in English means, "I have found it! I have found it! I have found it!"

The crown was tested. It was found to displace much more water than ten pounds of pure gold displaced. The guilt of the goldsmith was proved beyond a doubt. But whether he was punished or not, I do not know, neither does it matter.

The simple discovery which Archimedes made was worth far more to the world than Hiero's crown.

"Eureka!" by James Baldwin, from *Thirty More Famous Stories Retold*. In the public domain.

Item	Grade	Claim	Target	DOK	Standard(s)
#4	6	1	2	3	RL.2

Evidence Statement

The student will determine or summarize key ideas and events in a text.

Summarize what happens after Archimedes sees his bath water overflowing. Use key events from the text to support your summary.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/ summarize the theme/central idea/message, or to summarize what happens after or during a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/message or summary with clearly relevant information based on the text 	<p>Archimedes has had something like this happen a million times before. This was the first time he had thought about it. Archimedes discovered that His leg had displaced water. He figured that his crown would displace as much as a normal ten-pound lump of gold would displace. Pure gold would displace more than seven pound of silver mixed with three pounds of gold. Therefore he tested by measuring the displaced water for a lump of ten pound of gold. Then, He measured the displaced water of the crown and found that it was different. He learned that the goldsmith had kept a couple pounds of gold for himself.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/ summarize the theme/central idea/message, or to summarize what happens after or during a key event • Includes vague/limited examples/details that make reference to the text • Explains the theme/central idea/message or summary with vague/limited information based on the text 	<p>Archimedes sees his bath overflowing because of him taking up room in the bath. Archimedes creates an idea of finding out if the crown is solid gold or not. Archimedes finds out not the whole crown is gold because he put the crown in water to test the weight.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to summarize what happens after or during a key event <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or summary, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the theme/central idea/message or summary, but includes no explanation or no relevant information from the text 	<p>An idea clicks in his head.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#7	6	1	4	4	RL.3

Evidence Statement

The student will form a conclusion about a literary text or texts and identify details within the text or texts that support that conclusion.

What conclusion can be drawn about the character of Archimedes? Support your answer with details from the text.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to make a clear inference/conclusion Includes specific examples/details that make clear reference to the text Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>One character trait that can be drawn from Archimedes is clever. I believe this because he found an unusual way to solve a problem. He demonstrates this in the story when it said " 'Now suppose, instead of putting myself into the tub,I had to put Heiro's crown into it, it would have displace a bulk of water equal to its own bulk. Gold is much heavier than silver. If Heiro's crown is pure gold it will displace the same bulk of water as any other 10 pound of pure gold. But if it is part gold and part sliverit will displace a larger bulk." This shows that one character trait of Archemedes is clever.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Gives limited evidence of the ability to make an inference/conclusion Includes vague/limited examples/details that make reference to the text Explains inference/conclusion with vague/limited information based on the text 	<p>He is loyal and smart. I know that he is loyal because he listen to the king and solve the problem and he discovered the truth and solve the case.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>Archimedes is a dumb guy. He puts the crown in water. If I had a crown, I'd put it in a safe.</p>

Read the text and answer questions 9–14.

What Is a Spacesuit?

by David Hitt

A spacesuit is much more than a set of clothes astronauts wear on spacewalks. A fully equipped spacesuit is really a one-person spacecraft. The formal name for the spacesuit used on the space shuttle and International Space Station is the Extravehicular Mobility Unit, or EMU. "Extravehicular" means outside of the vehicle or spacecraft. "Mobility" means that the astronaut can move around in the suit. The spacesuit protects the astronaut from the dangers of being outside in space.

Why Do Astronauts Need Spacesuits?

Spacesuits help astronauts in several ways. Spacewalking astronauts face a wide variety of temperatures. In Earth's orbit, conditions can be as cold as minus 250 degrees Fahrenheit. In the sunlight, they can be as hot as 250 degrees. A spacesuit protects astronauts from those extreme temperatures.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect astronauts from being injured from impacts of small bits of space dust. Space dust may not sound very dangerous, but when even a tiny object is moving many times faster than a bullet, it can cause injury. Spacesuits also protect astronauts from radiation in space. The suits even have visors to protect astronauts' eyes from the bright sunlight.

What Are the Parts of a Spacesuit?

The spacesuit consists of several pieces. The Hard Upper Torso covers the astronaut's chest. The arm assembly covers the arms and connects to the gloves. The helmet and Extravehicular Visor Assembly are designed to protect the astronaut's head while still allowing him or her to see as much as possible. The Lower Torso Assembly covers the astronaut's legs and feet. The flexible parts of the suit are made from

several layers of material. The layers perform different functions, from keeping oxygen within the spacesuit to protecting from space dust impacts.

Underneath the spacesuit, astronauts wear a Liquid Cooling and Ventilation Garment. Tubes are woven into this tight-fitting piece of clothing that covers the entire body except for the head, hands and feet. Water flows through these tubes to keep the astronaut cool during the spacewalk.

On the back of the spacesuit is a backpack called the Primary Life Support Subsystem. This backpack contains the oxygen that astronauts breathe during a spacewalk. It also removes carbon dioxide that astronauts exhale. The backpack also provides electricity for the suit. A fan moves the oxygen through the spacesuit and life support systems, and a water tank holds the cooling water that flows through the Liquid Cooling and Ventilation Garment.

Also attached to the back of the suit is a device called the Simplified Aid for Extravehicular Activity Rescue, or SAFER. SAFER has several small thruster jets. If an astronaut became separated from the space station, he or she could use SAFER to fly back.

What Other Spacesuits Have Astronauts Worn?

NASA's first spacesuits were developed for the Mercury program. Mercury was the first time NASA astronauts flew into space. These simple suits were based on pressure suits worn by U.S. Navy pilots. Astronauts did not go on spacewalks then. The Mercury suits were worn only inside the spacecraft.

NASA's first spacewalks took place during the Gemini program. The suits used for Gemini were more advanced than the Mercury suits. But the Gemini suits were simpler than today's spacesuits. These suits did not contain their own life support. Instead, they connected to life support systems on the Gemini spacecraft with a cord called the umbilical.

Spacesuits designed for the Apollo program had to do things the first suits did not. These spacesuits had to protect astronauts walking on the moon. Unlike the other suits, the Apollo suits had boots made to

walk on a rocky surface. The Apollo suits also contained a life support system, similar to the Portable Life Support Subsystem on the current suit. Having a life support system on the spacesuit allowed the astronauts to explore away from the lunar lander. Spacesuits similar to the Apollo suits were used on the Skylab space station. Like the Gemini suits, the Skylab suits connected to life support systems on the spacecraft via an umbilical.

What Spacesuits Are Worn Today?

In addition to the EMU, NASA astronauts wear other suits today. The Advanced Crew Escape Suit is the orange suit that astronauts wear during launch and landing of the space shuttle. This suit cannot be worn during spacewalks. Sometimes, NASA astronauts will wear the Russian Orlan spacesuit. This suit is the Russian version of the EMU and is used for spacewalks. Another Russian suit is the Sokol. Like the Advanced Crew Escape Suit, the Sokol is designed only to be used inside a spacecraft. It is used on the Russian Soyuz spacecraft.

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Item	Grade	Claim	Target	DOK	Standard(s)
#12	6	1	9	3	RI.2

Evidence Statement

The student will determine a central idea in a text and use evidence from the text to support the answer.

Read the paragraph from the text and the directions that follow.

Spacesuits also supply astronauts with oxygen to breathe while they are in the vacuum of space. They contain water to drink during spacewalks. They protect astronauts from being injured from impacts of small bits of space dust. Space dust may not sound very dangerous, but when even a tiny object is moving many times faster than a bullet, it can cause injury. Spacesuits also protect astronauts from radiation in space. The suits even have visors to protect astronauts' eyes from the bright sunlight.

What is the author's central idea in this paragraph? Use evidence from the text to support your answer.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to determine/ summarize the author’s message/central idea, or to explain the support for a central idea • Includes specific examples/details that make clear reference to the text • Adequately explains the author’s message/central idea or explanation with clearly relevant information based on the text 	<p>The author’s central idea is to inform the reader how a spacesuit helps the astronaut. This is the central idea because the text says that the spacesuit protects an astronaut by including oxygen to breathe, visors to protect their eyes of the sun, and from being injured by the impact of space dust.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to determine/summarize the author’s message/central idea, or to explain the support for a central idea • Includes vague/limited examples/details that make reference to the text • Explains the author’s message/central idea or explanation with vague/limited information based on the text 	<p>The authors central idea is that space suits have lots of protectful gear that comes in handy in harmful situations in space. For example, space suits provide a vizor that will protect astronauts from the harmful UV rays of the sun.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to determine/summarize the author’s message/central idea, or to explain the support for a central idea <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/central idea or explanation, but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives the author’s message/central idea or explanation, but includes no explanation or no relevant information from the text 	<p>To talk about how space suits help astronouts in space.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#14	6	1	11	3	RI.6

Evidence Statement

The student will form a conclusion about an informational text and identify evidence within the text that support that conclusion.

What conclusion can be drawn about the author's relevance of evidence regarding spacesuits? Support your answer with evidence from the text.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text 	<p>The author wants us to know how important spacesuits are and the dangers of space without a suit. Spacesuits protects astronauts from things moving many times faster than a bullet which is space dust.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text 	<p>The conclusion I could draw is that space suits are very important for an astronaut in space because he helps him/her have the supplies they need. A sentence to support my answer is "Spacesuits supply oxygen for the astronauts to breathe." This supports my answer because it shows how while you're in space there is no oxygen so you need it in the spacesuit. Another sentence is "It contains water for the astronaut to drink." This also supports my answer because it shows how astronaut would de-hydrate without the water in the spacesuit. In conclusion, an astronaut is going to need a spacesuit to go to space to survive.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text 	<p>If there were no space suits we would never get to the moon or anywhere else</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#17	6	2	1a0	3	W.3a

Evidence Statement

The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by establishing a context and/or setting and/or point of view. b. Introducing a narrator and/or character(s).

A student is writing a narrative for class about a boy helping his mother. Read the draft paragraphs from the narrative and complete the task that follows.

Andy stirred the large pot of soup, watching as orange carrots and white potatoes bubbled in the broth. He and his mom had spent the morning cutting and dicing onions, celery, and green beans. After they added the spices, a wonderful aroma filled the kitchen, but Andy had other things on his mind.

As he watched the steam escape from the pot, Andy imagined his friends playing in the park. *Everyone's having fun but me*, he thought to himself. *If I'm lucky, we can start another game of touch football after lunch.*

"Andy," his mother said, interrupting his thoughts, "thank you for helping out. I know this is not how you wanted to spend your Saturday morning. Everything has been so difficult since I broke my wrist, but you have made things much better."

Write an introduction to the narrative that sets up the action to come. Type your answer in the space provided.

Type your answer in this box.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides an adequate opening or introduction to the narrative that may establish setting and/or point of view,* set up the action to come, establish the mood/tone,** and/or introduce the narrator and/or other characters for audience and purpose Adequately connects to or sets up the body of the narrative 	<p>Andy had woke up on a Saturday morning excited to go outside and play touch football with his friends. After Andy had got dressed he went downstairs and told his mom, "Bye mom I'm going outside to play football with my friends." "Andy wait" ,his mom said, "I need your help to make lunch remember I have a broken." "Okay mom." Andy said.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides an opening or introduction to the narrative that may partially establish setting and/or point of view,* or partially set up the action to come, partially establish the mood/tone,** and/or partially introduce the narrator and/or other characters Provides a limited and/or awkward connection to the body of the narrative 	<p>Andy, helps his mother by making a soup on a Saturday morning because his mother broke her wrist.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> Provides a minimal opening or introduction to the narrative that may fail to establish setting and/or point of view,* and/or fail to set up the action to come, fail to establish the mood/tone,** and/or fail to introduce the narrator and/or other characters Provides no connection to the body of the narrative 	<p>A boy is helping his mother with her cooking on a Saturday morning but the boy doesnt really want to but towards the middle to the end he understands that his mother has a broken wrist. It is hard to cook or do anything like that so he needs to understand that he isnt being punished or something like that he is helping his mom which is a good thing and he should be happy that he could help her when she was hurt because she would probably do the same for him.</p>