

**NEBRASKA STATE
ACCOUNTABILITY**



**ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER
GRADE 5**

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GENERAL INTRODUCTION

The Nebraska Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include Table of Specifications documents, administration manuals, and content-based item and scoring samplers. This Item and Scoring Sampler is a useful tool for Nebraska educators in the preparation of local instructional programs and the statewide NeSA-ELA.

SAMPLER CONTENTS

This sampler contains reading passages with test questions (items) that have been written to align to the assessment indicators that are based on the Nebraska College- and Career-Ready English Language Arts Standards. The passages represent some of the genres approved by NDE to appear on an operational Nebraska College- and Career-Ready NeSA-ELA. The test questions provide a simulation of the types of items that will appear on an operational Nebraska College- and Career-Ready NeSA-ELA. Each sample test question has been through a rigorous review process to ensure alignment with the assessment indicators.

PURPOSE AND USES

The purpose of the sampler is to expose teachers and administrators to new item types and to show how these items align to the revised Nebraska College- and Career-Ready English Language Arts Standards. Many of the items provided in the sampler will be accessible to students in the form of ELA Practice Tests, Guided Practice Tests, and Online Tools Training resources.

ITEM FORMAT AND SCORING GUIDELINES

The Nebraska College- and Career-Ready NeSA-ELA has four types of test questions. For grade 5, the types of test questions are Multiple-Choice (MC), Evidence-Based Selected Response (EBSR), Auto-Scored Constructed Response (ASCR), and Text Dependent Analysis (TDA).

Multiple Choice (MC):

All MC items have four answer choices, including three distractors and one correct answer. Distractors represent common misconceptions, incorrect logic, common misinterpretations, unsound reasoning, casual reading, etc. A correct response to an MC item is worth one point.

Evidence-Based Selected Response (EBSR):

EBSR items have two parts and are designed to elicit an evidence-based response based on what a student has read from either an Informational Text or Literature stimulus passage. Each EBSR item is linked to a passage or passage set. Part A of an EBSR item is similar to a typical MC test question. A student analyzes a passage and chooses a single, best (correct) answer from four answer choices. Part B of an EBSR item elicits evidence from the stimulus passage and requires that the student select one or two answers based on the response the student provided in Part A. Part B is also different from Part A in that it may have more than four answer options, which is typical of an MC item. Each EBSR (Part A and Part B combined) is worth two points.

Auto-Scored Constructed Response (ASCR):

ASCR item types provide a new forum in which to address higher-level thinking skills without the use of hand-scored test questions. Using the expansive features and functions of online testing, developers will incorporate technical enhancements to the test question, the response area, and/or the stimulus. Item types may include drag-and-drop, hot-spot, and in-line selection of multiple answers from drop-down menus. Students will be able to manipulate information within dynamic tasks such as dragging and pasting elements, highlighting text, and selecting multiple answers from a variety of presentation methods. Each ASCR test question is worth one or two points.

Text Dependent Analysis (TDA):

Similar to an EBSR item, the TDA Writing Prompt is designed to elicit an evidence-based response from a student who has read either an Informational Text or Literature passage during the test event. The TDA is an on-demand, text-based writing piece that requires students to provide evidence from the text to support analysis, reflection, or ideas and opinions. Students must draw on basic writing skills while inferring and synthesizing information from the passage (making use of and referencing content from the passage to support the analysis) in order to develop a comprehensive response. Students will be given a TDA Writer's Checklist to assist in composing their response. The TDA will be scored using a holistic scoring rubric designed to provide a measurement of writing, conventions, and reading. The TDA is in alignment across grades 3–8 and 11 with the NeSA-ELA Standards indicated on the rubric. Each TDA Writing Prompt test question is scored using a rubric and will be reported to reading and writing.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were also developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is also provided for each item in this sampler in the Item Information Table. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

Level 1 (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

Level 2 (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

Level 3 (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

ITEM AND SCORING SAMPLER FORMAT

Sample questions are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each test question is an item information table.

Example Response Item Information Table

Item Information		
Alignment	Assigned Indicator	Assigned indicator definition
Answer Key	Correct Answer	Option Annotations Brief answer option analysis or rationale
Depth of Knowledge	Assigned DOK	
Focus	Skill/Task	

All Text Dependent Analysis items in this sampler are supported by an item information table, the TDA Scoring Rubric, and annotated sample student responses at each score point.

The NeSA-ELA is administered primarily online. Although there is a paper-pencil format, the examples in this sampler include samples of students' responses in online format.

ADDITIONAL INFORMATION

For more information related to the Nebraska plan and schedule for making the transition to NeSA-English Language Arts, see <http://www.education.ne.gov/Assessment> and select the link on the left titled "ELA Transition."

PASSAGE 1

The next two passages are paired. Read the first passage, and then read the second passage.

Walking on the Moon

When I was in fifth grade, I took a trip to the Moon. I remember the day like it was yesterday. It was one of the strangest experiences I'd ever had.

It all started when Ms. Jackson, our fifth-grade science teacher, was showing a video about the solar system. I had been fascinated by space ever since I was a little girl, but now I was really learning the facts. For example, there are eight planets orbiting our Sun, which is actually a star. Our solar system has dwarf planets, asteroids, and comets. And moons, of course—146 official ones and maybe another 27 more!

Just as the video began explaining why Earth's moon is so important, I noticed a sparkling metal disk about the size of a quarter lying on the floor. Despite my efforts to pay attention to the video, I couldn't stop looking at the shiny disk next to my desk. Finally, my curiosity convinced me to lean over and pick it up.

As soon as I touched the disk, something strange happened. Somehow I left the classroom and watched the ground slip away. I was hovering in the air, way above the school, floating like an airship above the city. The streets below were arranged like a grid, and the city's green parks dotted the town like emeralds. I was amazingly calm as I soared above the rooftops. What was happening? How could I be floating?

Then I remembered the metal disk I'd picked up from the classroom floor earlier. I opened my palm and peered at the disk. I noticed the disk had a message written on it:

"Floating through the air like a helium-filled balloon, your travels will not stop until you reach the Moon."

The next thing I knew, I was soaring away from Earth into space, dodging satellites and asteroids. Oddly enough, I wasn't cold, and I was able to breathe just fine. How could that be? I discovered that a space helmet was protecting my head, and I was wearing a spacesuit and a backpack. I could hear a slight hiss as I breathed within the bubble of the helmet and realized the backpack was providing me with oxygen. The spacesuit seemed to have many layers and was a little bulky. I felt awkward but not uncomfortable. I was thankful for the protection as pieces of space dust appeared to zing past me.

Before I knew it, I had landed on the Moon. I gazed across its stark landscape. There were no trees, schools, or houses. There wasn't even any wind. From Earth, the Moon had looked to me as if it were made of white sand, but its surface was actually rocky and solid. It seemed to be covered with a film of dark gray dust, as if someone had crumbled bits of charcoal over it. It was dimpled with craters of various sizes. I wondered if some of those dimples created the illusion we call "the man in the Moon."

I reached down and picked up a small rock with my gloved hands. Even though I knew it was unbelievably cold on the Moon, my hands stayed warm. I'm pretty sure there were heaters in the fingertips of the gloves!

With each step, I bounced along like a basketball. This bouncing made sense, since the Moon's gravity is much less than Earth's gravity. My spacesuit boots left a trail of big footprints in the dust. (At least I wouldn't get lost . . . although I still had no idea how I got here or how I would return to Earth!) Some of the craters were tiny, but others were huge. I was careful not to accidentally leap into a deep crater because I wasn't sure if I'd be able to get out.

I bounded toward something vertical. It looked out of place in the endless gray landscape, and I realized that it was a flag. On the flag were the words:

"To go to Earth, just close your eyes and think of what you've learned. In no time at all, you will find that you will be returned."

I wasn't sure I wanted to go back just yet, but I knew that it was getting late and that I didn't want my classmates to worry about me. I closed my eyes and thought about the thrill of flying and what I'd learned about the Moon that day.

When I opened my eyes, I was back in the science classroom and Ms. Jackson was switching on the lights because the video was over. I sat at my desk, dumbfounded. What had happened to me? I felt in my pocket for the metal disk, but it was gone. Had I really taken a trip to the Moon, or was it all just a dream? I took my hand out of my pocket and noticed that my fingers were covered with a gray, powdery dust.

"Margaret, are you still with us?" I heard Ms. Jackson ask.

I looked up at her, unable to answer, my eyes as large and round as the Moon.

Now read the second passage.

Moon Landing

The air inside the spacecraft
is thick with anticipation.
The journey has taken
just under three days,
5 but for the astronaut,
it has spanned decades.
It began with a picture book
about Saturn’s rings,
which led to years
10 of fascination and study,
of training,
of dreaming,
and then,
to this very day.

15 Part of the spacecraft detaches
and touches down.
Below it, the Moon
stretches out and out.
There are tests and checks—
20 so much waiting—
until finally,
a door opens.
The astronaut takes
his first step
25 and begins to drift away;
but the invisible
cord of gravity
keeps him **tethered** and safe.
His weightless body
30 drops gently back
to the surface of the Moon.
He lands
like an autumn leaf
on freshly fallen snow.

35 When he jumps,
his body rockets upward,
and his arms flail;
it seems again, for a moment,
that a giant tidal wave
40 is carrying him away.
He sees his footprint down below;
he watches it grow smaller at first,
then larger and larger
as he comes back down.
45 To his surprise,
his foot is perfectly
back into his footprint again.

He looks back at Earth,
the planet just dangling there,
50 a huge, bright bulb
in the black box of space.
Across the continents
long strands of clouds
are pulled, west to east,
55 like wisps of cotton candy.
The oceans sparkle a pure, deep blue,
a stark contrast to the endless gray
of the Moon.
The long tail of Alaskan islands
60 spreads out
like pebbles along a beach.
He sees the Great Lakes
and is reminded of his house,
a beloved home tucked into
65 a tiny corner of the universe
like a shining jewel lost
in a big, dark room.

MULTIPLE-CHOICE ITEMS

1. Which word is a synonym for **hovering**?
- A. hanging
 - B. hiding
 - C. following
 - D. jumping

Item Information		
Alignment	5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.
Answer Key	A	Option Annotations The student is asked to identify a synonym for the word “hovering.” Option A is the correct answer since “hanging” is a synonym for “hovering.” Options B, C, and D are not synonyms for the given word.
Depth of Knowledge	1	
Focus	Synonym	

2. In the last sentence of “Walking on the Moon,” how does the author use a literary device?
- A. The author uses personification to make the Moon seem more human.
 - B. The author uses onomatopoeia to add more rhythm to the words in the sentence.
 - C. The author uses an idiom to suggest that Margaret is having trouble seeing the teacher.
 - D. The author uses a simile to show that Margaret is still in shock from traveling to the Moon.

Item Information		
Alignment	5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).
Answer Key	D	Option Annotations The student is asked how the author uses a literary device in the last sentence of the story. Option D is the correct answer since “my eyes as large and round as the Moon” is a simile that shows Margaret is in shock from her trip to the Moon. Options A, B, and C are incorrect since the last sentence does not use personification, onomatopoeia, or an idiom.
Depth of Knowledge	2	
Focus	Literary Device	

3. In line 28 of “Moon Landing,” what is the meaning of the word **tethered**?
- A. amused
 - B. attached
 - C. comfortable
 - D. floating

Item Information		
Alignment	5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.
Answer Key	B	Option Annotations The student is asked to identify the meaning of the word “tethered.” Option B is the correct answer since “attached” is a definition for “tethered.” Options A, C, and D are not correct meanings for the given word.
Depth of Knowledge	2	
Focus	Vocabulary Context	

4. What do lines 59–67 of “Moon Landing” suggest about the astronaut?
- A. He is looking for something that he is still unable to find.
 - B. He is wishing he had not traveled so far away from home.
 - C. He is thinking about how small each place on Earth is compared to the giant size of the universe.
 - D. He is thinking about new places that he would like to visit once he is back home on Earth.

Item Information		
Alignment	5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
Answer Key	C	Option Annotations The student is asked to identify what lines 59–67 suggest about the astronaut. Option C is correct as the description in the poem explains how small things on Earth are compared to the universe. Options A, B, and D are inaccurate descriptions of what is said in lines 59–67.
Depth of Knowledge	2	
Focus	Inference/Text Evidence	

5. How does the poem “Moon Landing” show the poet’s perspective about space?
- A. It supports the opinion that space is dangerous.
 - B. It provides evidence to support the idea that space is similar to Earth.
 - C. It supports the opinion that space exploration is interesting.
 - D. It encourages people to learn about traveling to space from Earth.

Item Information		
Alignment	5.1.6.a	Examine text to determine author’s purpose(s) and describe how author’s perspective (e.g., beliefs, assumptions, biases) influences text.
Answer Key	C	Option Annotations The student is asked how the poet’s perspective about space is shown in the poem. Option C is correct since the poem indicates the speaker has always been interested in space exploration. Also, the poet emphasizes features of space exploration that are interesting. Option A is incorrect since the poem does not indicate anything about the dangers of space. Option B is incorrect since there is no suggestion that space is similar to Earth. Option D is incorrect since the poem does not “encourage people to learn” about space travel.
Depth of Knowledge	3	
Focus	Author’s Perspective	

EVIDENCE-BASED SELECTED RESPONSE ITEM

6. This question has two parts. Answer part A, and then answer part B.

Part A

What do the main characters in the story and poem have in common?

- a They both traveled for days in order to reach the Moon.
- b They both have been interested in space since a young age.
- c They both wondered how they would get back home from the Moon.
- d They both have spent many years getting ready to travel into space.

This question has two parts. Answer part A, and then answer part B.

Part B

Select **two** pieces of evidence that support your answer in part A. Select **two**.

- a I had been fascinated by space ever since I was a little girl, but now I was really learning the facts. ("Walking on the Moon")
- b . . .your travels will not stop until you reach the Moon. ("Walking on the Moon")
- c I was careful not to accidentally leap into a deep crater because I wasn't sure if I'd be able to get out. ("Walking on the Moon")
- d The journey has taken / just under three days, . . . ("Moon Landing")
- e It began with a picture book / about Saturn's rings, / which led to years / of fascination and study, ("Moon Landing")
- f He looks back at Earth, / the planet just dangling there, ... ("Moon Landing")

Item Information		
Alignment	5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Answer Key	Part A: B Part B: A & E	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to compare the story and the poem to determine what their main characters have in common.</p> <p>Part A: Option B is the correct answer since both the story’s narrator and the poem’s astronaut indicate a long-standing interest in space. Options A and D are incorrect since the story’s narrator suddenly and unexpectedly finds herself floating to the Moon. Option C is incorrect since the astronaut in the poem does not think about how he will get home.</p> <p>Part B: Options A and E are the correct answers since each provides evidence that the main character became interested in space when they were younger. Options B, C, D, and F are incorrect since they do not support the idea of a childhood interest in space.</p> <p>This item is worth 2 points. To receive full credit, the student must select the correct answer for part A and both correct answers for part B. To receive 1 point, the student must select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
Depth of Knowledge	3	
Focus	Compare and Contrast of Characters in Literary Text	

AUTO-SCORED CONSTRUCTED RESPONSE ITEM

7. Choose **two** details from “Walking on the Moon” that **BEST** explain why Margaret decides to leave the Moon. Choose **two**.

- (a) . . . I still had no idea how I got here or how I would return . . .
- (b) I wasn't sure I wanted to go home just yet . . .
- (c) . . . I knew that it was getting late . . .
- (d) . . . I didn't want my classmates to worry about me.
- (e) I closed my eyes and thought about the thrill of flying . . .

Item Information		
Alignment	5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).
Answer Key	C & D	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to select TWO details from the passage that explain why Margaret decides to leave the Moon. Options C and D are correct because they explain that she wants to leave the Moon because she knows it is getting late and she does not want her classmates to worry. Options A, B, and E are incorrect because they do not explain why Margaret decides to leave the Moon.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify both details that explain the character's actions. To receive 1 point, the student must correctly identify one detail that explains the character's actions.</p>
Depth of Knowledge	2	
Focus	Story Elements/ Character Action	

TEXT DEPENDENT ANALYSIS ITEM



8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

XXX/6000

Item Information		
Alignment	Reading: 5.1.6.d Writing: See Rubric	Summarize and analyze a literary text and/or media, using key details to explain the theme.
Answer Key	See Rubric	Option Annotations Refer to the sample student responses.
Depth of Knowledge	3	

TEXT DEPENDENT ANALYSIS RUBRIC

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1 Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	2 Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	3 Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	4 Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
Analysis of Text 1.6* 1.6.i	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task to demonstrate partial understanding of text(s) Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate sufficient understanding of the text(s) Analyzes text(s) by addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate thorough understanding of the text(s) Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas 	<ul style="list-style-type: none"> Partially integrates evidence from the text(s) by using some details, examples, and/or quotes Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas 	<ul style="list-style-type: none"> Integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas 	<ul style="list-style-type: none"> Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Limited or no use of paraphrases or quotes that attribute information to the text(s) Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Weak use of paraphrases or quotes that attribute information to the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English; errors may interfere with meaning 	<ul style="list-style-type: none"> Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Clear use of paraphrases or quotes that attribute information to the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English; if present, errors seldom interfere with meaning 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Strong use of paraphrases or quotes that attribute information to the text(s) Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

EXAMPLE STUDENT RESPONSES**AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

“Walking on the Moon” and “Moon Landing” have similar themes. Both the story and the poem are about the idea that space travel is fascinating. Both passages show us people’s fascination with space and space travel but at two different times of life. The first passage is about a fifth grader who can only dream about space travel. The other passage, a poem, is about astronauts who have lived those dreams.

The young girl can only dream about going to the moon. She is so carried away with her dreams during a video on space that she actually believes she might have traveled to the moon during her science class. Who knows maybe she did! At the end of the story she notices that her fingers have moondust on them.

The astronauts also started dreaming about space when they were young. It says that it started “with a picture book about Saturn’s rings, which led to years of fascination and study, of training, of dreaming, and then, to this day”. They are adults now and are ready to try walking on the moon.

When the girl gets to the moon she jumps up and down. She also explores but is careful so she can return home. When she finds a way to return home she doesn’t want to leave at first but knows she might worry her classmates if she stays too long.

The astronauts do the same things as the girl, they jump up and down and are surprised that after floating so high up they end up landing in the footprint they originally made when they started. They also look back on earth and it reminds them of their homes.

Both passages begin fascinated with space travel. But when it comes to where they want to live they both know they will want to return home no matter how fascinated they are about space travel.

1708/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of analyzing how both the story and poem address the idea that space travel is fascinating, and it thoroughly analyzes the text by purposefully addressing explicit ideas from the text. Evidence from the text has been well integrated into the response, and the skillful use of well-chosen, relevant, and accurate examples thoroughly supports the explanation. An appropriate organizational pattern and mode suited to the purpose are evident. Precise word choice and content-specific vocabulary from the text are skillfully used to enhance the ideas. The writer has thoroughly demonstrated conventions of standard English, and errors do not interfere with the writer's meaning.

AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Space travel is fascinating. This is clearly seen in the similar themes that are in both “Walking on the Moon” and “Moon Landing.” A young girl in school dreams she is on the moon and an astronaut has his dream of traveling to the moon actually come true.

In “Walking on the Moon” Margaret is watching a video about the solar system which is one of her favorite subjects. Then suddenly she is gone “...something strange happened. Somehow I left the classroom and watched the ground slip away. I was hovering in the air, way above the school, floating like an airship above the city.” Next she rockets into space and discovers she is wearing a spacesuit which she needs for her trip. On the moon she picks up moon rocks and bounces along “like a basketball” and just explores. From her description it was an amazing trip to the moon!

The astronaut begins his story on his way to the moon. “The journey has taken just under three days” but he said it actually took decades beginning “with a picture book about Saturn’s rings which led to years of fascination and study, of training, of dreaming and then, to this very day”. With those words it is clear his trip is will be a dream come true. When he gets there he explores and jumps around just like Margaret and even lands inside his own footprint!

So whether a dream or a dream come true, both the story and the poem have the similar theme of the fascination of space travel.

1420/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of analyzing how both the story and the poem address the idea that space travel is fascinating. The analysis is focused on the dreams of both characters, and the specific evidence used to support the analysis demonstrates sufficient understanding of the text. An explanation of how space travel is fascinating is less clear. A clear introduction, body, and conclusion are evident. The response demonstrates control of the conventions of standard English, with a few errors that do not interfere with meaning.

AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Both passages make space travel seem fascinating. The girl in the first passage liked what she saw in the video in science class so much that she dreamed about going to the moon. She was wearing a spacesuit that was bulky and she was flying past satellites and asteroids. She made it sound exciting by saying that pieces of space dust were zinging past her. She wondered if the craters were what made the illusion of the man in the moon. Moon Landing is like a story about a real astronaut. He takes his first step and begins to drift away but the invisible cord of gravity keeps him tethered and safe. That would feel cool. That makes me want to space travel too. This is how both passages make space travel seem fascinating.

726/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response demonstrates a partial understanding of the task, attempting to analyze how both the story and poem address the idea that space travel is fascinating. Some relevant and accurate evidence from the text has been integrated to support the main idea; however, further analysis of the text and more specific evidence highlighting how space travel is fascinating would be required for a higher score. The writer occasionally uses precise word choice and content-specific vocabulary from the text. The response includes a weak introduction, body, and conclusion.

AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC

8. “Walking on the Moon” and “Moon Landing” have similar themes. Analyze how both the story and poem address the idea that space travel is fascinating. Write a well-organized, structured response using specific evidence from BOTH passages to support your answer.

Well, in the story the kid thinks she has walked on the moon. Im not really sure if she did in real life because maybe it is all just a dream. An example is “I closed my eyes and thought about the thrill of flying and what I’d learned about the moon today.” In the poem the guy lands on the moon in a spacecraft and jumps around. But both are excited to be there and fascinated by being on the moon. So, it is fascinating I know Id be fascinated to be on the moon.

464/6000

This response demonstrates limited analysis of text, use of evidence, and writing skills. The response minimally addresses the task and inadequately analyzes how both the story and the poem address the idea that space travel is fascinating. Some explicit and implicit ideas, such as “both are excited to be there,” are minimally addressed. The response provides little evidence from the passage for support and demonstrates limited understanding of the text. The response consists mainly of a brief summary of the text that ineffectively demonstrates conventions of standard English.

PASSAGE 2**Seeing the Invisible**

The Romans began investigating new uses for glass in about AD 100. They experimented with different shapes and sizes of glass. They discovered that a piece of glass that was thick in the middle and thin at the edges could make objects appear larger. These special pieces of glass were useful for studying insects and therefore were called “flea glasses.” They were also called “magnifiers” and “burning glasses”—because the glass could focus the rays of the Sun and start a fire. Eventually, this specially shaped glass was called a lens because the glass was roughly the same shape as a lentil seed.

Invention of the Microscope

Lenses were not used much until the 1300s. Then people started wearing them to improve their vision. In the 1590s, two spectacle makers named Zacharias and Hans Janssen experimented with lenses. They put several lenses in a tube and looked through them at an object. The object appeared much larger than it would have with only one lens. The Janssens had invented the compound microscope.

- 3 News of the invention spread. Robert Hooke heard about the microscope and used it to study plants. One day he wanted to understand why a cork floated on the water. With the microscope, he discovered little chambers that he called “cells” because they resembled the kinds of rooms that monks used in a monastery. We know today that cells are the building blocks of life. In 1665, Hooke wrote a book about his discoveries titled *Micrographia*.

Discoveries Made Using the Microscope

Another person who became very excited about the microscope was Anton van Leeuwenhoek. He used the microscope to look at everything. Then he wrote careful descriptions of what he observed. Leeuwenhoek also did experiments with lenses. He learned how to grind and polish them. His lenses had such great curvature they could magnify an object up to 270 times its normal size! Other early microscopes could only magnify 20 to 30 times normal size.

Leeuwenhoek had an insatiable curiosity. He looked at pond scum and saw tiny “animalcules” flitting about. He looked at scrapings from his own teeth and saw tiny, wriggling objects. He looked at a drop of blood and saw thousands of tiny “corpuscles.” Leeuwenhoek had discovered protozoa, bacteria, and blood cells.

How a Microscope Works

- 6 The simplest compound microscope has two lenses and a tube. The lens placed near the object is called the objective lens. The lens placed near a person’s eye is called the eyepiece. The objective lens sends a magnified image of the object to the eyepiece, which in turn directs the image to the eye.

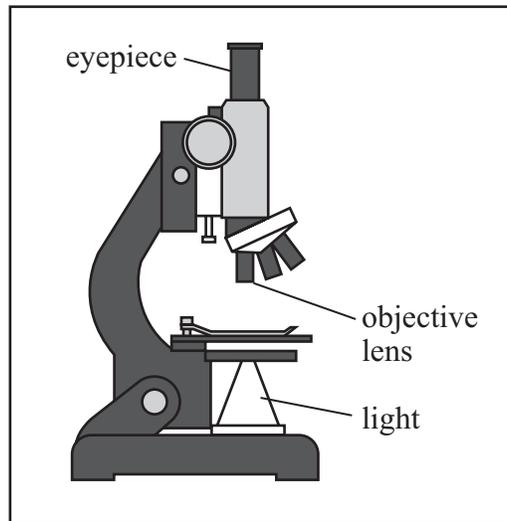
Improvements to the Microscope

During the 1800s, major improvements were made to the microscope. Carl Zeiss, Ernst Abbe, and Otto Schott studied optical design. Soon Zeiss lenses and microscopes were considered the best in the world.

By 1933, Ernst Ruska had created an electron microscope that could magnify objects up to 10 times more than a compound microscope.

Lenses and microscopes have enabled people to see things that are invisible with just our eyes.

A Compound Microscope



MULTIPLE-CHOICE ITEMS

9. Based on the prefix **micro-** and the root **scope**, what is a **microscope** used to observe?
- A. distant objects
 - B. objects that are small
 - C. unusual objects
 - D. objects that are powerful

Item Information		
Alignment	5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).
Answer Key	B	Option Annotations The student is asked to use word parts to determine what a “microscope” is used to observe. Option B is the correct answer since the meaning of “micro-” suggests a microscope is used to observe small objects. Options A, C, and D are incorrect since they use incorrect meanings of the prefix.
Depth of Knowledge	1	
Focus	Prefix and Root	

10. Which organizational pattern is used in the passage?

- A. The development of the microscope is explained using a sequence of events.
- B. The use of the microscope is compared to the use of other scientific tools.
- C. A description of the people who invented the microscope is presented using specific details.
- D. Questions and answers are presented explaining the use of the microscope for scientific discovery.

Item Information		
Alignment	5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
Answer Key	A	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to identify the pattern of organization used in the passage. Option A is the correct answer since the passage uses “a sequence of events” to explain “the development of the microscope.” Option C is incorrect since the passage does not include descriptions of “people who invented the microscope.” Options B and D are incorrect since the passage does not use comparison or question-and-answer organization.</p>
Depth of Knowledge	2	
Focus	Organizational Pattern	

11. Which evidence supports the conclusion that early Romans were responsible for the invention of the microscope?
- A. They discovered that a piece of glass that was thick in the middle and thin at the edges could make objects appear larger.
 - B. Lenses were not used much until the 1300s.
 - C. They put several lenses in a tube and look through them at an object.
 - D. During the 1800s, major improvements were made to the microscope.

Item Information		
Alignment	5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
Answer Key	A	Option Annotations The student is asked to identify evidence that supports a given conclusion. Option A is the correct answer since the early Romans' discovery that certain pieces of glass made objects "appear larger" supports the conclusion that they were "responsible for the invention of the microscope." Options B, C, and D are accurate facts from the passage, but they do not support the given conclusion.
Depth of Knowledge	2	
Focus	Multicultural Perspective	

12. Which statement BEST explains why this passage is nonfiction?

- A. The passage includes directions on how to make a microscope using different types of lenses.
- B. The author uses factual information about microscopes and presents this information in chronological order.
- C. The author tells stories about scientists from different time periods who worked with microscopes and made discoveries.
- D. The passage includes predictions about how future scientists will improve the microscope.

Item Information		
Alignment	5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
Answer Key	B	Option Annotations The student is asked to choose the feature that makes “Seeing the Invisible” nonfiction. Option B is the correct answer since chronologically presented factual information is characteristic of nonfiction, but not of other types of texts. Option C is incorrect since “stories about scientists” could be characteristic of numerous types of text. Options A and D are incorrect since the passage does not include directions for making a microscope nor does it include predictions of future improvements to the microscope.
Depth of Knowledge	2	
Focus	Characteristics of Informational Text	

- 13.** How does the illustration contribute to the passage?
- A. It directly supports information in paragraph 3 about how the microscope was used to study plants.
 - B. It helps the reader locate definitions of microscope vocabulary used in the passage.
 - C. It directly supports the description of a microscope in paragraph 6.
 - D. It helps the reader understand how microscopes have improved over time.

Item Information		
Alignment	5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
Answer Key	C	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to explain how the illustration contributes to the passage. Option C is correct since the illustration “directly supports the description of a microscope in paragraph 6.” Option A is incorrect since the illustration is unrelated to the use of the microscope “to study plants.” Options B and D are incorrect since the illustration does not “help the reader locate definitions” or “understand how microscopes have improved over time.”</p>
Depth of Knowledge	2	
Focus	Text Features	

EVIDENCE-BASED SELECTED RESPONSE ITEM

14. This question has two parts. Answer part A, and then answer part B.

Part A

What is the main idea of the passage?

- A. The invention of the microscope was an accident.
- B. The modern microscope is the result of many people's efforts.
- C. The greater the curvature of a microscope lens, the more it magnifies an object.
- D. The invention of the microscope led to a scientist's discovery of cells.

Part B

Which summary BEST supports the main idea of the passage?

- A. Lenses are named after the lentil bean. One scientist chose to grind and polish the lenses so they could magnify objects at a higher level. Then he used the lenses to make new discoveries from a drop of blood.
- B. There are two types of microscopes: compound and electron. Scientists have used these microscopes to observe insects, a cork, and pond scum. A book was written about discoveries one scientist made while using the microscope.
- C. The Romans found that glass could magnify objects. Then people started to wear lenses for vision. Two spectacle makers turned the lenses into a microscope. Scientists experimented with the lenses and made important discoveries. These scientists also improved the microscope over time.
- D. A microscope is used to look at objects that are difficult to see. The microscope uses a combination of lenses that have been improved over the years. The best lenses in the world were created by people who studied optic design.

Item Information		
Alignment	5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
Answer Key	Part A: B Part B: C	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine the main idea of the passage and then to identify the summary that best supports the main idea.</p> <p>Part A: Option B is the correct answer since the main idea of the passage is how it took the efforts of several people to make the modern microscope. Option A is incorrect because the invention of the microscope was not an accident. Options C and D are not the main idea of the passage, but specific details that are included.</p> <p>Part B: Option C is the correct option as it accurately summarizes the main idea of the passage. Options A, B, and D are incorrect as they provide specific details from the passage but they do not directly support the main idea.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify the answers to part A and part B. To receive 1 point, the student must at least select the correct answer for part A. No credit will be given for a correct response to part B if part A is incorrect.</p>
Depth of Knowledge	3	
Focus	Main Idea/ Summary	

AUTO-SCORED CONSTRUCTED RESPONSE ITEM

15. Complete the chart to show how each person contributed to the success of the microscope.

	Made Discoveries Using a Microscope	Both	Contributed to the Development of the Microscope
Carl Zeiss			
Robert Hooke			
Anton van Leeuwenhoek			

Click To Respond

Appears after the student selects the Click To Respond box (above).

	Made Discoveries Using a Microscope	Both	Contributed to the Development of the Microscope
Carl Zeiss			
Robert Hooke			
Anton van Leeuwenhoek			

OK

Answer Key – Completed Correct Response

?


?

<p>Made Discoveries Using a Microscope</p> <p>Robert Hooke</p>	<p>Both</p> <p>Anton van Leeuwenhoek</p>	<p>Contributed to the Development of the Microscope</p> <p>Carl Zeiss</p>
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OK

Item Information		
Alignment	5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
Answer Key	<p>Made a Discovery Using the Microscope: Robert Hooke</p> <p>Both: Anton van Leeuwenhoek</p> <p>Contributed to the Invention of the Microscope: Carl Zeiss</p>	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to show the contributions of three different people to the development of the microscope. According to the passage, Hooke used a microscope to make discoveries, Zeiss contributed to the development of the instrument itself, and van Leeuwenhoek did both.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly complete all three sections of the chart. To receive 1 point, the student must correctly complete at least one section of the chart.</p>
Depth of Knowledge	2	
Focus	Critical Thinking	

TEXT DEPENDENT ANALYSIS ITEM



16. The passage “Seeing the Invisible” discusses the development of the microscope. Explain how the headings in the passage help the reader understand the information in the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

XXX/6000

Item Information		
Alignment	Reading: 5.1.6.i Writing: See Rubric	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
Answer Key	See Rubric	Option Annotations
Depth of Knowledge	3	Refer to the sample student responses.

TEXT DEPENDENT ANALYSIS RUBRIC

DRAFT Nebraska Department of Education Text-Dependent Analysis (TDA) Scoring Rubric

Nebraska English Language Arts Standards	1 Demonstrates <u>limited</u> analysis of text, use of evidence, and writing skills	2 Demonstrates <u>partially effective</u> analysis of text, use of evidence, and writing skills	3 Demonstrates <u>effective</u> analysis of text, use of evidence, and writing skills	4 Demonstrates <u>exemplary</u> analysis of text, use of evidence, and writing skills
Analysis of Text 1.6* 1.6.i	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate limited understanding of the text(s) Inadequately analyzes text(s) by minimally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses some part(s) of the task to demonstrate partial understanding of text(s) Partially analyzes text(s) by occasionally addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate sufficient understanding of the text(s) Analyzes text(s) by addressing explicit and implicit ideas from the text(s) 	<ul style="list-style-type: none"> Addresses all parts of the task to demonstrate thorough understanding of the text(s) Thoroughly analyzes text(s) by purposefully addressing explicit and implicit ideas from the text(s)
Use of Evidence 1.6.i 2.1.c 2.2.b 4.1.a	<ul style="list-style-type: none"> Insufficiently integrates evidence from the text(s) by using few details, examples, and/or quotes Provides little or no relevant and/or accurate evidence from the text(s) to support claims or ideas 	<ul style="list-style-type: none"> Partially integrates evidence from the text(s) by using some details, examples, and/or quotes Provides some relevant and accurate evidence from the text(s) to partially support claims or ideas 	<ul style="list-style-type: none"> Integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to sufficiently support claims or ideas 	<ul style="list-style-type: none"> Skilfully integrates specific evidence from the text(s) by using details, examples, and/or quotes Provides relevant and accurate evidence from the text(s) to thoroughly support claims or ideas
Writing Skills 1.5.c 2.1.b 2.1.d 2.1.e 2.1.h 2.1.i 2.2.a 2.2.d 4.1.b	<ul style="list-style-type: none"> Generates an inadequately focused response which lacks an introduction/thesis, body, conclusion, and/or transitions Demonstrates little or no evidence of an organizational pattern and/or mode suited to the purpose and intended audience Limited or no use of paraphrases or quotes that attribute information to the text(s) Limited or no use of precise word choice and/or content-specific vocabulary from the text(s) Ineffectively demonstrates conventions of standard English; errors may seriously interfere with meaning 	<ul style="list-style-type: none"> Generates a partially focused response which includes a weak introduction/thesis, body, conclusion, and/or transitions Demonstrates partial evidence of an organizational pattern and/or mode suited to the purpose and intended audience Weak use of paraphrases or quotes that attribute information to the text(s) Occasionally uses precise word choice and/or content-specific vocabulary from the text(s) Partially demonstrates conventions of standard English; errors may interfere with meaning 	<ul style="list-style-type: none"> Generates a focused response which includes a clear introduction/thesis, body, conclusion, and appropriate transitions Demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Clear use of paraphrases or quotes that attribute information to the text(s) Uses precise word choice and content-specific vocabulary from the text(s) Demonstrates conventions of standard English; if present, errors seldom interfere with meaning 	<ul style="list-style-type: none"> Generates a well-focused response which includes a strong introduction/thesis, body, conclusion, and purposeful transitions Skilfully demonstrates an appropriate organizational pattern and mode suited to the purpose and intended audience Strong use of paraphrases or quotes that attribute information to the text(s) Skilfully uses precise word choice and content-specific vocabulary from the text(s) to enhance ideas Thoroughly demonstrates conventions of standard English; if present, errors do not interfere with meaning

* Individual TDA prompts are aligned to one of the following 1.6 Reading Comprehension indicators: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.i, or 1.6.j

EXAMPLE STUDENT RESPONSES**AN EXAMPLE OF A LEVEL 4 ON TEXT DEPENDENT ANALYSIS RUBRIC**

16. The passage “Seeing the Invisible” discusses the development of the microscope. Explain how the headings in the passage help the reader understand the information in the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

Passages such as “Seeing the Invisible” that use headings help the reader understand the information better. Using headings is helpful in several ways. First, you can quickly gain an understanding of what the passage is about. For instance, if I only read the title “seeing the invisible” I might not have any idea about what I was about to read or even think it might be about something entirely different – like thinking it’s about seeing ghosts. But if I first read all the headings such as: Invention of the Microscope, Discoveries Made Using the Microscope, How a Microscope Works and Improvements to the Microscope, I now know that *Seeing the Invisible* is going to tell me a lot about microscopes. The fact that the word ‘microscope’ appears in every heading makes me focus on the main topic of the passage: microscopes.

The headings are written in outline form which is helpful because it helps you ask yourself questions about what is coming up next as you read. once I know what topic I will be reading about it helps prepare my brain to take in all the information better. Besides knowing that the passage is about the development of the microscope, the heading also help me know what information to look for in the section under each heading. If the heading states: Discoveries Made Using a Microscope then I know I should now know what discoveries were made using the microscope, such as after reading that section and I learned that Leeuwenhoek discovered protozoa, bacteria and blood cells.

When I finish reading the passage , I could even use the headers to quiz myself if I got the information I needed from each section. I could turn each heading into a question, and see if I can answer that question. One question I could ask from a heading is how does a microscope work? The answer is contained in the section below the heading and is “with two lenses and a tube.” As a reader I can move on in my reading confident that I have understood that section or the whole passage.

Being able to easily read and understand a scientific passage becomes easier when headings are used. The headers in this passage help focus the reader on the topic of microscopes and lets the reader understand and quiz themselves on the information in the passage. Without the headings, it would be much more difficult to learn this much information about the topic of “microscopes.”

2377/6000

This response demonstrates exemplary analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of explaining how the headings in the passage help the reader understand the information in the passage while demonstrating thorough understanding of the text. The writer thoroughly analyzes the text and integrates relevant, accurate text support to show how headings aid understanding. The response is well focused and is appropriately organized with some purposeful transitions. The writer skillfully makes use of precise word choice and content-specific vocabulary from the text. The response thoroughly demonstrates conventions of standard English and makes strong use of paraphrases and quotes that attribute information from the text.

AN EXAMPLE OF A LEVEL 3 ON TEXT DEPENDENT ANALYSIS RUBRIC

16. The passage “Seeing the Invisible” discusses the development of the microscope. Explain how the headings in the passage help the reader understand the information in the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

It is easier to read something when it is in big bold letters and it is written in the order that it happened. The headings in Seeing the Invisible are organized into four separate blocks of information that helped me understand the information better.

To begin, the passage talks about early history and the how romans used glass to make objects seem larger. “The invention of the microscope” should be the first heading because it is good to know how it all started. This section tells us how the microscope was invented and when. Two spectacle makers experimented with lenses and found that the more lenses you used the larger the object looked.

Next, “Discoveries made using the Microscope” is the next heading and it makes sense that you would want to know what you can use it for. This section tells me about amazing discoveries that need a microscope to be made. Protozoa, bacteria and blood cells were discovered and a guy named Leewenhoke looked at pond scum and saw “animalcules” and he looked in blood and saw “corpuscles.” I know these were his exact discoveries because they are both in quotes.

Last, “how a microscope works” and “improvements to the microscope” should be the last headings because we need to know how they are made and what has been done to make them better. The picture of the microscope helped me understand how it is made.

In conclusion, the headings in the passage help me understand what is in each of the sections of the passage and makes it easier to follow along and faster to learn. microscopes are amazing and i learned a lot from the passage.

1580/6000

This response demonstrates effective analysis of text, use of evidence, and writing skills. The response addresses all parts of the task of explaining how the headings in the passage help the reader. It provides some analysis and text support for the idea that boldface headings organize the information and help the reader to have a better understanding of the text. The writer generates a focused response and occasionally uses precise word choice and vocabulary from the text (for example, the references to “corpuscles” and “animalcules”). An organizational pattern and mode suited to the purpose are evident and appropriately cited quotations from the text are integrated into the response. Conventions of standard English are evident, and any errors present do not interfere with meaning.

AN EXAMPLE OF A LEVEL 2 ON TEXT DEPENDENT ANALYSIS RUBRIC

16. The passage “Seeing the Invisible” discusses the development of the microscope. Explain how the headings in the passage help the reader understand the information in the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

The passage “Seeing the Invisible,” is all about microscopes. The passage has headings that tell you what each section is about. The headings are: Invention of the Microscope, Discoveries Made Using the Microscope, How a Microscope Works, and Improvements to the Microscope. Each section talks about the history of the microscope at a certain time or how they work or improvements. If you want to know when the microscope was invented you would look under “Invention of the Microscope.” If you want to know how a microscope works you would read under, “How a Microscope Works. You can learn all about a microscope. The headings help the reader understand the information by putting what you can learn about a microscope into different sections.

744/6000

This response demonstrates partially effective analysis of text, use of evidence, and writing skills. The response addresses some parts of the task of explaining how the headings in the passage tell the reader what each section is about. The response provides partial analysis of the text and only partially integrates text evidence to support the claim. The response is somewhat focused, but the attempt at an organizational pattern is only partially evident, including a weak introduction and conclusion. The response makes partial use of cited quotations from the text and only partially demonstrates the use of conventions of standard English.

AN EXAMPLE OF A LEVEL 1 ON TEXT DEPENDENT ANALYSIS RUBRIC



- 16.** The passage “Seeing the Invisible” discusses the development of the microscope. Explain how the headings in the passage help the reader understand the information in the passage. Write a well-organized, structured response using specific evidence from the passage to support your answer.

The article is about microscopes. It tells how they were invented. It tells about discoveries. It tells how a microscope works. It tells how they were improved. If you read it you will know all about microscopes. That is how you understand the information.

256/6000

This response shows a limited understanding of the text and task. It minimally addresses the task of explaining how the headings in the passage help the reader, merely reciting information from the passage headings themselves as support. This brief response only demonstrates limited analysis of text, use of evidence, and writing skills.

INDEPENDENT WRITING ITEMS

17. Read the paragraph from a story.

Danya stood in the long line in the lunchroom and looked around curiously while she waited her turn. The room was packed with students, but it looked like only those who had brought a lunch from home were eating. There were no school lunches at the counter yet. Danya wondered what was causing the delay. Then she saw a lunchroom worker come through the door from the kitchen, pushing a large cart full of fresh, hot food. The room erupted with cheers.

Choose the BEST concluding sentence for the paragraph.

- A. Danya was really hungry!
- B. Finally the food was ready!
- C. The other students in line were growing impatient.
- D. Danya wondered what the excitement was all about.

Item Information		
Alignment	5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
Answer Key	B	Option Annotations The student is asked to select the best concluding sentence for a paragraph. Option B is the correct answer because it is the most logical reason the lunch staff would appear with a cart of food and the students would cheer. Option A is incorrect because it does not logically follow the previous sentence in the paragraph. Option C is irrelevant now that more food has arrived. Option D is not plausible because the paragraph explains that Danya saw what happened to excite all of the students.
Depth of Knowledge	2	
Focus	Conclusion	

18. A student is writing a research report about riding bikes. He wrote an opinion in the report. Read the sentences from the student’s report and the directions that follow.

To go from one place to another, riding a bike is better than riding in a car. If there is a traffic jam on the road, riders on the bike path next to the road can move faster. You do not have to put gas in a bike like you do in a car. Sometimes it is easier to park your bike close to the place where you are going.

The student took notes about riding bikes. Choose **two** notes that support the student’s opinion. Choose **two**.

- A. When riding a bike, you should always wear a bike helmet.
- B. The hardest part of learning to ride a bike is keeping your balance.
- C. Riding a bike is a lot faster than walking, especially if you need to go far.
- D. When the weather is rainy, you should ride in a car so you do not get wet.
- E. Riding your bike gives you exercise because your legs make the bike go.
- F. You spend more time outdoors when you are on a bike, and this is good for you.

Item Information		
Alignment	5.2.2.b	Provide evidence from literary or informational text to support ideas or opinions.
Answer Key	E, F	<p style="text-align: center;">Option Annotations</p> <p>The student is asked to determine which additional information supports the author’s opinion. Options E and F are the correct answers since they both support the author’s opinion by describing benefits of riding a bicycle that cannot be achieved by riding in a car. Options A, B, and C are incorrect because while they are aspects of riding a bike, the ideas do not support why riding a bike is better than riding in a car. Option D is incorrect because it supports the opposite of the author’s opinion.</p> <p>This item is worth 2 points. To receive full credit, the student must correctly identify both sentences that support the student’s opinion. To receive 1 point, the student must correctly identify one of the sentences that support the student’s opinion.</p>
Depth of Knowledge	2	
Focus	Supporting Evidence	

19. A student is writing a research report about the animals of Antarctica. Select **one** sentence that has information the student can use to support the topic.

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Antarctica is one of the most difficult places to live in the world. Antarctica is the coldest place on Earth. It is not surprising that very few people live there year-round. Even though few people live there, many people take trips to Antarctica each year. Some scientists go there to study the ice. Because Antarctica is almost all ice, it has few plants. Only two types of flowering plants are found there. Many different types of penguins make their home in Antarctica.

Answer Key – Completed Correct Response

A student is writing a research report about the animals of Antarctica. Select **one** sentence that has information the student can use to support the topic.

?





Antarctica is one of the most difficult places to live in the world. Antarctica is the coldest place on Earth. It is not surprising that very few people live there year-round. Even though few people live there, many people take trips to Antarctica each year. Some scientists go there to study the ice. Because Antarctica is almost all ice, it has few plants. Only two types of flowering plants are found there. **Many different types of penguins make their home in Antarctica.**

Item Information		
Alignment	5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
Answer Key	Sentence 8	Option Annotations
Depth of Knowledge	2	
Focus	Relevant Information	

**NeSA-ENGLISH LANGUAGE ARTS
ITEM AND SCORING SAMPLER
GRADE 5**

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