New England Common Assessment Program

Released Items
2005

Grade 5
Writing

Writing—Session 1

❶ Which spelling change should be made in the sentence below?

> My friends try to scare me by telling scary storys.

A. Change ***friends*** to **freinds**.
B. Change ***scare*** to **scar**.
C. Change ***telling*** to **teling**.
D. Change ***storys*** to **stories**.

❷ How should the underlined words in the sentence below be written?

> <u>Me and Mom</u> stumbled downstairs at the same time.

A. Mom and I
B. Him and Mom
C. Mom and me
D. Us and Mom

❸ Where should a comma be placed in the sentence below?

> Some of the animals we are studying in science class include mammals birds, and reptiles.

A. after *animals*
B. after *studying*
C. after *mammals*
D. after *and*

❹ Which word in the sentences below should be capitalized?

> Last Monday the store downtown had jackets on sale. that afternoon I walked over to look at them.

A. downtown
B. sale
C. that
D. afternoon

❺ What is the **best** way to combine the sentences below?

Tomorrow I might go to the beach. I might go to the city.

A. Tomorrow I might go to the beach to the city.
B. Tomorrow I might go to the beach or to the city.
C. Tomorrow I might go to the beach I might go to the city.
D. Tomorrow I might go to the beach for I might go to the city.

❻ Which sentence has a punctuation error at the end?

A. Our teacher asked us to write a report on the planets.
B. Which planet has the greatest number of moons?
C. Do you know how many planets are in the solar system.
D. I wonder if I can find a picture of Mars on the Internet.

❼ Where should a comma be placed in the sentence below?

My mother told me that I was born at three o'clock in the morning on May 11 1994.

A. after *mother*
B. after *was*
C. after *o'clock*
D. after *11*

❽ Which word in the sentence below should be capitalized?

Around noon yesterday, mr. Lopez walked down the street past the park.

A. noon
B. mr.
C. street
D. park

❾ What is the **best** way to combine the sentences below?

I did all my homework. I forgot to do my science project.

A. I did all my homework but forgot to do my science project.
B. I did all my homework forgot to do my science project.
C. I did all my homework I forgot to do my science project.
D. I did all my homework or I forgot to do my science project.

❿ Which of the following is a complete sentence?

A. Right on the lake with a nice picnic table.
B. Staying for another week because I really like it.
C. My friend and I up the trail to go exploring.
D. We had a good time and we will go back.

When writing responses to prompts 11, 12, and 13, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt, and**
- **proofread and edit your writing.**

In this passage from See You Around, Sam!, *Sam has traded a toy for some fake fangs, and his mother is not happy. During dinner they discuss the problem. Read the passage and decide what you think Sam will do next. Then write a response to the prompt that follows.*

The Trade

by Lois Lowry

"Bad trade," his mother said. "Give them to me."

"Why?" he asked. "Why can't I wear fangs?"

"Because it makes you look disgusting," Mrs. Krupnik said.

"That's why I want them," Sam explained. Sometimes mothers didn't get it. "I *like* to look disgusting."

"It's just too scary, Sam," his mother said. "Too gross. I saw a terrible movie once, about vampires, and I hated every minute of it, even though Tom Cruise was in it. I've had a thing about fangs ever since. I'm sorry, but I can't let you wear fangs in this house."

Sam frowned. He really wanted his hot dog, but he didn't want to give up his fangs. "How about if I keep them in my pocket?" he suggested.

Mrs. Krupnik thought about it. Finally she sighed. "Promise me you won't take them out of your pocket as long as you're in this house?"

"Even just to look at?"

"Even just to look at. I don't want those fangs to see the light of day. I don't think my heart can stand the sight of those fangs."

⓫ Write a paragraph explaining what you think Sam will do next. Use details from the passage in your response.

Read this passage about Universal Product Codes (UPCs), the striped bar codes that appear on things you buy in stores. Then decide if UPC symbols have made shopping easier, and write a response to the prompt that follows.

Zebras on Shelves

by Sylvia C. Montrone

Have you noticed zebras on your grocery store's shelves—on candy bars, cereal boxes, and milk cartons? They're everywhere! Not real live zebras, of course, but UPC bar codes or Universal Product Codes. These codes are a bit like zebras. As you probably know, the pattern of every zebra's stripes is unique. In the same way, every product's UPC bar code is different from any other.

When and how did zebras invade the grocery store? The UPC made its first public appearance in June 1974, when a 10-pack of Wrigley's chewing gum passed over a laser checkout scanner in Troy, Ohio. Today, about 5 billion scans occur daily.

Before 1974, grocers were forced to relabel every can or package on the shelf whenever manufacturers changed prices. Stock boys were kept busy dissolving old inked prices with hair spray and stamping on new ones. Still, mispriced cans, hidden at the back of a shelf, often turned up to cause trouble at the cash register.

Watch the next time a clerk passes a Hershey bar over the scanner. A red light glows. Red squiggly lines reflect off the Hershey bar's wrapper. Something whirs and dings. Up pops a price on the cashier's screen. How?

When the scanner finds a UPC symbol, it reads the width of each line and space. Combinations of line and space widths are translated to numbers—the digits seen beneath the bar code. The scanner then sends the translated UPC to the store computer, grabs a price from its database, and sends it back to the cashier—in less than a second!

⓬ Has the UPC symbol made shopping easier? Write a paragraph, using details from the passage and what you know in your response.

Read this folktale and think about how the two characters can help each other. Then write a response to the prompt that follows.

Ant and Dove: An Indian Folktale

by Charvi Ganatra

Once upon a time there lived an ant. This ant lived in a hole under a tree. Since it was monsoon season there were big rains. One day there was such a big thunderstorm that the ant got stuck and couldn't do anything but float about in a puddle.

Luckily a dove watched all of this from a tree above. He felt pity for the little ant, so he broke off a leaf and put it into the water. Slowly the ant got onto the leaf. The dove picked the leaf up and brought the ant to his tree. The ant was very grateful for this.

"Thank you, great dove, for saving a little ant like me."

"Never mind," replied the dove. "We are neighbors and from now on we will be friends."

So the ant and dove became best friends.

⓭ Write about a time when the **ant** saves the **dove** from danger.

Writing—Session 2

A student wrote this fact sheet about one-room schoolhouses in the 1850s. Read the fact sheet and think about your own school. Then write a response to the prompt that follows.

One-Room Schools in New England in the 1850s

- teachers poorly trained
- school within walking distance for students
- one teacher taught students of many different ages and grade levels
- students' grade level based on their reading ability
- most writing done on slates (little blackboards) with chalk
- quill pens and ink also used
- schoolhouses heated with wood
- used oil lamps for light
- no running water
- outhouses for bathrooms
- students had to buy their own books and provide their own materials
- much of school day spent memorizing lessons and then saying them out loud
- teachers very strict—even used physical punishment
- students had to be very respectful
- students often sat together on benches, boys on one side of the room and girls on the other, with younger children in front
- subjects included reading, writing, arithmetic, geography, and history

Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

Use the questions in the box below to organize your writing. You can answer the questions **before** you write to plan your response or **after** you write to check your response.

⓮ What is the focus/controlling idea of your report?_____
⓯ What are the supporting details in your report?_____
⓰ What is the conclusion to your report?_____

When writing a response to prompt 17, remember to

- **read the prompt carefully,**
- **develop a complete response to the prompt, and**
- **proofread and edit your writing.**

⓱ Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

Acknowledgments

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"The Trade" (p. 3) from *See You Around, Sam!* by Lois Lowry. Published by Houghton Mifflin. Copyright © 1996 by Lois Lowry.

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Grade 5 Writing Released Item Information

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Content Strand[1]	SW	SW	SW	SW	SW	SW	SW	SW	SW	SW	SR	SR	SR	ER	ER	ER	ER
GLE Code	4-9	4-9	4-9	4-9	4-1	4-9	4-9	4-9	4-1	4-1	4-3	4-3	4-4	4-8	4-8	4-8	4-8
Depth of Knowledge Code	1	1	1	1	2	1	1	1	2	2	2	2	2	3	3	3	3
Item Type[2]	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR	CR	SA	SA	SA	WP
Answer Key	D	A	C	C	B	C	D	B	A	D							
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	1	1	1	12

[1]Content Strand: SW = Structures of Language & Writing Conventions; SR = Short Responses: narrative, response to literary text, or response to informational text; ER = Extended Response: report writing

[2]Item Type: MC = Multiple-Choice, CR = Constructed Response, SA = Short Answer, WP = Writing Prompt

New England Common Assessment Program

Released Items Support Materials 2005

Grade 5 Writing

11 Write a paragraph explaining what you think Sam will do next. Use details from the passage in your response.

Scoring Guide:

Score	Description
4	Response contains a prediction about what Sam will do next. The response maintains a clear focus/purpose throughout, contains relevant details from the text that support the focus, and is well-organized.
3	Response contains a prediction about what Sam will do next. The response maintains a clear focus/purpose, but there may be minor lapses. The response includes some relevant details from the text that support the focus, and is generally well-organized.
2	Response is an attempt at a prediction about what Sam will do next. There are major lapses in focus/purpose and/or there are few relevant supporting details.
1	Response may be unclear and/or a minimal attempt at a response to the prompt.
0	Response is irrelevant.
Blank	no response

Score Point 4

11

I thinh Sam will not take them out around his mother, but he will go up to his room after his mother is done talking to him. Sam might even bring the fangs to school every day and wear them there. If his mom has to go out somewhere and Sam stays home by himself he'll take them out. Also his mom said that she doesn't want to see those fangs at the light of day so Sam could take them out at night. Even if he goes over a friends house to play or sleep over than he will bring them and wear them. If he ever gets caught, I think he will be in a lot of trouble for not listening. Also his fangs will probably be taken away, then thrown away. That's just what I think will happen with Sam and the fangs.

Score Point 3

11

I think Sam will tradethem back even though his mother said he could Keep them as long as he keeps them is his pocket. I think he will trade them back because he probably knows that his mom doesn't like him having the Fangs. She doesn't like him having the fangs because she thinks that they are gross but Sam likes them but I think he would want to do what his mother would Feel more comfortable with.

Score Point 2

11

I think Sam will not take out his fangs when his mother is around. Sam will probaly take out the fangs often. I don't think Sam is going to trade back his fangs.

Score Point 1

11

I think Sam will take them out of his pocket and get in a lot of trouble

Score Point 0

11

The Book Loko A Lina

⓬ Has the UPC symbol made shopping easier? Write a paragraph using details from the passage and what you know in your response.

Scoring Guide:

Score	Description
4	Response contains an opinion about whether or not the UPC symbol has made shopping easier. The response maintains a focus/purpose throughout, contains relevant details from the passage and/or from the student's knowledge to support the focus, and is well-organized.
3	Response contains an opinion about whether or not the UPC symbol has made shopping easier. The response maintains a focus/purpose, but there may be minor lapses. The response contains some relevant details that support the focus. The response is generally well-organized.
2	Response contains an attempt at an opinion about whether or not the UPC symbol has made shopping easier. The response contains major lapses in the focus/purpose and/or few relevant supporting details from the text.
1	Response is a minimal or vague statement about whether or not the UPC symbol has made shopping easier.
0	Response is irrelevant.
Blank	no response

Score Point 4

12

I think that UPC bar Codes make shopping a lot easier. I think that because in a couple of seconds, the clerk can figure out how much money the object costs. If you went to a store that didn't have UPC Codes, then it would take a lot longer to get your Shopping done. Most shops want a lot of customers. Not as many customers would go to the owners store if they couldn't find the price fast. The UPC bar codes make custemers happy and gives the store owner more customers. The UPC bar Codes make it so you don't have to wait in line to pay for your objects, or food long. That's why I think UPC codes make shopping easier.

Score Point 3

⓬

Yes it does. It goes faster than old labels and is more efficient. It saves work and gives people what they bought faster. We used to have to relabel things manually. Now its done to machine which works faster. It takes less than a second. Now that we have this technology it saves time. Whenever manufacturers changed prices it was time to get back to work. UPC labels are an improvement to our world.

Score Point 2

⓬ The ups symbol made shoping much easier. Becaus all The Cashier needed to do is scann the Product that the peaple gives to the cashier. When you hear the bell ringing the price of the Prodact pops up out of the cashreguser.

Score Point 1

⓬ I think that the UPC bar code as made it easier to shop because if they did not have bar codes you mite pay the wroug price.

Score Point 0

⓬

ups stores

ups stores are
stores that deliver
pages to other
pepale

⓭ Write about a time when the **ant** saves the **dove** from danger.

Scoring Guide:

Score	Description
4	Response clearly continues the story line and describes the specified situation. The response contains relevant and descriptive details.
3	Response generally continues the story line and describes the specified situation. There may be minor lapses in clarity.
2	Response is an attempt to continue the story line and describe the specified situation. There may be major lapses in clarity.
1	Response may be unclear and/or a minimal attempt at a response to the prompt.
0	Response is irrelevant.
Blank	no response

Score Point 4

⓭ Once upon a time there lived a ant and a dove. They had been best friends ever since the dove saved the ant.

It had been a very long and hot summer and food and water were very scarce. One day while ant was walking along he found a beautiful ripe strawberry. Oh! It was so big and red he could hardly beleive it! So he picked it up and began to walk home. On his way he found dove, his friend. Dove was lying on the ground and wasn't moving. So ant quickly ran to dove. The only word that ant could make out was "food." So ant figured that dove probably hasn't had food for quite some time. So he found a twig and used it to cut in half the strawberry. He took one half and shoved it doves mouth. Then dove woke up.

The end.

Score Point 3

⓭

A year later hafter ant and dove became firends, ant helped dove. Oneday dove was flying home until there mean naiboor Miss. Spider's net sticky net caught her. Miss. Spider was out. When ant went up to see dove, he cought her in Miss Spiders net. "Help" yeld dove. Ant was scored to help dove because the net was as sticky as maple syrup. But ant said "What the heck I'm going to help my firend". So he went to get Bear there other next door naiboor. He said "sure". Bear used his claws and wala, dove was free. And frome then on they've live happily ever affter!

The End!

Score Point 2

13

Once upon a time there lived a dove. The dove lived in the desert. Every time he went out to get food, he had to watch out for snakes. One day while hunting a rattle snake went after him. Ant was neer by and he helped the poor dove. He called the snake names ran to his hole. The snake chased him. That gave the dove enough time to get away.

A hour later, dove and ant talked and became best friends.

Score Point 1

⓭

Once upon a time, the ant and dove were picking flowers when the dove tripped and got his beak stuck under a tree so the ant went under and got the doves beak out.

Score Point 0

⓭

one time in a movie this kid got stuck in quick sand and his Dad found him and got but

Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

14 What is the focus/controlling idea of your report?

Scoring Guide:

Score	Description
1	Response contains an appropriate focus/controlling idea related to the prompt. The focus/controlling idea may or may not be developed in the response.
0	Response is irrelevant.
Blank	no response

15 What are the supporting details in your report?

Scoring Guide:

Score	Description
1	Response contains appropriate supporting details related to the prompt. These supporting details may or may not appear in the text, as long as they are a logical extension of the ideas presented. The supporting details may or may not be used in the response.
0	Response is irrelevant.
Blank	no response

16 What is the conclusion to your report?

Scoring Guide:

Score	Description
1	Response contains an appropriate conclusion related to the prompt. The conclusion may or may not be used in the response.
0	Response is irrelevant.
Blank	no response

17 Use the fact sheet and what you know to write a report comparing a one-room schoolhouse from the 1850s to your school today.

Scoring Guide:

Score	Description
6	• Purpose is clear throughout; a strong focus/controlling idea OR strongly stated purpose focuses the writing. • Writing is intentionally organized for effect. • Fully developed details and rich and/or insightful elaboration support the purpose. • Distinctive voice, tone, and style enhance meaning. • Writing shows consistent application of the rules of grade-level grammar, usage, and mechanics.
5	• Purpose is clear; a focus/controlling idea is maintained throughout. • Writing is well-organized and coherent throughout. • Details are relevant and support the purpose; details are sufficiently elaborated. • Writing shows strong command of sentence structure and uses language to enhance meaning. • Writing shows consistent application of the rules of grade-level grammar, usage, and mechanics.
4	• Purpose is evident; a focus/controlling idea may not be maintained. • Writing is generally organized and coherent. • Details are relevant and mostly support the purpose. • Writing contains well-constructed sentences and uses language well. • Writing may show inconsistent control of grade-level grammar, usage, and mechanics.
3	• Writing has a general purpose. • Writing has some sense of organization but may have lapses in coherence. • Some relevant details support the purpose. • Writing uses language adequately but may show little variety of sentence structures. • Writing may contain some serious errors in grammar, usage, and mechanics.
2	• Writing has an attempted or vague purpose but stays on topic. • Writing has little evidence of organization; there are lapses in coherence. • Writing generalizes or lists details. • Writing lacks sentence control and uses language poorly. • Errors in grammar, usage, and mechanics are distracting.

Scoring Guide (continued):

1	• There is a lack of evident purpose; topic may not be clear. • Writing has incoherent or underdeveloped organization. • Writing contains random information. • Writing shows rudimentary or deficient use of language. • Writing has serious and persistent errors in grammar, usage, and mechanics throughout.
0	Writing is irrelevant.
Blank	no response

Score Point 1

14 It was really different back then

Score Point 1

15 • all different ages were taught together
• physical punishment • teachers trained bad
• close enough to walk • buy materials
• grade based on reading level • outhouse
• oil lamps • wood • no running water

Score Point 1

16 I would rather live here now as apposed to back then

Score Point 6

17 How would you feel if insted of being in a class with all students in the same grade, you were all mixed up? Well, that's how it was back in the 1850's. You had one teacher who taught pupils of many different grades. There are now many teachers who teach one grade at a time, but back then, things were very different!

In this day and age if a teacher were to use physical punishment, they would probably have to be taken away with the

police. But in the 1850's, it was expected for a teacher to hit a student, most likely if they didn't use proper manners. Ouch! Teachers were also trained badly. Probably none of them progressed farther than High School, if that.

Imagine if school was close enough for everyone to walk! It was back then, and not only did they have to walk, but they probably had to carry all of their school materials. If they didn't buy and bring their materials in for school, the teachers wouldn't give them any, so they had to go without, which I imagine would be hard. Plus, what grade they were in depended on how well they read, not what age they were.

Chalk was mainly used to write on slates, not like today. They didn't have pencils, highlighters or a lot of paper like we do. Quill pens and ink were the closest they had

to what we have now. They didn't even have good light for them to write with. All they had was wood for when it was cold and oil lamps for light. Not like us who have heat and cieling light. The worst part is no matter what the weather, they had to use an outhouse and couldn't even wash their hands properly because there was no running water.

Overall I would much rather want to live now than back then. They had it rougher, had to work more and probably didn't even get half the education we get today. Honestly, I feel bad for people who lived in the 1800's or earlier. Things are much different now and my belief is that they've changed for the better.

- Purpose is clear throughout; a strong focus/controlling idea OR strongly stated purpose focuses the writing.
- Writing is intentionally organized for effect.
- Fully developed details and rich and/or insightful elaboration support the purpose.
- Distinctive voice, tone, and style enhance meaning.
- Writing shows consistent application of the rules of grade-level grammar, usage, and mechanics.

Score Point 1

14 School houses from awile ago and Schools today are both alike and diffrent.

Score Point 1

15

alike	diffrent
1. Subjects	1. no running water
2. need to buy things	2 grades done by ability to read
3. need to be respectful	3. Out houses for bathrooms

Score Point 1

16 As you can See the Schoolhouses from a long time ago and now are both alike and diffrent

Score Point 5

17 Did you know back in New England in the 1850's in the Schoolhouses students had to memorize lessons and then say them out loud? Also instead of being sent to the Principal the teacher's would Physicly Punish you. School houses from awile ago and schools today are both alike and different.

You may think back in New England in the 1850's schools were only different

from now but if you do you are
wrong. School houses then and now
are alike in some ways. First of
all many of the subjects are the
same as back then. In School today
you learn reading, writing, arithmetic,
geography and history. Well guess
what? Kids back then learned it too.
Another thing that is alike is today you
need to buy some things for School.
Today you are ushally suplied with
all your books but they had to buy
their books. But today you still need
to buy some materials and they
did too. One more thing that is the
same is that you need to be respectful.
Today things that happened back
then will not happen like being
physicly punished but you still
need to be respectful or you
will get in trouble. Today you
would get sent to the Pricapal or
get a warning for being unrespectful. But
back then there was none of that.
Not only were things alike they were

also different. One way they are different
is back then in Schoolhouses. there was
no running water. Today in our Schools
we have Sinks for running water. Also
Something that is different is that
back then grades were done by the
ability to read. Now it is done by age
So back then if you were like 15
but you could not read the word
the though you might be in kinder garden
One more thing that is different is
that back then they had out houses for
bathrooms. Now we have bathrooms in
the School so we don't need to go outside
everytime we need to go to the bathroom

As you can see School houses then
and now are both alike and different.
I would like to find out more about
back then. Would you?

- Purpose is clear; a focus/controlling idea is maintained throughout.
- Writing is well-organized and coherent throughout.
- Details are relevant and support the purpose; details are sufficiently elaborated.
- Writing shows strong command of sentence structure and uses language to enhance meaning.
- Writing shows consistent application of the rules of grade-level grammar, usage, and mechanics.

Score Point 1

14 to compare the schools in the 1850s to todays school.

Score Point 1

15 that school was very different than today because we have well trained teachers.

Score Point 1

16 that schod back then in the 1850s was much harder than today.

Score Point 4

17 In the 1850s School were very different than today. Because now we have better trained teachers than in the 1850s the teachers then were only moms. We don't hare to be in walking distance because now we have cars and buses. Now one teacher is a signed to one classroom and there are less students in one classroom, back then there was more students in one classroom. Now students grade level is

by age and not by reading abillity.
We write with pencil and paper now and
not small blackboards and chalk.
We still use pens but they are different.
Our school is heated with oil and not
with wood. We have eletric light and
not oil lamps. We have running water
and sinks but back then they
didn't. We have indoor bathrooms and
not outhouses. Our school provides all
our things we need but back then
you had to buy your own things.
Back then they spent most of the
day memorizing lessons and saying
them out loud but now we write things
down and raise our hands to be called
on. Now our teachers are less strict
and don't use physical punishment
any more. Today we have to be very
respectful just like we had to be
respectful in the 1850s. Now each
student has their own desks and
have chairs not benches. The girls
and boy sit together now and age
does not matter. we still study

the same subjects like reading, writing, arithmetic, geography, and history. I think it would both hard and fun. Because it would be hard to have that many students but it would be fun to have all those friends.

- Purpose is evident; a focus/controlling idea may not be maintained.
- Writing is generally organized and coherent.
- Details are relevant and mostly support the purpose.
- Writing contains well-constructed sentences and uses language well.
- Writing may show inconsistent control of grade-level grammar, usage, and mechanics.

Score Point 1

⓮ Schools from the 1850s

Score Point 1

⓯ Teaches are very smart in our school. Many rooms in one school. Grade levle based on age. We write on paper Running water Teachers are not very strict.

Score Point 1

⓰ Schools from the 1850s are very different from schools now

Score Point 3

⓱ Schools from the 1850s are very different and the same from schools now In the 1850s teachers were poorly trained but now teachers are very smart. Allthouth many schools had one room and one teacher now schools have many rooms and many teachers. Back in the 1850s kids were placed in grade levle depending on how they read.

On the other hand now kids are put in a grade depending on their age. Even though both schools were in a walking distance for students, in the 1850s most writing was done on slate when now we use paper. Most of the subjects we have now the schools in the 1850s have to like reading, writing, arithmetic, geography, and history. Back in the 1850s students had sit on benches now we use chairs all students have to be respec-ful weather in the 1850s or now. In the 1850s they used quill pens to write. But now they use pens and pencils. Schools have improved over time

- Writing has a general purpose.
- Writing has some sense of organization but may have lapses in coherence.
- Some relevant details support the purpose.
- Writing uses language adequately but may show little variety of sentence structures.
- Writing may contain some serious errors in grammar, usage, and mechanics.

SCORE POINT 1

⓮ The focus is to compair now to 1850s.

SCORE POINT 1

⓯ my supporting details is some of the idias from the fact sheet I took some of thous idas and put them in senteses.

SCORE POINT 1

⓰ The conclusion is to compar 1850s to now 2005.

SCORE POINT 2

⓱ In the 1850s you had to be in supply of materials. Now we get some of are school supplys and materials from school. In the 1850s one teacher taught diffrent ages and grads. Now one teacher teaches one grade. In the 1850s there was only one room. In 2005 now there are over ten rooms in a school. I say that right now is a lot easir then the 1850s. I say this because in the 1850s there was

only one room for a schoolIn the 1850s they had outhouses for bathrooms. Now we have bathrooms inside.

- Writing has an attempted or vague purpose but stays on topic.
- Writing has little evidence of organization; there are lapses in coherence.
- Writing generalizes or lists details.
- Writing lacks sentence control and uses language poorly.
- Errors in grammar, usage, and mechanics are distracting.

Score Point 1

⓮ To compar our school, with a school from 1850's.

Score Point 1

⓯ The supporting details in my report are going to be the techers, punishments and the boys on one side and the girls on the other side.

Score Point 1

⓰ The conclution of my report is the 1850's.

Score Point 1

⓱ My school is diffren from 18,50's schoo by. The techers in, my school are not poorly trained. Our school is not a within walking distants.

- There is a lack of evident purpose; topic may not be clear.
- Writing has incoherent or underdeveloped organization.
- Writing contains random information.
- Writing shows rudimentary or deficient use of language.
- Writing has serious and persistent errors in grammar, usage, and mechanics throughout.

Score Point 0

14 I don't know.

Score Point 0

15 I don't know.

Score Point 0

16 I don't know.

Score Point 0

17 I don't know.

Writing is irrelevant.