8th Grade
ELA
Chapter 1: LEAP English Language Arts, Grade 8

This section describes the overall design of the LEAP English Language Arts (ELA) test to be administered to students in grade 8. Test specifications, scoring rubrics, and sample test questions are provided to explain how the standards and benchmarks for English language arts are assessed.

Test Structure and Item Types

The ELA test consists of four sessions, which are administered in two phases, each phase in a single day:

Phase 1:
- Writing

Phase 2:
- Reading and Responding
- Using Information Resources
- Proofreading

Students are allowed as much time as they need to complete each session, but suggested times are provided in the *Test Administration Manual*, which explains the procedures for allowing students additional time to complete a session of the test.

Writing

To better prepare our students for the Common Core State Standards, the writing prompts on the transitional assessments will focus on a key instructional shift—writing grounded in textual evidence. Instead of responding to a "stand alone" writing prompt, students will be expected to read one or two passages and then write a composition that includes evidence from the text(s) in the response. This session of the test measures the content of Standards 2 and 3.

The Writing test is **untimed**, but students should be given a minimum of 90 minutes to read the passage(s), plan and write their composition, and check their work. Students are given a Writer’s Checklist and are provided with dictionaries and thesauruses. A copy of the Writer’s Checklist is located in Appendix D.

Reading and Responding

This session consists of four reading passages (including at least one fiction, one nonfiction, and one poem). It includes a variety of multiple-choice and short-answer questions and one constructed-response question that measure the content of standards 1, 6, and 7. All reading passages are complete and authentic, either previously published work, fully developed
excerpts from longer published works, or well-developed text written for the test. Excerpts from longer works may be used if they are self-contained.

**Fiction passages** (approximately 500–1,000 words) may include short stories, folktales, legends, myths, or dramas.

**Nonfiction passages** (approximately 500–1,000 words) may include newspaper and magazine articles, autobiographies, biographies, editorials, encyclopedia articles, letters to the editor, and speeches. If appropriate, the nonfiction passage may include a visual (for example, pictures, graphs, tables, flow charts).

The lengths of two passages (one fiction and one nonfiction) fall within the respective ranges noted above. The poem and the fourth passage may be shorter than 500 words.

The reading level of each piece is grade-appropriate. Passages reflect a balance among length, readability level, and interest level. Long passages are measured with 6 multiple-choice and 2 short-answer questions. Short passages are measured with 4 multiple-choice and 2 short-answer questions.

The Reading and Responding session consists of 20 multiple-choice questions, 8 short-answer questions, and 1 extended-response question that are distributed across Standards 1, 6, and 7.

**Using Information Resources**

This session assesses Standard 5. Students are provided four to six reference sources to use to answer a series of 5 multiple-choice and 2 short-answer questions. These reference sources may include sources such as:

- articles (from encyclopedias, magazines, newspapers, textbooks)
- parts of books (tables of contents, indexes, glossaries, bibliographies)
- visual aids (maps, graphs, tables, charts, illustrations, schedules, diagrams)
- computer information (such as a page from an online card catalog or magazine index, Internet visuals, keyword searches, pull-down menus)

All of the information resources are realistic, grade-appropriate materials that an eighth grader might find in a library and use in preparing a project or report. All materials are related to a specific topic. With the reference materials, students receive a written description of a task, such as gathering information and planning to write a report. Students are directed to skim through the resources to locate and select information.

**Proofreading**

This session assesses Standard 3. Students read a text of about 100–250 words that includes mistakes in sentence formation, usage, mechanics, and spelling. The text may be a letter, a
narrative, an editorial, or an expository piece. It will include eight numbered, underlined parts. Students answer multiple-choice questions that require choosing the best way to write each underlined part (either by correcting the mistake or by indicating that the underlined part is written correctly as is).

Proofreading consists of 8 multiple-choice questions.

### Table 1.1: English Language Arts Test Specifications, Grade 8

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Points</th>
<th>Writing</th>
<th>Using Information Resources</th>
<th>Reading and Responding</th>
<th>Proofreading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read, comprehend, and respond</td>
<td>10</td>
<td>—</td>
<td>—</td>
<td>10</td>
<td>—</td>
</tr>
<tr>
<td>2. Write competently</td>
<td>8</td>
<td>8</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>3. Use conventions of language</td>
<td>12</td>
<td>4</td>
<td>—</td>
<td>—</td>
<td>8</td>
</tr>
<tr>
<td>4. Apply speaking/listening skills</td>
<td>N/A</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>5. Locate, select, and synthesize information</td>
<td>9</td>
<td>—</td>
<td>9</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>6. Read, analyze, and respond to literature</td>
<td>12</td>
<td>—</td>
<td>—</td>
<td>12</td>
<td>—</td>
</tr>
<tr>
<td>7. Apply reasoning and problem-solving skills</td>
<td>18</td>
<td>—</td>
<td>—</td>
<td>18</td>
<td>—</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
<td>12</td>
<td>9</td>
<td>40</td>
<td>8</td>
</tr>
<tr>
<td>No. of items</td>
<td>45</td>
<td>1</td>
<td>7</td>
<td>29</td>
<td>8</td>
</tr>
</tbody>
</table>

The ELA test design remains constant from year to year.
Scoring the English Language Arts Sessions

Multiple-Choice Items
Each multiple-choice question has four response options (A, B, C, and D) and is worth one point each. Correct answers receive a score of 1; incorrect answers receive a score of 0.

Written Composition
In the Writing section of the assessment, there is a writing prompt that requires a student to read one or two passages and then write a composition that includes evidence from the text in the response. Student compositions are scored using two rubrics: one for Content and one for Style. There are two Content rubrics; one is used to score student compositions that respond to prompts with one passage; the other is for prompts with two passages. The Content and Style Rubrics can be found on pages 5 through 7.

The Content Rubric considers how well students present their central idea; the development of that idea, including the appropriate and accurate use of evidence from the passage(s); and the organization of their ideas. The Style Rubric considers word choice; sentence fluency, which includes sentence structure and sentence variety; and voice, the individual personality of the writing.

The written response to the writing prompt is also scored for the conventions of writing (Sentence Formation, Usage, Mechanics, and Spelling). All other written responses (short-answer and extended-response items) for the ELA, Mathematics, Science, and Social Studies assessments are scored for content only.

A 12-point rubric is used to score writing. The dimensions and point values of the writing rubric are:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>4 points</td>
</tr>
<tr>
<td>Style</td>
<td>4 points</td>
</tr>
<tr>
<td>Sentence Formation</td>
<td>1 point</td>
</tr>
<tr>
<td>Usage</td>
<td>1 point</td>
</tr>
<tr>
<td>Mechanics</td>
<td>1 point</td>
</tr>
<tr>
<td>Spelling</td>
<td>1 point</td>
</tr>
</tbody>
</table>

Legibility contributes to the scorers’ ease of understanding what the student has written. Any legible composition will be scored, regardless of penmanship. Students may write in print or cursive. Compositions will be considered on topic if the scorer can determine that the student attempted to respond to the prompt.
CONTENT (One Passage): Central Idea, Development, and Organization

**Key Questions:** Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Consistent, though not necessarily perfect, control; many strengths present</th>
<th>Reasonable control; some strengths and some weaknesses</th>
<th>Inconsistent control; the weaknesses outweigh the strengths</th>
<th>Little or no control; minimal attempt</th>
</tr>
</thead>
</table>
| **CENTRAL IDEA** | • sharply focused central idea  
| | • shows a complete understanding of the task | • clear central idea  
| | | • shows a general understanding of the task | • vague central idea  
| | | • shows a partial understanding of the task | • unclear or absent central idea  
| | | | • shows a lack of understanding of the task |
| **USE OF THE PASSAGE AND DEVELOPMENT** | A composition without evidence from the passage cannot receive a score higher than a 2 in Content. | • includes ample, well-chosen evidence from the passage to support central idea  
| | | • Evidence and ideas are developed thoroughly.  
| | | • Details are specific, relevant, and accurate. | • includes sufficient and appropriate evidence from the passage to support central idea  
| | | | • Evidence and ideas are developed adequately (may be uneven).  
| | | | • Details are, for the most part, relevant and accurate. | • includes insufficient or no evidence from the passage, OR only summarizes or paraphrases passage information  
| | | | | • Evidence and ideas are not developed adequately (list-like).  
| | | | | • Some information may be irrelevant or inaccurate. | • includes minimal or no evidence from the passage and/or the evidence shows a misunderstanding of the passage  
| | | | | | • minimal/no development | • Information is irrelevant, inaccurate, minimal, confusing. |
| **ORGANIZATION** | • Evidence of planning and logical order allows reader to easily move through the composition.  
| | | • Clear beginning, middle, and ending contribute sense of wholeness.  
| | | • effective transitions | • Logical order allows reader to move through the composition.  
| | | | • has a beginning and an ending  
| | | | • transitions | • attempt at organization  
| | | | | • digressions, repetition  
| | | | | • weak beginning and ending  
| | | | | • may lack transitions | • random order  
| | | | | | • no beginning or ending | • difficult for the reader to move through the response |
CONTENT (Two Passages): Central Idea, Development, and Organization

**Key Questions:** Does the writer stay focused and respond to all parts of the task? Does the writer’s use of the text show an understanding of the passages and the writing task? Does the organizational structure strengthen the writer’s ideas and make the composition easier to understand?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4 Consistent, though not necessarily perfect, control; many strengths present</th>
<th>3 Reasonable control; some strengths and some weaknesses</th>
<th>2 Inconsistent control; the weaknesses outweigh the strengths</th>
<th>1 Little or no control; minimal attempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRAL IDEA</td>
<td>• sharply focused central idea • shows a complete understanding of the task</td>
<td>• clear central idea • shows a general understanding of the task</td>
<td>• vague central idea • shows a partial understanding of the task</td>
<td>• unclear or absent central idea • shows a lack of understanding of the task</td>
</tr>
</tbody>
</table>

A composition that addresses only one of the two passages cannot receive a score higher than a 3 in Content. A score of 4 cannot be assigned unless both passages have been addressed.

USE OF THE PASSAGE(S) AND DEVELOPMENT

<table>
<thead>
<tr>
<th>CENTRAL IDEA</th>
<th>USE OF THE PASSAGE(S) AND DEVELOPMENT</th>
<th>ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>• includes ample, well-chosen evidence from the passages to support central idea • Evidence and ideas are developed thoroughly. • Details are specific, relevant, and accurate.</td>
<td>• Evidence of planning and logical order allows reader to easily move through the composition. • Clear beginning, middle, and ending contribute sense of wholeness. • effective transitions</td>
</tr>
<tr>
<td>3</td>
<td>• includes sufficient and appropriate evidence from at least one of the passages to support central idea • Evidence and ideas are developed adequately (may be uneven). • Details are, for the most part, relevant and accurate.</td>
<td>• Logical order allows reader to move through the composition. • has a beginning and an ending • transitions</td>
</tr>
<tr>
<td>2</td>
<td>• includes insufficient or no evidence from the passage(s), OR only summarizes or paraphrases passage information • Evidence and ideas are not developed adequately (list-like). • Some information may be irrelevant or inaccurate.</td>
<td>• attempt at organization • digressions, repetition • weak beginning and ending • may lack transitions</td>
</tr>
<tr>
<td>1</td>
<td>• includes minimal or no evidence from the passage(s) and/or the evidence shows a misunderstanding of the passage • minimal/no development • Information is irrelevant, inaccurate, minimal, confusing.</td>
<td>• random order • no beginning or ending • difficult for the reader to move through the response</td>
</tr>
</tbody>
</table>
**STYLE: Word Choice, Sentence Fluency, and Voice**

**Key Questions:** Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

<table>
<thead>
<tr>
<th>Score Point</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent, though not necessarily perfect, control; many strengths present</td>
<td>Precise</td>
<td>Clear but less specific</td>
<td>Generic</td>
<td>Functional</td>
</tr>
<tr>
<td>Reasonable control; some strengths and some weaknesses</td>
<td>Effective</td>
<td>Includes some interesting words and phrases appropriate to the task</td>
<td>Limited</td>
<td>Simple (below grade level)</td>
</tr>
<tr>
<td>Inconsistent control; the weaknesses outweigh the strengths</td>
<td>Vivid words and phrases appropriate to the task</td>
<td>Repetitive</td>
<td>Repetitive</td>
<td>May be inappropriate to the task</td>
</tr>
<tr>
<td>Little or no control; minimal attempt</td>
<td>Clear but less specific</td>
<td>Overused</td>
<td>Little or no variety in length and structure</td>
<td>Simple sentences</td>
</tr>
<tr>
<td></td>
<td>Generally varied in length and structure</td>
<td>Awkward sentences may affect the fluidity of the reading.</td>
<td>No variety</td>
<td>No variety</td>
</tr>
<tr>
<td></td>
<td>Most sentences have varied beginnings.</td>
<td>Same beginnings</td>
<td>Construction makes the response difficult to read.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluid, very easy to follow, because of variety in length, structure, and beginnings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WORD CHOICE**

- precise
- effective
- vivid words and phrases appropriate to the task

**SENTENCE FLUENCY**

- fluid, very easy to follow, because of variety in length, structure, and beginnings
- generally varied in length and structure
- Most sentences have varied beginnings.

**VOICE**

- compelling and engaging
- clear, but may not be particularly compelling
- weak and/or inconsistent voice

Individual personality of the writing

- compelling and engaging
- clear, but may not be particularly compelling
- weak and/or inconsistent voice

- no voice
- Response is too brief to provide an adequate example of style; minimal attempt.
The dimensions of Sentence Formation, Usage, Mechanics, and Spelling are scored with either a + (acceptable), which receives 1 point, or – (unacceptable), which receives 0 points.

**Sentence Formation:** Desirable features are completeness and construction of a variety of patterns.

| + | The response exhibits **acceptable** control of sentence formation. Most sentences are correct; there are few, if any, run-on sentences or fragments. Additionally, there is a variety of sentence patterns, indicating that the writer can construct more than one type of sentence competently. |
| – | The response exhibits **unacceptable** control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation. There may be evidence of control of only one type of sentence pattern (usually simple). |

**Usage:** Features are agreement, standard inflections, and word meaning.

| + | The response exhibits **acceptable** control of usage. Subject-verb agreement, verb tenses, forms of adjectives and adverbs, and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors. |
| – | The response exhibits **unacceptable** control of usage. There are errors in subject-verb agreement, verb tenses, forms of adjectives and adverbs, and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage. |

**Mechanics:** Features are punctuation and capitalization.

| + | The response exhibits **acceptable** control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors. |
| – | The response exhibits **unacceptable** control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics. |

**Spelling:**

| + | The response exhibits **acceptable** control of spelling. The majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors. |
| – | The response exhibits **unacceptable** control of spelling. There is a pattern of spelling errors. There are errors in spelling grade-appropriate words. |

In some cases, a composition may not be scorable. For example, if it is illegible or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Sentence Formation, Usage, Mechanics, and Spelling. Such a paper could receive a maximum of 4 of 12 points.
Additional Scoring Criteria for Writing

To avoid double jeopardy during scoring, one word will constitute only one error. In situations in which it is difficult to determine to which dimension the error should be assigned, the scorer will take into account priority, context clues, and error patterns that are evident in the paper.

- Priority is given to the more serious grammatical errors.
- Context clues may indicate the writer’s intention.
- Error patterns already evident in the paper indicate a skill weakness in that dimension.

Sentence Formation:

- If a sentence with omissions, extra words, or wrong words can be corrected by changing one word, the error should count as a usage error.
  
  Example: When it’s no school, I play all day.

- If a sentence requires the rearrangement, omission, or addition of more than one word, the error should count as a sentence formation error.
  
  Example: I saw those boys fighting while driving my car.

- Nonparallel structure, often in a series, is a sentence formation error.
  
  Example: We will live better lives, coping with our sorrows, and how to be joyful of our happiness.

- In grades that are not responsible for mastery of colons, a sentence that contains a series that should have been preceded by a colon would count as a sentence formation error. The alternate correct construction would be another sentence.
  
  Example: Janet is a good librarian because of all three of these reasons she is helpful, she is smart and she is courteous.

- If a sentence fragment is deliberately presented for effect, the error is not counted as an error.
  
  Example: What a break!

- A pattern of awkward syntax (word order) should be considered a sentence formation error.

Quotations:

- All spelling and grammar errors that appear in a direct quotation are assumed to be the errors of the speaker, not the writer. They are not counted in any dimension. Errors in mechanics that appear in a direct quotation do count.
  
  Example: “You aint got no reason ta be here Manny!” shouted the foreman.

- Direct quotations should not be preceded by that. Indirect quotations should be preceded by that. These count as errors in mechanics.
  
  Example: Then Mom said that, “We cannot go along.” After we returned, she said we are in trouble.
Mechanics, Usage, and Spelling:

Usage and mechanics errors count each time they occur in a composition. However, spelling errors count only once, even if a word is misspelled in more than one way.

- If a sentence begins with a capital letter but is not preceded by a period, the error counts as a mechanics error.
  
  *Example:* Martha went to the well and looked inside far below, something was sparkling in the water.

- If a sentence begins with a lowercase letter but is preceded by a period, the error counts as a mechanics error.
  
  *Example:* Teddy is the youngest in the family, he is my only nephew.

- Use of double comparatives or double negatives is a common usage error.
  
  *Example:* I’m even more better at soccer than at football. None of them are not my friend.

- Use of the wrong preposition is a common usage error.
  
  *Example:* He went for the house.

- In addition to TV, both T.V. and tv are acceptable and not mechanics errors. Interchanging will with would and can with could is acceptable and not a usage error. Use of so they instead of so that they is acceptable and not a usage error.

- Agreement errors of compound pronouns or collective nouns with possessives are usage errors.
  
  *Examples: Correct:* people’s lives, everyone’s hope, everybody’s house, their lives

- Agreement errors with collectives, phrases, and conjunctions are usage errors.
  
  *Example: Incorrect:* None of the teachers are good role models or a hero.

- A word may be both a usage and a spelling error, or it may not be possible from context clues to determine whether the error is in spelling or in usage. In such instances, the error should be counted in usage only.
  
  *Example:* She allway comes to work on time.

- If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error.
  
  *Example:* We all went to the skating ring. (usage) We joined my parnets and were redy to leave. (spelling)

- An error in which a homonym takes the place of the correct word is counted as a spelling error.
  
  *Example:* Martin gave him a peace of his chocolate bar.

- Some words, although they are not real homonyms, are so phonetically similar that they are frequently misspelled. Context clues should indicate whether the skill weakness is spelling or usage (wrong word).
  
  *Example:* I would rather have a vacation then a raise! (spelling) She was late for her piano listen. (usage)
• A word may be either a spelling or a mechanics error. Use either context clues or error patterns to determine which dimension would be most appropriate.
  Example: All the hero’s aren’t in the movies. (spelling)

• A word may be either a usage or a mechanics error. Use either context clues or error patterns to determine which dimension would be most appropriate.
  Example: Were going to Disneyland on our vacation. (mechanics)

• In a series, a comma before and is optional; both ways are considered correct.
  Example: The birds, cats and dogs . . . The birds, cats, and dogs . . .

• In some series, the placement of the comma is not optional because it affects the sense of the sentence.
  Example: The pet shop was filled with birds, cats and dogs (kenned), and fish of every color, shape and size.

• A word at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a mechanics error.
  Example: I worked at the National Fou-nation for the Blind.

Other Issues:

• Jargon that is in common use in contemporary speech is permitted in on-demand compositions.
  Example: After he cut the lights, we locked the door and left the house.

• Dialect is counted as a usage error unless it is in a direct quotation.
  Example: I’m very happy y’all are reading my test and I hope y’all pass me.

Students must produce a composition that addresses the writing prompt to fulfill the requirements of the writing session. Plays, poems, lyrics, and drawings are not acceptable.

Because the purpose of writing assessments is to determine how well students can demonstrate and maintain writing skills in an original on-demand composition, the rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns.
For each administration of LEAP, a student’s writing response is scored by at least two readers, whose scores are averaged for each dimension.

Table 1.2: Example of Scores for the Written Composition

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Reader 1</th>
<th>Reader 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composing</td>
<td>3</td>
<td>4</td>
<td>3.5</td>
</tr>
<tr>
<td>Style/Audience Awareness</td>
<td>2</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>5.5</td>
</tr>
<tr>
<td>Sentence Formation</td>
<td>1</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>Usage</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Mechanics</td>
<td>0</td>
<td>1</td>
<td>0.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td></td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Total score</strong></td>
<td></td>
<td></td>
<td>8.5 (of 12)</td>
</tr>
</tbody>
</table>

Short-Answer Items

The short-answer items in the grade 8 ELA test are scored on a 0- to 2-point scale. The following is a general scoring rubric for 2-point items. All responses to short answer items are hand scored with item-specific scoring rubrics, which are included with the sample items in this guide.

Table 1.3: General Scoring Rubric—Short-Answer Items

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description of Score Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>• The student’s response provides a complete and correct answer.</td>
</tr>
<tr>
<td>1</td>
<td>• The student’s response is partially correct.</td>
</tr>
<tr>
<td></td>
<td>• The student’s response demonstrates limited awareness or contains errors.</td>
</tr>
<tr>
<td>0</td>
<td>• The student’s response is totally incorrect, irrelevant, too minimal to evaluate, or blank.</td>
</tr>
</tbody>
</table>
At grade 8, students write an extended response to a question that requires them to compare and/or contrast elements of two reading passages. The general scoring rubric for this item is shown here; an item-specific rubric is provided in the sample items in this guide.

**Table 1.4: General Scoring Rubric—Extended-Response Item**

<table>
<thead>
<tr>
<th>Score Level</th>
<th>Description of Score Level</th>
</tr>
</thead>
</table>
| 4           | • The student’s response demonstrates in-depth understanding of the relevant content and/or procedures.  
             | • The student completes all important components of the task accurately and communicates ideas effectively.  
             | • Where appropriate, the student offers insightful interpretations and/or extensions.  
             | • Where appropriate, the student uses more sophisticated reasoning and/or efficient procedures. |
| 3           | • The student completes most important aspects of the task accurately and communicates clearly.  
             | • The response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood.  
             | • The student’s logic and reasoning may contain minor flaws. |
| 2           | • The student completes some parts of the task successfully.  
             | • The response demonstrates gaps in the conceptual understanding. |
| 1           | • The student completes only a small portion of the tasks and/or shows minimal understanding of the concepts and/or processes. |
| 0           | • The student’s response is totally incorrect, irrelevant, too minimal to evaluate, or blank. |
Standards and Benchmarks Assessed

This section explains which benchmarks are assessed and how they will be assessed. The information is organized by test sessions and, when appropriate, includes the following for each session: standards assessed; benchmarks assessed, or the text of all benchmarks eligible for LEAP; and any assessment limits, which include benchmarks that are excluded from LEAP and any special restrictions on test content.

Explanation of Codes

Standards 1, 6, and 7 relate to reading comprehension skills.

Standards 2 and 3 relate to writing processes and conventions of language.

Standard 4 relates to speaking and listening skills, which are not assessed on LEAP.

Standard 5 relates to research skills.

English language arts codes are arranged by content area, standard number, grade cluster (E, M, H), and benchmark number. The first part of the code is always English language arts. The second part indicates the standard number. The third part indicates the grade cluster and benchmark number.

Table 1.5: Examples of English Language Arts Codes

<table>
<thead>
<tr>
<th>Code</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-1-E4</td>
<td>English Language Arts, standard 1, Elementary, benchmark 4</td>
</tr>
<tr>
<td>ELA-4-M1</td>
<td>English Language Arts, standard 4, Middle School, benchmark 1</td>
</tr>
<tr>
<td>ELA-3-H3</td>
<td>English Language Arts, standard 3, High School, benchmark 3</td>
</tr>
</tbody>
</table>
Writing

The Writing session measures standards 2 and 3.

### Standard 2: *Students write competently for a variety of purposes and audiences.*

<table>
<thead>
<tr>
<th>Benchmarks Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA-2-M1</strong> writing multiparagraph compositions (150–200 words) that clearly imply a central idea with supporting details in a logical, sequential order</td>
</tr>
<tr>
<td><strong>ELA-2-M2</strong> using language, concepts, and ideas that show an awareness of the intended audience and/or purpose (for example, classroom, real-life, workplace) in developing complex compositions</td>
</tr>
<tr>
<td><strong>ELA-2-M3</strong> identifying and applying the steps of the writing process</td>
</tr>
<tr>
<td><strong>ELA-2-M4</strong> using narration, description, exposition, and persuasion to develop various modes of writing (for example, notes, compositions)*</td>
</tr>
<tr>
<td><strong>ELA-2-M6</strong> writing as a response to texts and life experiences (for example, personal and business)*</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

For the Writing session, students compose a response to a writing topic, referred to as a writing prompt. ELA-2-M1, ELA-2-M2, ELA-2-M3, ELA-2-M4, and ELA-2-M6 are assessed through the written composition.

### Standard 3: *Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.*

<table>
<thead>
<tr>
<th>Benchmarks Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA-3-M2</strong> demonstrating use of punctuation (for example, colon, semicolon, quotation marks, dashes, parentheses)*, capitalization, and abbreviations</td>
</tr>
<tr>
<td><strong>ELA-3-M3</strong> demonstrating standard English structure and usage by using correct and varied sentence types (for example, compound and compound-complex) and effective personal styles</td>
</tr>
<tr>
<td><strong>ELA-3-M4</strong> demonstrating understanding of the parts of speech to make choices for writing</td>
</tr>
<tr>
<td><strong>ELA-3-M5</strong> spelling accurately using strategies and resources (for example, glossary, dictionary, thesaurus, spell check) when necessary</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples
Compositions are scored for the conventions of standard English. The content parameters for conventions grade 8 students are expected to know are below.

**Content Parameters**

**Punctuation**
- use of end punctuation
- use of commas to separate terms in a series, to separate independent clauses in a compound sentence, to set off direct quotations, between day and year in a date, between city and state, to set off nouns of direct address, after an introductory word or phrase, after the salutation, and after the closing in a friendly letter
- use of apostrophes with contractions and possessives
- use of semicolon in a sentence to separate independent clauses
- use of quotation marks in a direct quotation
- use of periods with abbreviations

**Capitalization**
- capitalizing names and initials of persons, names of places, dates, months, and holidays, titles of respect, proper adjectives, geographical names, streets, cities, states, countries, names of companies, buildings, monuments, titles of books, songs, poems, etc.
- capitalizing the first word of a sentence, first word of a direct quotation, the pronoun *I*, the salutation and closing of a friendly letter

**Sentence Structure**
- use of complete sentences (avoiding fragments and run-on sentences)

**Usage**
- subject-verb agreement
- use of verb tenses
- adjectives and adverbs (for example, comparative and superlative; *real/really* or *good/well* except with the word *feel*)
- pronoun-antecedent agreement
- use of pronoun case
- avoiding double negatives
- usage of all parts of speech

**Spelling**
- correct spelling of commonly used, grade-appropriate words
**Reading and Responding**

The Reading and Responding session assesses reading comprehension skills specified in standards 1, 6, and 7 with four reading passages.

<table>
<thead>
<tr>
<th>Standard 1:</th>
<th>Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks Assessed</strong></td>
<td></td>
</tr>
<tr>
<td>ELA-1-M1</td>
<td>using knowledge of word meaning and developing basic and technical vocabulary using various strategies (for example, context clues, idioms, affixes, etymology, multiple-meaning words)</td>
</tr>
<tr>
<td>ELA-1-M2</td>
<td>interpreting story elements (for example, mood, tone, style)* and literary devices (for example, flashback, metaphor, foreshadowing, symbolism)* within a selection</td>
</tr>
<tr>
<td>ELA-1-M4</td>
<td>interpreting (for example, paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (for example, business, technical, scientific)</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

For benchmark ELA-1-M1, items relate to the reading passages and do not test vocabulary in isolation. ELA-1-M1 is tested through multiple-choice questions involving application of grade-appropriate vocabulary (including multiple-meaning and technical words). For items that assess understanding the meaning of a word from context, clues to proper meaning are found in the sentence itself or in surrounding sentences.

Questions measuring ELA-1-M2 and ELA-1-M4 may be short answer or multiple choice. For ELA-1-M2, types of figurative language may include simile, personification, idioms, and imagery as well as flashback, metaphor, foreshadowing, and symbolism.

ELA-1-M4 may be measured through questions about fiction, nonfiction, visuals included with the text, and/or other types of stimulus material (such as a graphic of a Web page).

These three benchmarks may be assessed with multiple-choice and short-answer items related to the reading passages.
Standard 6: *Students read, analyze, and respond to literature as a record of life experiences.*

### Benchmarks Assessed

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-6-M2</td>
<td>identifying, comparing, and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, novels, drama)*</td>
</tr>
<tr>
<td>ELA-6-M3</td>
<td>classifying and interpreting various genres according to their unique characteristics</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

To allow for assessment of these benchmarks, the four reading passages represent a variety of literary genres. Items involve identifying and interpreting characteristics of the passages according to type and include questions that require comparing and contrasting. The benchmarks may be measured by multiple-choice and short-answer questions related to the passages. The extended-response question measures ELA-6-M2.

Standard 7: *Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.*

### Benchmarks Assessed

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA-7-M1</td>
<td>using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing)* to analyze oral, written, and visual texts</td>
</tr>
<tr>
<td>ELA-7-M2</td>
<td>using reasoning skills (for example, categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts</td>
</tr>
<tr>
<td>ELA-7-M3</td>
<td>interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)</td>
</tr>
<tr>
<td>ELA-7-M4</td>
<td>using inductive and deductive reasoning skills across oral, written, and visual texts*</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

Items measuring standard 7 focus primarily on assessment of reading comprehension and higher-order thinking skills. All four benchmarks may be measured by multiple-choice or short-answer questions. Items measuring ELA-7-M2 may involve steps in problem solving.
but do not require resolution. Items measuring benchmark ELA-7-M3 may require identifying and interpreting the effects of an author’s purpose or viewpoint (perspective).

**Assessment Limits:** Any items involving recognizing literary devices are tested in connection with ELA-1-M2, which requires students to interpret literary devices, rather than under ELA-7-M1.
Using Information Resources

The Using Information Resources session measures standard 5, research skills, by using a set of reference sources.

<table>
<thead>
<tr>
<th>Standard 5: Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks Assessed</strong></td>
</tr>
<tr>
<td>ELA-5-M1</td>
</tr>
<tr>
<td>ELA-5-M2</td>
</tr>
<tr>
<td>ELA-5-M3</td>
</tr>
<tr>
<td>ELA-5-M5</td>
</tr>
<tr>
<td>ELA-5-M6</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

Items that measure ELA-5-M1 assess the ability to use organizational features of a variety of sources to locate information. Items measuring ELA-5-M2 assess the ability to evaluate the best source of information. Items that measure ELA-5-M3 focus on the skills of filling in parts of a graphic organizer and of outlining. ELA-5-M5 is assessed with items that involve identifying or reproducing accurate bibliographic entries. Items that measure ELA-5-M6 involve locating and interpreting information in graphic organizers.

These benchmarks may be assessed with multiple-choice and short-answer items.
Proofreading

The Proofreading session measures standard 3, proofreading skills, with the use of a rough draft of a student letter, report, or essay.

**Standard 3:** *Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.*

<table>
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<td>ELA-3-M2 demonstrating use of punctuation (for example, colon, semicolon, quotation marks, dashes, parentheses)*, capitalization, and abbreviations</td>
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</tr>
<tr>
<td>ELA-3-M4 demonstrating understanding of the parts of speech to make choices for writing</td>
</tr>
<tr>
<td>ELA-3-M5 spelling accurately using strategies and resources (for example, glossary, dictionary, thesaurus, spell check) when necessary</td>
</tr>
</tbody>
</table>

*Inclusive of K–4 examples

All items in the Proofreading session measure the use of the conventions of standard English. ELA-3-M5 is assessed with items that require students to recognize the correct spelling of grade-appropriate words. Students may not use dictionaries for this test session. The content parameters for eighth grade are shown on page 1-16.

These benchmarks are measured with 8 multiple-choice questions.
Sample Test Items: Grade 8 English Language Arts

Writing

Below is a sample passage-based writing prompt like those used in a grade 8 LEAP Transitional English Language Arts test.

Read the passage about electronic communication. As you read the passage, think about the advantages and disadvantages of electronic communication. Then use the passage to help you write a well-organized multiparagraph composition.

Electronic Communication

A recent study confirmed what most Americans had already suspected: teenagers send and receive numerous text messages every day. The average number was 60 messages sent daily. If you include all the replies, an average teen is sending and receiving over 3,000 text messages per month. How does all this texting affect personal relationships?

To answer this question, one must consider both the positive and negative aspects of electronic messages. Though 3,000 text messages sounds excessive, electronic messages actually have many benefits. Electronic messages, such as text messages, emails, or social network posts, are convenient. Messages can be sent and received instantly. Need to know which chapter you must read for the history test? Send a quick text message and find out in seconds!

Electronic messages also allow people to share and discuss ideas with different groups of people no matter how far they live from one another. Teens near and far can all access the same information and can be part of the same conversation. People who are separated by various circumstances in their lives are still able to communicate with each other. Electronic communication allows people to instantly send an email or text message rather than arranging a certain time to call someone who lives in another state or country. Traveling or moving away from friends does not have to mean losing contact with them.

One advantage of electronic messages is that because they are written, they can be edited before being sent or posted. Yet, many authors of electronic messages do not always do this. Thus, an advantage to electronic messages can become a disadvantage if sent too quickly and without review. Sometimes this results in a silly typo. At other times, however, messages become confusing, and create misunderstandings. Another disadvantage to the written message is that it is permanent and reproducible. One person’s confidential message may be forwarded to innumerable, unintended recipients.

With the increase in electronic messaging, verbal and interpersonal skills may be suffering. Many people are having fewer face-to-face conversations because they are using electronic communication instead. Being competent in skills such as listening, making eye-contact, speaking clearly, and interpreting visual clues of your audience is important. Without practice, these skills can be lost. Is electronic communication really worth it then?
Writing Topic

Write a multiparagraph composition for your teacher that states your opinion about whether electronic communication helps or hurts people’s ability to communicate. Clearly present your position and use details from the passage to help you support your opinion.

As you write, follow the suggestions below.

• Be sure your composition has a beginning, a middle, and an ending.

• Use details from the passage and include enough information so your teacher will understand your response.

• Be sure to write clearly and to check your composition for correct spelling, punctuation, and grammar.

Description:

This prompt measures a student’s ability to write an expository composition. Other prompts may ask students to write a story, describe something, or convince someone of their position.
Reading and Responding

Following are reading passages and items that have been used in the Reading and Responding session on grade 8 LEAP assessments. The samples are from the four types of passages that appear on tests: long and short fiction and nonfiction passages and poetry. Test items in the Reading and Responding session measure the following standards:

- **ELA Standard 1:** Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- **ELA Standard 6:** Students read, analyze, and respond to literature as a record of life experiences.
- **ELA Standard 7:** Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.
Poetry

The Ants at the Olympics

by Richard Digance

At last year’s Jungle Olympics,
The Ants were completely outclassed.
In fact, from an entry of sixty-two teams,
The Ants came their usual last.

They didn’t win one single medal.
Not that that’s a surprise.
The reason was not lack of trying,
But more their unfortunate size.

While the cheetahs won most of the sprinting
And the hippos won putting the shot,
The Ants tried sprinting but couldn’t,
And tried to put but could not.

It was sad for the Ants ’cause they’re sloggers.
They turn out for every event.
With their shorts and their bright orange tee-shirts,
Their athletes are proud they are sent.

They came last at the high jump and hurdles,
Which they say they’d have won, but they fell.
They came last in the four hundred meters
And last in the swimming as well.

They came last in the long-distance running,
Though they say they might have come first.
And they might if the other sixty-one teams
Hadn’t put in a finishing burst.

But each year they turn up regardless.
They’re popular in the parade.
The other teams whistle and cheer them,
Aware of the journey they’ve made.

For the Jungle Olympics in August,
They have to set off New Year’s Day.
They didn’t arrive the year before last.
They set off but went the wrong way.

So long as they try there’s a reason.
After all, it’s only a sport.
They’ll be back next year to bring up the rear,
And that’s an encouraging thought.
Sample Multiple-Choice Items

1. What does the author of this poem suggest about the ants?

   A. They are poor athletes and should not compete.
   B. They lack respect for the rules of the game.
   C. They lack team spirit and do not try hard.
   D. They are persistent and do not give up.

Correct response: D

**Standard 7:** Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

**Benchmark ELA-7-M3:** interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)

2. In the fourth stanza, when the author refers to the ants as “sloggers,” he means that they

   A. bicker when they lose.
   B. are lazy and unpopular.
   C. show up at all the games
   D. walk in the dirt and the mud.

Correct response: C

**Standard 7:** Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

**Benchmark ELA-7-M4:** using inductive and deductive reasoning skills across oral, written, and visual texts
3. What literary technique does the author use throughout this poem?

A. vivid imagery to suggest moods  
B. use of words that imitate sounds  
C. assigning human characteristics to nature  
D. foreshadowing of future successful events  

Correct response: C

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.  
Benchmark ELA-1-M2: interpreting story elements (for example, mood, tone, style) and literary devices (for example, flashback, metaphor, foreshadowing, symbolism) within a selection

4. Which of the following lines from the poem represents a statement of fact rather than an opinion?

A. “They're popular in the parade.”  
B. “They didn’t win one single medal.”  
C. “So long as they try there’s a reason.”  
D. “The Ants were completely outclassed.”

Correct response: B

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.  
Benchmark ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts
Sample Short-Answer Items

5. Identify at least two qualities that the ants bring to the Jungle Olympics. Use an example from the poem to describe each of these qualities.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It identifies two qualities the ants bring to the Olympics AND uses an example from the poem to describe each.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It identifies one quality the ants bring to the Olympics OR provides only one detail related to the ants’ qualities OR demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>

Exemplary responses:

Qualities:
- persistent and positive
- optimistic
- good sports
- hard workers
- other plausible text-based responses

Supporting details:
- They come every year.
- They try out for every event even when their size means they will lose.
- They tried out for the shot put, the hurdles, etc.
- Even though they got lost one year, they came the next.
- They are proud of themselves in their uniforms.
- They have to try really hard just to get to the Olympics on time.
- Other plausible text-based responses.

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
Benchmark ELA-1-M4: interpreting (for example, paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (for example, business, technical, scientific)
6. Describe the relationship between the ants and the other animals. Use at least two details from the poem to support your answer.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It • describes the relationship between the ants and the other animals AND • provides two relevant details from the poem in support.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It • describes the relationship between the ants and the other animals OR • provides only one detail as support OR • demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>

Exemplary responses:

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ants are a source of inspiration for the other animals.</td>
<td>The ants try out for everything even though they lose. The ants return year after year.</td>
</tr>
<tr>
<td>The ants are popular with the other animals.</td>
<td>“They are popular in the parade.” “The other teams whistle and cheer them.”</td>
</tr>
<tr>
<td>The other animals like the way the ants keep trying year after year.</td>
<td>The last line states, “that’s an encouraging thought.”</td>
</tr>
<tr>
<td>Other plausible text-based responses.</td>
<td></td>
</tr>
</tbody>
</table>

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-M2: interpreting story elements (for example, mood, tone, style) and literary devices (for example, flashback, metaphor, foreshadowing, symbolism) within a selection
Next morning I had an idea. It was nothing clear cut, merely speculative, but I considered it all the way to school. Then, after assembly, as soon as they were quiet I waded in. This might be a bit rough, I thought, but here goes.

"I am your teacher, and I think it right and proper that I should let you know something of my plans for this class." I tried to pitch my voice into its most informally pleasant register. "We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any way, and when I'm through any one of you may say your piece without interruption from me." I was making it up as I went along and watching them; at the least sign that it wouldn't work I'd drop it, fast.

They were interested, in spite of themselves; even the husky blasé Denham was leaning forward on his desk watching me.

"My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so; that means that in a short while you will be embarked on the very adult business of earning a living. Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other. When we move out of the state of childhood certain higher standards of conduct are expected of us..."

At this moment the door was flung open and Pamela Dare rushed in, somewhat breathlessly, to take her seat. She was very late.

"For instance," I continued, "there are really two ways in which a person may enter a room; one is in a controlled, dignified manner, the other is as if someone had just planted a heavy foot in your backside. Miss Dare has just shown us the second way; I'm quite sure she will now give us a demonstration of the first."

To this day I do not know what made me say it, but there it was. I was annoyed with the way in which she had just barged her way in, insolently carelessly late.

All eyes were on her as she had probably planned, but instead of supporting her entrance they were watching her, waiting to see the result of my challenge. She blushed.
“Well, Miss Dare?”

Her eyes were black with anger and humiliation, but she stood up and walked out, closing the door quietly behind her; then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.

“Thank you. As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as ‘Mr. Braithwaite’ or ‘Sir’—the choice is yours; the young ladies will be addressed as ‘Miss’ and the young men will be addressed by their surnames.”

I hadn’t planned any of this, but it was unfolding all by itself, and I hoped, fitting into place. There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

“Why should we call ‘em ‘miss’, we know ‘em.”

“What is your name?”

“Potter.”

“I beg your pardon?”

“Potter, Sir.” The “Sir” was somewhat delayed.

“Thank you, Potter. Now, is there any young lady present whom you consider unworthy of your courtesies?”

“Sir?”

“Is there any one of these young ladies who you think does not deserve to be addressed as Miss?”

With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their converted1 eyes and said: “No, Sir.”

“You should remember, Potter, that in a little while all of you may be expected to express these courtesies as part of your jobs; it would be helpful to you to become accustomed to giving and receiving them.”

I walked around my desk and sat in my chair. For the time being at least they were listening, really listening to me; maybe they would not understand every word, but they’d get the general import of my remarks.

1. converted: turned toward something
Sample Multiple-Choice Items

1. Read the following sentence.

“With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their converted eyes and said: ‘No, Sir.’”

The word quailed in this sentence means

A. shrank.
B. smirked.
C. felt proud.
D. became happy.

Correct response: A

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-M1: using knowledge of word meaning and developing basic vocabulary using various strategies (for example, context clues, idioms, affixes, etymology, multiple-meaning words)

2. The teacher is annoyed with Pamela Dare because

A. she refused to listen.
B. she was rude to Potter.
C. her behavior was disrespectful.
D. her exit from the room was noisy.

Correct response: C

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M1: using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts
3. In this passage, the teacher’s actions can **best** be described as

   A. rude.
   B. careless.
   C. vindictive.
   D. unrehearsed.

**Correct response: D**

**Standard 7:** Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

**Benchmark ELA-7-M1:** using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts

4. The **main** reason the teacher wants his students to practice courtesy is so they can

   A. graduate on time.
   B. make good grades.
   C. please their parents.
   D. prepare for the job market.

**Correct response: D**

**Standard 7:** Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

**Benchmark ELA-7-M4:** using inductive and deductive reasoning skills across oral, written, and visual texts
Sample Short-Answer Items

5. Describe a turning point in this passage and explain its significance.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It • describes a turning point in the passage AND • explains its significance.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It • describes a turning point OR • gives a vague description of its significance OR • demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>

Exemplary responses:

Turning points:

- The teacher is unsure of how his speech will be received.
- when the students listen in spite of themselves.
- when Pamela Dare accepts the teacher’s instructions to enter the room properly
- when Potter says “Sir”
- when the girls support the teacher instead of Potter
- other plausible text-based responses

Significance:

- This was significant because the teacher wanted to get their attention, and this was proof that even though he was making it up as he went along, it was working and they continued to listen.
- similar to above; significance is that they are willing to change
- other plausible text-based responses

Standard 6: Students read, analyze, and respond to literature as a record of life experiences. Benchmark ELA-6-M2: identifying, comparing, and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, novels, drama)
6. Based on the passage, what are two things that the teacher says or does that show he cares about the students?

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It states at least two details showing Mr. Braithwaite’s concern.</td>
</tr>
</tbody>
</table>
| 1     | The student’s response is partial. It  
• states one detail showing Mr. Braithwaite’s concern  
OR  
• demonstrates a limited awareness and/or may contain errors. |
| 0     | The student’s response is incorrect, irrelevant, too brief to evaluate, or blank. |

Exemplary responses:

*Things teacher says or does:*

- All the way to school the teacher plans a way to reach the students.
- He tries to speak pleasantly.
- He says he will be reasonable.
- He offers to let them speak also.
- He says he wants to treat them like adults.
- He states the rules clearly and gives reasons for the rules, saying they will need these skills on the job.
- Other plausible text-based responses.

**Standard 1:** Students read, comprehend, and respond to a range of materials using a variety of strategies for different purposes.

**Benchmark ELA-1-M4:** interpreting (for example, paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (for example, business, technical, scientific)
Short Passage

The space exploration program has had some unintended consequences. Read this news article and then answer questions that follow.

Warning: Space Junk Dead Ahead

by Laura Daily

Space is littered with junk. Spacecraft parts, exploded rockets, dead satellites, camera lenses, nuts, bolts, and bits of wire orbit earth. More than 8,000 of the objects are bigger than a softball. Smaller objects number in the billions. One of the oldest was a spacesuit glove dropped by Major Edward H. White II in 1965 as he returned to his Gemini 4 space capsule from a space walk. (The glove eventually reentered earth’s atmosphere and burned.)

The U.S. Space Command in Colorado Springs, Colorado, uses radar to track larger objects. But people there also worry about the small stuff—even tiny flakes of paint.

Objects travel through space at 22,000 miles an hour. That means all space junk, no matter what size, threatens spacecraft, satellites, and astronauts. A pea-size piece of debris in space carries the destructive punch of a 400-pound object hurrying along at 60 miles an hour on earth.

“The bigger the object and the longer it stays in space, the greater its chances of being hit by orbiting debris,” says George Levin of the National Aeronautics and Space Administration (NASA). An orbital debris expert, he calls himself a “space garbologist.”

NASA designed a satellite the size of a school bus to test the effects of being in space a long time. The Long Duration Exposure Facility orbited earth for more than five and a half years. It was hit by about 34,000 pieces of space debris.

The International Space Station, scheduled for completion in 2002, is expected to be in orbit for at least 15 years. You do the math—that’s a lot of potential hits! Scientists are working on special shields to protect the station’s exterior. Astronauts working outside the station may carry bullet-proof umbrellas.

“Shuttles can be maneuvered out of the way of the big objects, and spacecraft can be designed to survive the stuff too small to be seen,” says Levin. “It’s the things larger than a golf ball and smaller than a softball we worry about. (They’re too small to see and dodge, and too large to protect against.) If you get hit, it’s a bad day.”

While astronauts have to worry about flying space junk, people on earth don’t. Most falling space debris, such as Major White’s glove, burns up in the earth’s atmosphere. Sometimes a piece makes it to the planet’s surface, but it usually falls harmlessly into the ocean.

There’s no good way to clean up space. Instead, scientists are taking steps to create less space trash. Spacecraft are now designed so that parts don’t break off in space. Astronauts have stopped flinging things overboard. It was a cargo ship hauling away potential space junk that accidentally crashed into the space station Mir during a test maneuver last summer. These cargo ships make deliveries to the station, carry away trash, and disintegrate reentering the atmosphere.

“We can’t get rid of what’s already in space,” Levin points out. “But we can reduce what we leave behind.”
Sample Multiple-Choice Items

1. Shuttles avoid damage by large pieces of space junk by
   A. hitting the debris and breaking it up.
   B. steering out of the path of the debris.
   C. carrying protective umbrellas or shields.
   D. using special equipment to destroy the debris.

Correct response: B

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
Benchmark ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts

2. This passage is best described as an informational article because it
   A. has an unusual setting.
   B. has a historic background.
   C. uses technical vocabulary.
   D. has facts that can be verified.

Correct response: D

Standard 6: Students read, analyze, and respond to literature as a record of life experiences.
Benchmark ELA-6-M3: classifying and interpreting various genres according to their unique characteristics

3. The purpose of the Long Duration Exposure Facility was to
   A. orbit Earth for five and a half years.
   B. retrieve objects lost from spacecraft.
   C. determine the effects of long-term orbiting.
   D. measure the speed at which most debris travels.

Correct response: C

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.
Benchmark ELA-7-M1: using comprehension strategies (for example, summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts
4. The author’s purpose in writing this passage is to

A. describe the duties of a garbologist.
B. explain the handling of orbital debris.
C. show the importance of the space station.
D. discuss the potential danger of space junk.

Correct response: D

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M3: interpreting the effects of an author’s purpose (reason for writing) and viewpoint (perspective)
Sample Short-Answer Item

5. Use facts from the article to complete the chart below.

<table>
<thead>
<tr>
<th>Objects in Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Origin</td>
</tr>
<tr>
<td>Size</td>
</tr>
<tr>
<td>Velocity</td>
</tr>
<tr>
<td>Destructive Power</td>
</tr>
</tbody>
</table>

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It fills in four boxes in the chart with the correct information.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It • fills in two or three boxes in the chart with the correct information OR • demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>

Exemplary responses:

<table>
<thead>
<tr>
<th>Origin</th>
<th>any one of these: spacecraft parts, exploded rockets, dead satellites, camera lenses, nuts, bolts, and bits of wire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size</td>
<td>either of these: 8,000 objects are larger than a softball; small objects number in the billions</td>
</tr>
<tr>
<td>Velocity</td>
<td>22,000 miles per hour</td>
</tr>
<tr>
<td>Destructive Power</td>
<td>a pea-size piece of debris is equivalent to a 400-pound punch at 60 miles an hour</td>
</tr>
</tbody>
</table>

Standard 7: Students apply reasoning and problem-solving skills to reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M4: using inductive and deductive reasoning skills across oral, written, and visual texts.
Read this news article about the discovery of a sunken ship from colonial days and then answer the questions.

**Historical Background:** In 1682, the French explorer René-Robert Cavelier, Sieur de La Salle, traveled the Mississippi River and claimed the whole area as French territory. Much of the same territory was also claimed by Spain.

A few years later, La Salle set sail for the mouth of the Mississippi with four ships and some two hundred colonists. By mistake, the expedition arrived in the area of Matagorda Bay, Texas. Through mishaps and storms, two of the ships were lost.

La Salle’s expedition was perceived by Spain as a threat. The Spaniards sped up the establishment of missions in the region to firmly cement their claim to what is now the southwestern United States.

---

**A “Beautiful” Historic Discovery**

*by Pam Wheat*

Pam Wheat served as education coordinator for the Texas Historical Commission during the La Salle Shipwreck Project.

Historians and treasure hunters had long known of the Spanish map that contained a drawing of a wrecked ship. The vessel’s exact location was a mystery, but its identity was known. It was the *Belle*, a ship that was lost in 1686 during La Salle’s last unsuccessful expedition.

In the summer of 1995, archaeologists from the Texas Historical commission, clad in scuba gear, dove into the waters of Texas’s Matagorda Bay to begin exploring. They swept the area with a floating magnetometer. They came to a location that indicated a high concentration of metal. The divers came up with a true archaeological find—a bronze cannon decorated with the coat of arms of a French admiral. They had found the *Belle*. 

---
Once the cannon was identified, the archaeologists needed an excavation plan. But the water was too muddy to see what they were doing. They solved this problem by constructing a cofferdam, a structure to surround their discovery and keep the water away from the site. Once the cofferdam’s walls were in place, the water was pumped out. An excavation then was conducted as if the site were on dry ground.

A grid was laid out to record the position of everything that was found. Using coordinates, the archaeologists drew maps to show the exact location of every artifact. Each artifact was numbered before it was removed so the ship could be recreated later on land.

Ten archaeologists worked seven days a week for eight months. They carefully excavated the site. Many volunteers from around Texas also assisted in sifting the soil to be sure all the artifacts were found.

The archaeologists discovered that the Belle had been packed carefully in three sections. The front of the ship (bow) held an anchor rope, other supplies, and a surprise—the skeleton of a sailor who had probably crawled into the space and died there. His skull was later cast in a lab, and a facial reconstruction showed how he might have looked. Archaeologists were able to tell that this sailor was approximately forty-five years old, and his joints showed signs of arthritis.

In the ship’s midsection, the main cargo was packed tightly. There were crates and barrels that contained trade goods like glass beads, iron axe heads, and brass bells. Archaeologists found plates for eating and pots for cooking. They also discovered weapons and ammunition like muskets, swivel guns, lead shot, and cannonballs.

From the ship’s manifest, archaeologists knew that the Belle had sailed with four cannon packed in her hold. The cannon were to be used as the main weapons at a fort that La Salle wanted to build at the mouth of the Mississippi River. As the archaeologists reached the bottom of the ship’s hold in 1997, they found two more bronze cannon to add to the one found in 1995. They also discovered the imprint of the fourth cannon, which is still missing.

The preservation of the Belle and its contents is remarkable. After all, the wreck was found 309 years after it sank and in 12 feet of water. Yet, some remains were visible on the bay floor when the water was pumped out of the cofferdam. Apparently, a layer of muck had created an anaerobic environment that sealed the remains and prevented rotting. Much of the wooden ship itself stayed intact, perhaps because it was constructed originally of hearty oak. Planking (lumber), framing timbers, and the ship’s keel were found still bound by iron fasteners.

After archaeologists carefully recorded each piece of the ship and its contents that they had found, everything was removed to a lab to be cleaned. Current plans call for the Belle to be reconstructed and displayed at a museum, thus bringing new insight to the study of history during La Salle’s lifetime.

1. anaerobic: the absence of oxygen
Sample Extended-Response Item for “Warning: Space Junk Dead Ahead” and “A ‘Beautiful’ Historic Discovery”

1. Think about the passages “Warning: Space Junk Dead Ahead” and “A ‘Beautiful’ Historic Discovery.” Both passages deal with objects that have been lost during explorations. Describe at least two differences between the lost objects in these two passages and explain why the objects in one passage might encourage exploration, whereas the objects in the other could be an obstacle to exploration.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The student’s response is complete. It • describes two differences between the objects AND • explains how some objects encourage exploration AND • explains how some objects discourage exploration.</td>
</tr>
<tr>
<td>3</td>
<td>The student’s response is general. It • describes two differences between the objects and how these objects encourage exploration OR • describes one difference and states how these objects encourage or discourage exploration.</td>
</tr>
<tr>
<td>2</td>
<td>The student’s response is partial. It • describes one or two differences between the objects OR • explains how some objects encourage exploration OR • explains how some objects discourage exploration.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It • describes one or two differences between the objects OR • how these objects encourage or discourage exploration OR • demonstrates a limited awareness and/or may contain errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>
Exemplary responses:

What was lost and how they differ:

- In “Space Junk,” the lost objects are mostly trash. They are bits and pieces of unwanted items. Even when they are found, they are not useful or interesting because they provide no historical information.
- In “Historic Discovery,” the lost objects are pieces of history. They were not thrown away; they were lost at sea.
- Other plausible text-based responses.

Why these objects encourage or hinder exploration:

- The items in “Space Junk” are a barrier to further exploration because they can damage space vessels. Thus, they are negative items.
- In “Historic Discovery,” the lost object is viewed as a historical find, one that will shed new light on the life and times of the late 1600s. This discovery is viewed in a positive light and further exploration is encouraged.
- Both objects are viewed as “challenges.” Archaeologists had to overcome difficulties to find the Belle. Researchers have to find ways to avoid space junk.
- Other plausible text-based responses.

Standard 6: Students read, analyze, and respond to literature as a record of life experiences. Benchmark ELA-6-M2: identifying, comparing and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (for example, novels, drama)
Using Information Resources

Following is a set of information resources and items used on eighth-grade LEAP assessments. The grade 8 assessment focuses primarily on measuring student ability to **select** information.

**Introduction:** In this session of the test you are asked to look at some reference materials and then use the materials to answer the question that follow.

**Research Topic:** Drums of the World

Suppose you want to write report about drums as they are used around the world. Five different sources of information about drums are included in this test session. The information sources and the page numbers where you can find them are listed below.

1. Article from a Magazine, “Drums of the Inuit” (page XX)

2. Excerpt from a Book, *Music: An Appreciation*  
   “Rhythm and Percussion” (page XX)

3. Diagram  
   The Orchestra (page XX)

4. Internet Web Site Information (page XX)  
   The Early News Gallery: Burmese Drum (page XX)

5. Excerpts from Books on Drums  
   a. Copyright Page (page XX)  
   b. Table of Contents Page (page XX)  
   c. Bibliography Page (page XX)

**Directions:** Skim pages XX through XX to become familiar with the information contained in these sources. Remember that these are reference sources, so you should not read every word in each source. Once you have skimmed the sources, answer the questions on pages XX and XX. Use the information sources to answer the questions. As you work through the questions, go back and read the parts that will give you the information you need.
1. Article from a Magazine
   “Drums of the Inuit”

Drums of the Inuit

The Inuit, native inhabitants of the Arctic polar region, have made drums for centuries. Traditionally, drum makers stretched the inner membrane of a walrus, or other animal hunted by the Inuit, over a round frame of driftwood or bone. The resulting highly resonant qilaut, or frame drum, produced different sounds as it was struck on either the skin, frame, or handle. A medicine man or other designated drummer would strike the drum, and the songs, although varying by occasion and singer, often related Inuit legends and customs. Births and marriages, successful hunts, ceremonies honoring visitors, and the need for physical healing or spiritual guidance were all reasons for a drum dance in the past. These events ranged in size from a few participants to large social gatherings drawing people from great distances.

Today, drum dances are held more to entertain tourists than to mark life events. Drum makers sometimes use nontraditional materials, such as nylon or goatskin, for drum skins. However, the occasional drum dances still serve the same socializing function they did in the past. Succeeding generations of children still learn the drum dance songs and, with them, the old legends and ways of life. The continued use of the qilaut helps the Inuit retain their cultural identity despite the influences of the modern world.
2. Excerpt from a Book, *Music: An Appreciation*  
"Rhythm and Percussion"

**Rhythm and Percussion**

Rhythm and percussive sounds are highly emphasized in African music. This rhythmic and percussive emphasis reflects the close link between music and dance in African culture. The rhythmic organization of African music tends to be complex. Usually, several different rhythmic patterns are played simultaneously and repeated over and over. Each instrument goes its own rhythmic way, producing accents that appear to be out of phase with those of the other parts. Dancers may choose any of several rhythmic patterns to dance to. For example, while one dancer follows a bell’s pattern, another may dance to the rattle, while yet another follows the drum.

Percussion ensembles consisting mainly of drums, xylophones, or rattles are widely employed. The instruments of percussion ensembles are carefully chosen to provide contrasts of tone color and pitch. The human body itself is often used as a percussion instrument. Handclaps, foot stamps, and thigh or chest slaps are common sounds in African music.
3. Diagram

The Orchestra
The beating drum carries news farther and faster than the human voice. Like language, drums appear all over the world. These, from Asia, announce ceremonies and religious services, call councils together, and alert nearby villages of danger. Drums, gongs and horns are used together to spread that oldest of news stories: a death.

—*Drum, Asia, late 19th century*

*Newseum collection*
DRUMS THROUGH THE AGES

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address The Sterling Press, Inc., 1150 Santee Street, Los
Angeles 16, California.

First Printing

THE FOLLOWING EXCERPTS:

From A Treatise on Modern Instrumentation and Orchestration,
by Hector Berlioz, translated by Mary Cowden Clarke.
Reprinted by permission of Novello & Co., Ltd.

From The Travels of Marco Polo (The Venetian), revised from
Marshall's Translation and Edited with Introduction by Manuel
Reprinted by permission of Boni & Liveright.

From Genghis Khan, by Harold Lamb.
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From From The Hunter's Bow, by Beatrice Edgerly.
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*Music & Education Journal*. October 1972 (issue devoted to non-Western music).
Models of Bibliography Entries

The following five sample entries are based on formats from the *Modern Language Association (MLA) Handbook for Writers of Research Papers*. They show some acceptable formats for bibliography entries.

**A Book by a Single Author**


**A Book by More than One Author**


**An Encyclopedia Entry**


**A Magazine Article**


**Book Issued by Organization Identifying No Author**


All items in the Using Information Resources session measure benchmarks of **standard 5:** Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge.
Sample Multiple-Choice Items

1. Which resource would lead you to the most information on the various uses of percussion instruments in Eastern and Western cultures?
   A. the table of contents page
   B. “Drums of the Inuit”
   C. The Early News Gallery
   D. The Orchestra diagram

Correct response: A

Benchmark ELA-5-M2: integrating information resources

2. According to the diagram labeled “The Orchestra,” which section has the largest number of instruments played by the fewest musicians?
   A. strings
   B. woodwinds
   C. brass
   D. percussion

Correct response: D

Benchmark ELA-5-M6: interpreting graphic organizers (for example, flowcharts, timelines, tree diagrams)

3. Which resource provides information about obtaining permission to reproduce parts of a book?
   A. the Web site page
   B. the copyright page
   C. the table of contents page
   D. the bibliography page

Correct response: C

Benchmark ELA-5-M1: identifying and using organizational features of printed text, other media, and electronic information (for example, microprint, CD-ROM, e-mail)
4. Which of the following sources offers the most information on the drumming practices of the Native Arctic people?

A. “Drums of the Inuit”
B. the table of contents page
C. the bibliography page
D. “Rhythm and Percussion”

Correct response: A

Benchmark ELA-5-M2: integrating information resources

Sample Short-Answer Item

5. Using information from the Drums through the Ages copyright page, write a bibliography entry for the book. Use the most appropriate format shown on page XX as your model.

Scoring Rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>The student’s response is complete. It provides a correct bibliographical entry.</td>
</tr>
<tr>
<td>1</td>
<td>The student’s response is partial. It • provides a bibliographical entry with at least two correct parts OR • may contain two minor punctuation errors.</td>
</tr>
<tr>
<td>0</td>
<td>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</td>
</tr>
</tbody>
</table>

Exemplary response:


Benchmark ELA-5-M5: citing references using various formats (for example, endnotes, annotated bibliographies)
Proofreading

Following are a proofreading passage and four multiple-choice items that appeared on a grade 8 LEAP assessment. On the actual test, this session includes eight multiple-choice items.

Colonial Druggists

When people were sick in early America, druggists couldn’t just hand them a bottle of pills. They had to find the ingredients for it, and then make the pills themself. Usually, they even had to guess about the best treatment for the sickness.

1 Medicine was a very new science.

Mixing all the ingredients into one prescription sometimes takes half a day or more for Colonial druggists. They kept a large supply of liquids and powders in the store.

2 They also have to gather roots and plants from the field and forest for much of their ingredients. Then they dried them, boiled them, or ground them to a form they could use.

3 Colonial druggists didn’t need special training to open a shop in early times. Anyone could prepare medicines and then hope that something in them would help a headache or a cold. The medicines usually were bitter and unpleasant to taste. Even if the ingredients didn’t help the patients still might have claimed to be cured—just so they didn’t have to take the medicine anymore!
All items in the Proofreading session measure benchmarks of **standard 3**: Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting.

1. How should you correct the error in number 1?

   A. change *themself* to *themselves*
   B. change *themself* to *theirself*
   C. change *themself* to *themselves*
   D. There is no error.

   **Correct response:** A

**Benchmark ELA-3-M4:** demonstrating understanding of the parts of speech to make choices for writing

2. How should you correct the error in number 2?

   A. change *for* to *of*
   B. change *Colonial* to *colonial*
   C. change *druggists* to *druggists’*
   D. There is no error.

   **Correct response:** B

**Benchmark ELA-3-M2:** demonstrating use of punctuation (for example, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations

3. How should you correct the error in number 3?

   A. change *roots* to *routes*
   B. change *forest* to *forrest*
   C. change *much* to *many*
   D. There is no error.

   **Correct response:** C

**Benchmark ELA-3-M3:** demonstrating standard English structure and usage by using correct and varied sentence types (compound and compound-complex) and effective personal styles
4. How should you correct the error in number 4?

A. change Even if to Even, if
B. change help to help,
C. change patients to patience
D. There is no error.

Correct response: B

Benchmark ELA-3-M2: demonstrating use of punctuation (for example, colon, semicolon, quotation marks, dashes, parentheses), capitalization, and abbreviations.