



# Colorado Measures of Academic Success



## **Grade 8**

### **English Language Arts/Literature**

## **Answer Key**

### **with**

## **Scoring Rubrics**

Practice Resource for Students

## ANSWER KEY - ITEM SET 1

*Item Set 1 – Question 1 (Selected Response; Selected Response)*

### Part A

In paragraph 1, what does the word **trivial** mean?

- A. reasonable
- B. frustrating
- C. personal
- D. insignificant

### Part B

What evidence from paragraph 1 best supports the answer to Part A?

- A. "... three of her best handkerchiefs ..."
- B. "... small things occasionally."
- C. "... hesitated about complaining ..."
- D. "... she would know how to deal with the situation. ..."

**Part A**

What does the conversation between paragraph 6 and paragraph 20 reveal about the characters?

- A. Emily is intimidated by Mrs. Archer.
- B. Emily and Mrs. Archer have a lot in common.
- C. Mrs. Archer already knows why Emily is visiting.
- D. Emily and Mrs. Archer will likely become friends.

**Part B**

What other part of the passage contributes to the conclusion found in Part A?

- A. the description of the missing items in paragraph 1
- B. the introduction of Mrs. Archer in paragraph 3
- C. the description of the apartment in paragraph 3
- D. the reaction of Mrs. Archer in paragraph 4

**Part A**

Why did Emily decide to approach Mrs. Archer?

- A. She hoped Mrs. Archer could identify the thief.
- B. She suspected Mrs. Archer of taking her things.
- C. She needed Mrs. Archer's help to speak to the landlady.
- D. She was concerned Mrs. Archer's belongings were also missing.

**Part B**

Select **three** highlighted details from the passage that **best** support the answer to Part A.

**1** When Emily Johnson came home one evening to her furnished room and found three of her best handkerchiefs missing from the dresser drawer, she was sure who had taken them and what to do. She had lived in the furnished room for about six weeks and for the past two weeks she had been missing small things occasionally. There had been several handkerchiefs gone, and a service pin which Emily wore sometimes and which had come from the five-and-ten. And once she had missed a small bottle of perfume and one of a set of china dogs. Emily had known for some time who was taking the things, but it was only tonight that she had decided what to do. She had hesitated about complaining to the landlady because her losses were trivial and because she had felt certain that sooner or later she would know how to deal with the situation herself. It had seemed logical to her from the beginning that the one person in the rooming house who was home all day was the most likely suspect, and then, one Sunday morning, coming downstairs from the roof, where she had been sitting in the sun, Emily had seen someone come out of her room and go down the stairs, and had recognized the visitor.

**39** "It has to stop," Emily said. "If it doesn't, I'll have to do something about it."

**40** "I can see that," Mrs. Archer said. "The whole thing is very unfortunate." She rose. "You'll have to excuse me," she went on. "I tire very easily and I must be in bed early. I'm so happy you came down to see me."

**41** "I'm so glad to have met you at last," Emily said. She went to the door. "I hope I won't be bothered again," she said. "Good night."

Item Set 1 – Question 4 (Selected Response; Selected Response)

**Part A**

Read paragraphs 20–21 of the passage from *Summer Ball*.

“Dad, I made a mistake, and I’m owning up to it. Isn’t that what you always tell me to do?”

“You want a trophy for that?”

How does the dialogue in these paragraphs affect Danny’s behavior?

- A. It convinces Danny to try harder to prove himself to his coach.
- B. It makes Danny less willing to communicate openly with his father.
- C. It forces Danny to think more deeply about the error of his ways.
- D. It persuades Danny that he should no longer seek his father’s approval.

**Part B**

Which evidence from the passage **best** supports the answer to Part B?

- A. “. . . he was afraid it would come out sounding like one more lame excuse. . . .” (paragraph 22)
- B. ““You want to stay, then show this coach he was wrong about you. . . .”” (paragraph 24)
- C. “Didn’t say he loved him. Didn’t wait for Danny to say that to him.” (paragraph 25)
- D. “Danny stood there, the receiver still to his ear, listening to the dial tone.” (paragraph 27)

Item Set 1 – Question 5 (Selected Response; Selected Response)

**Part A**

What is a central idea of *Summer Ball*?

- A. There is no excuse for lying.
- B. There are two sides to every story.
- C. There are never times when one should quit.
- D. There is reward for admitting one's mistakes.

**Part B**

What piece of evidence from *Summer Ball* supports the answer to Part A?

- A. "It was Gampel's night to use the phone, which meant it was Danny's first chance to talk to his dad about everything that had—and hadn't—happened. . . ." (paragraph 1)
- B. "It was more Danny being so embarrassed about what he was going to say next that he didn't even want *himself* to hear." (paragraph 5)
- C. "There was another pause and then he said, 'Man, that's never been you.'" (paragraph 15)
- D. "Aren't you the one who always says there's a lot more that goes into a game than the last play?" (paragraph 29)

Item Set 1 – Question 6 (Constructed Response)

In “Trial by Combat” and *Summer Ball*, the characters have conversations where a lot goes unsaid. Analyze how these unspoken viewpoints influence the tension within the conversations that are held throughout the passages.

Item Set 1 – Question 7 (Selected Response; Multiple Select)

**Part A**

What is the meaning of **allay** as it is used in paragraph 9 of “Log of the ‘Demeter’” from *Dracula*?

- A. examine
- B. explain
- C. lessen
- D. foretell

**Part B**

Which **two** details from the passage **best** illustrate how the captain tries to **allay** the crew's fears?

- A. “. . . when he got to bows found no one, and the hatchways were all closed.” (paragraph 9)
- B. “. . . I am afraid the panic may spread.” (paragraph 9)
- C. “. . . I shall today search the entire ship carefully . . . .” (paragraph 9)
- D. “Later in the day I got together the whole crew, and told them . . . .” (paragraph 10)
- E. “. . . they evidently thought there was some one in the ship . . . .” (paragraph 10)
- F. “. . . to yield to such foolish ideas would demoralise the men . . . .” (paragraph 10)

Item Set 1 – Question 8 (Selected Response; Selected Response)

**Part A**

In paragraph 10, the captain organizes a search of the entire ship, despite the first mate's opposition. Read the captain's comments.

First mate angry, said it was folly, and to yield to such foolish ideas would demoralise the men, said he would engage to keep them out of trouble with the handspike. I let him take the helm, while the rest began a thorough search, all keeping abreast, with lanterns. We left no corner unsearched.

Which aspect of the captain's character does this information reveal?

- A. He is uncertain about his role.
- B. He is trusting of his crew.
- C. He is difficult to please.
- D. He is easily alarmed.

**Part B**

Which detail illustrates the result of the captain's decision?

- A. "As there were only the big wooden boxes, there were no odd corners where a man could hide." (paragraph 10)
- B. "Rough weather last three days, and all hands busy with sails, no time to be frightened." (paragraph 11)
- C. "Men seem to have forgotten their dread. Mate cheerful again, and all on good terms." (paragraph 11)
- D. "When morning watch came on deck could find no one except steersman. Raised outcry, and all came on deck." (paragraph 14)



Item Set 1 – Question 9 (TEI Drag and Drop)

Move the sentences into the correct sequence to create a summary of six key events in "Log of the 'Demeter'" from *Dracula*. Two sentences have already been entered.

1.

A crew member tells the first mate that there is something aboard the "Demeter."

2.

One of the crew, Petrofsky, goes missing.

3.

Olgaren tells the captain that he saw a strange man aboard the ship.

4.

The captain and crew search the ship from stem to stern but find nothing.

5.

A second crew member goes missing.

6.

More crew members disappear, leaving only the captain, mate, and two other crew members on board.

**Part A**

What is a central idea of “Log of the ‘Demeter’” from *Dracula*?

- A. The captain understands his ship's fate.
- B. There are consequences for keeping secrets.
- C. Someone is seeking revenge.
- D. Something evil is lurking on board.

**Part B**

Which detail develops the central idea in Part A?

- A. “Written 18 July, things so strange happening that I shall keep accurate note henceforth till we land.” (paragraph 1)
- B. “Like the first, he came off his watch and was not seen again.” (paragraph 12)
- C. “Fear there will be some trouble, as either he or the men will do some violence.” (paragraph 12)
- D. “Four days in hell, knocking about in a sort of malestrom, and the wind a tempest.” (paragraph 13)

Item Set 1 – Question 11 (TEI Drag and Drop)

Using the incidents stated in the log beginning with the entry 14 July, select three key incidents and place each incident into the box with the decision that results from it.

Decision: The captain decides to keep a log of the "Demeter."

"On 17 July, yesterday, one of the men, Olgaren, came to my cabin, and in an awestruck way confided to me that he thought there was a strange man aboard the ship."  
(paragraph 9)

Decision: The captain decides to put the crew on double watch.

"Already a hand short, and entering the Bay of Biscay with wild weather ahead, and yet last night another man lost, disappeared. Like the first, he came off his watch and was not seen again."  
(paragraph 12)

Decision: The captain and a mate decide to arm themselves.

"Thorough search, but no one found. Are now without second mate, and crew in a panic."  
(paragraph 14)

Item Set 1 – Question 12 (Selected Response; Multiple Select)

**Part A**

What does the captain's log show that builds suspense and his sense of the crew's feelings?

- A. The captain felt that the crew was almost rebellious about having to complete a search of the ship.
- B. The captain thought it was ironic that the stormy weather actually lifted the crew's spirit.
- C. The captain noticed that the crew was unusually curious about the loaded cargo.
- D. The captain was very aware of the crew's unspoken apprehension.

**Part B**

Select **two** details from the passage that **best** support the answer to Part A.

- A. "On 6 July we finished taking in cargo, silver sand and boxes of earth. At noon set sail. East wind, fresh. Crew, five hands . . . two mates, cook, and myself, (captain)." (paragraph 2)
- B. "On 16 July mate reported in the morning that one of the crew, Petrofsky, was missing." (paragraph 8)
- C. "Feared some trouble ahead." (paragraph 8)
- D. "First mate angry, said it was folly, and to yield to such foolish ideas would demoralise the men. . . ." (paragraph 10)
- E. "First mate scowled, but said nothing." (paragraph 10)
- F. "Praised men for work in bad weather. Passed Gibraltar and out through Straits. All well." (paragraph 11)

## ANSWER KEY – ITEM SET 2

### Item Set 2 - Question 1 (Selected Response; Selected Response)

#### Part A

Read the sentence from paragraph 2.

These are some of the names someone wrote in a logbook in Thomas Edison's laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds.

What is the meaning of the word **rudimentary** as it is used in the sentence?

- A. basic
- B. mobile
- C. practical
- D. original

#### Part B

Which sentence from the article supports the answer to Part A?

- A. "The phonograph, his first invention to make him world-famous, is a perfect example." (paragraph 3)
- B. "It was also the outcome of an amazing burst of inventiveness." (paragraph 4)
- C. "But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited." (paragraph 7)
- D. "When word of the invention spread, however, the outside world saw greater possibilities." (paragraph 7)

### Item Set 2 - Question 2 (Selected Response; TEI Hot Spot)

#### Part A

Which statement describes the central idea of "The Incredible Talking Machine"?

- A. Edison was dependent on his assistants and backers to be successful.
- B. Edison was never able to comprehend the full potential of his invention.
- C. Edison was more gifted at promoting his inventions than designing them.
- D. Edison was so impressed with his own invention that he ignored constructive criticism.

#### Part B

Select **two** highlighted sentences from the article that **best** support the answer to Part A.

**2** In the end, they named it the phonograph. But it might have been called the omphlegraph, meaning "voice writer." Or the antiphone (back talker). Or the didaskophone (portable teacher). These are some of the names someone wrote in a logbook in Thomas Edison's laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds. **From the first, they thought it would be used to reproduce the human voice, but they had no clear idea of its exact purpose.**

**6** Edison and his crew later replaced the paper and rollers with tinfoil, which was wrapped around a cylinder attached to a crank. But Edison did not regard the machine as commercially promising. **At best, he thought, it might be an office machine allowing businessmen to dictate letters.**

*Item Set 2 - Question 3 (Selected Response; Selected Response)*

**Part A**

How does the author of "The Incredible Talking Machine" mainly present information throughout the article?

- A. by presenting a cause and its effects
- B. by describing events in sequential order
- C. by explaining a problem and its solution
- D. by comparing and contrasting events

**Part B**

Which sentence from the article **best** supports the answer to Part A?

- A. "If the paper were then pulled through the rollers again with the needle resting in the groove, the indentations would move the attached diaphragm . . ." (paragraph 4)
- B. "It broke down frequently and required a trained technician's constant attention." (paragraph 8)
- C. "Ten years elapsed before Edison returned to the phonograph, only after a competitor developed a wax-coated cylinder that could be removed without ruining the recording . . ." (paragraph 9)
- D. "The other phonograph companies introduced radios but Edison refused, wanting nothing to do with the medium's inferior sound quality." (paragraph 11)

**Part A**

Which part of the invention process was most likely the key step for securing the patent?

- A. testing the machine
- B. improving the machine's parts
- C. constructing the original machine
- D. demonstrating the machine to the public

**Part B**

Which statement from the passage supports the answer to Part A?

- A. "Edison later changed the paper to a metal cylinder with tin foil wrapped around it." (paragraph 1)
- B. "To his amazement, the machine played his words back to him." (paragraph 1)
- C. ". . . and Croc's work remained only a theory, since he did not produce a working model of it." (paragraph 2)
- D. "Interest was great, and the invention was reported in several New York newspapers . . ." (paragraph 3)

Item Set 2 - Question 5 (Selected Response; Selected Response)

**Part A**

In paragraph 4, what is the meaning of the word **exploit**?

- A. research
- B. promote
- C. improve
- D. defend

**Part B**

What phrase from paragraph 4 supports the answer to Part A?

- A. "... machine was an instant success ..."
- B. "... difficult to operate ..."
- C. "... except by experts ..."
- D. "... last for only a few playings ..."

Item Set 2 - Question 6 (Multiple Select)

Select whether each claim from the passage from "History of the Cylinder Phonograph" is a fact or a judgment.

Claim	Fact	Judgment
Edison did not file for a patent on the phonograph until December 24, 1877.	<input checked="" type="radio"/>	<input type="radio"/>
A patent on the phonograph was issued on February 19, 1878.	<input checked="" type="radio"/>	<input type="radio"/>
The invention of the phonograph was highly original.	<input type="radio"/>	<input checked="" type="radio"/>
The list published in June 1878 shows Edison was both practical and visionary.	<input type="radio"/>	<input checked="" type="radio"/>



### Part A

Which sentence states the central idea of "Psst . . . Hey, You"?

- A. Sound technology continues to evolve.
- B. Modern inventors must compete for recognition.
- C. Directional speakers are useful in commercial businesses.
- D. Advancements in technology are prohibitively expensive.

### Part B

Select two highlighted sentences from the article that support the answer to Part A.

**3** Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier,

*Item Set 2 - Question 8 (Selected Response; Selected Response)*

**Part A**

In paragraph 2, how does the author help the reader understand how ultrasound works?

- A. by describing the features of new technology
- B. by using familiar concepts to explain new technology
- C. by explaining how researchers discovered new technology
- D. by providing additional resources about the new technology

**Part B**

Which sentence from paragraph 2 best supports the answer to Part A?

- A. "At that moment, you are standing in a cylinder of sound."
- B. "Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight."
- C. "The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air."
- D. "By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound."

*Item Set 2 - Question 9 (Constructed Response)*

You have now read **two** articles about the beginning of sound technology and **one** article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Psst . . . Hey, You." Be sure to use details from all **three** articles to support your answer.

*Item Set 2 - Question 10 (Selected Response; Selected Response)*

**Part A**

How does the author organize the information about the emerald ash borer?

- A. by providing general facts followed by a statement of a problem
- B. by defining the problem in scientific terms followed by an argument for proposed action
- C. by presenting a problem followed by a suggested solution
- D. by listing facts in order of importance followed by causes of a problem

**Part B**

How does paragraph 3 contribute to the organizational pattern of the passage?

- A. by showing why some facts about EABs are of greater significance than others
- B. by explaining what course of action should be taken to prevent borer infestations
- C. by providing the scientific names of various species of borer insects
- D. by contrasting the food sources of the mature and immature EABs

**Part A**

What is one reason why the author includes the explanation about the EAB in paragraph 5?

- A. to help the reader understand the types of damage the EAB causes
- B. to help the reader understand why the EAB issue did not exist in the previous century
- C. to help the reader understand how the EAB exists in ash trees
- D. to help the reader understand where the EAB will mostly likely travel next

**Part B**

Which detail from paragraph 5 best supports the answer to Part A?

- A. "... not native to North America."
- B. "... known to be found in 12 states."
- C. "... in particular ash nursery stock and ash wood ..."
- D. "... movement of these materials from infested areas."

**Part A**

What is the meaning of **established** as it is used in paragraph 5 of the passage?

- A. in a strong position permitting growth
- B. proven beyond a doubt
- C. well known and respected
- D. accepted as a rule or law

**Part B**

Which phrase from paragraph 5 helps the reader understand the meaning of **established**?

- A. "... not native ..."
- B. "... first found ..."
- C. "... several years previous ..."
- D. "... found in 12 states."

*Item Set 2 - Question 13 (Selected Response; Selected Response)*

**Part A**

Based on the information in the passage, what is one conclusion that can be drawn about the emerald ash borer?

- A. The habits of the emerald ash borer are harmful to ash trees.
- B. The emerald ash borer is the most destructive of the buprestids in North America.
- C. The buprestids, including the emerald ash borer, cause problems for Connecticut homeowners.
- D. Additional laws are needed in North America to protect the ash trees from the emerald ash borer.

**Part B**

Which evidence from the passage supports the answer to Part A?

- A. "The larvae feed on the phloem and cambium, while the adults feed on leaves." (paragraph 3)
- B. "Two other buprestids are well-known to those in Connecticut. . . ." (paragraph 4)
- C. "The two-lined chestnut borer often attacks stressed oak trees. . . ." (paragraph 4)
- D. "More recently, strict regulations have been initiated to prevent the movement of these materials from infested areas." (paragraph 5)



Research Simulation Task (RST) and Literary Analysis Task (LAT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full</b> comprehension of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates comprehension of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of claim or topic that is <b>mostly appropriate</b> to task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of claim or topic that is <b>somewhat appropriate</b> to task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat</b> coherent writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited</b> comprehension of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of claim or topic that is <b>limited in its appropriateness</b> to task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that is <b>minimally</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no</b> comprehension of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be a few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may be errors</b> in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

## CMAS Scoring Rubric for Prose Constructed Response Items

### Narrative Task (NT)

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat</b> effective.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that has <b>limited</b> effectiveness.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
Knowledge of Language and Conventions		<p>The student response to the prompt demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response to the prompt demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response to the prompt demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response to the prompt <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

#### NOTE:

- The reading dimension is not scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards 1-4 for writing.
- Tone is not assessed in grade 6.

*Per the CCSS, narrative elements in grades 3-5 may include: establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. In grades 6-8, narrative elements may include, in addition to the grades 3-5 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives. The elements to be assessed are expressed in grade-level standards 3 for writing.*