



New York State Testing Program

English Language Arts Test Listening/Writing

Grade **4**

2009 Scoring Guide

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The Bell That Knew the Truth

A Story from China

Long ago, on the southeastern coast of China, there lived a wise judge named Chen. He was known not only for his great sense of justice, but also for his clever solutions to difficult problems. This is the story of one of his most famous trials.

There had been a robbery in Judge Chen's village. The sheriff and his men questioned several suspects, but they couldn't figure out who was guilty. So they brought the men before Judge Chen, hoping he could solve the mystery.

Most of the villagers packed the courtroom to see how Judge Chen would handle the problem. Much to everyone's amazement, he didn't ask the suspects a single question. Instead, he ordered, "Fetch the bell from our local temple. It has magical powers. With its help, I will determine who the thief is."

The bell was soon brought into the courtroom and placed behind a curtain. Judge Chen then addressed the court. "This bell will now conduct the trial. It has the ability to tell the guilty from the innocent. If an innocent hand touches the bell, nothing will happen. However, if the hands of a thief touch it, it will ring. I want each suspect to step forward, place his hands behind the curtain, and touch the bell. Those who are innocent have nothing to fear."

Although it seemed unlikely that a bell could have magical powers, the spectators in the court kept silent. When they had doubted Judge Chen in the past, he had always proven them wrong.

One by one, the suspects put their hands behind the curtain. The tension in the room grew as the bell remained silent. Finally, the last man put his hands behind the curtain and then removed them. Still, the bell made no sound.

There was a great uproar in the court. The people wondered if their wise judge had made a mistake and the bell wasn't magical after all. On the other hand, maybe the bell didn't ring because all the suspects were innocent.

Judge Chen raised his hand to quiet the courtroom. “Order in the court! This trial is not yet over.” He then turned and spoke to the suspects. “If you are innocent, raise both hands.”

Though it seemed like an odd command, all the suspects did as he ordered. Judge Chen then pointed to one man and said, “This is the thief!”

“But the bell didn’t ring when I touched it!” the man protested.

“It is true that the bell didn’t ring,” replied Judge Chen. “However, it’s also true that *you* are guilty. We now have proof that you did *not* touch the bell, for it was covered with ink. All the other suspects obviously touched it, since their hands are dirty. It was your clean hands that gave you away. You were afraid the bell would ring if you touched it. The bell may not be magical, but it did tell the truth.”

The thief was then led away. Once again, the people marveled at the great wisdom of Judge Chen.

Grade 4 English Language Arts Rubric

Listening/Writing (Questions 29, 30, 31)

4 points

Taken as a whole, the responses

- fulfill all or most requirements of the tasks
- address the theme or key elements of the text
- show an insightful interpretation of the text
- make connections beyond the text

- develop ideas fully with thorough elaboration
- make effective use of relevant and accurate examples from the text

In addition, the extended response

- establishes and maintains a clear focus
- shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices

- is fluent and easy to read, with vivid language and a sense of engagement or voice
- is stylistically sophisticated, using varied sentence structure and challenging vocabulary

3 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address many key elements of the text
- show a predominantly literal interpretation of the text
- make some connections

- may be brief, with little elaboration, but are sufficiently developed to answer the questions
- provide some relevant examples and details from the text
- may include some minor inaccuracies

In addition, the extended response

- is generally focused, though may include some irrelevant details
- shows a clear attempt at organization

- is readable, with some sense of engagement or voice
- uses some sentence variety and basic vocabulary

Grade 4 English Language Arts Rubric (continued)

2 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text, but the connections may be weak
- show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole

- may begin to answer the questions but are not sufficiently developed
- may provide some relevant text-based examples and details
- may include some inaccurate information

In addition, the extended response

- may attempt to establish a focus
- shows some attempt at organization
- may include some irrelevant details

- is mostly readable, but with little sense of engagement or voice
- uses only simple sentences and basic vocabulary

1 point

Taken as a whole, the responses

- fulfill few requirements of the tasks
- miss basic elements of the text
- show evidence that the student understood only parts of the text
- make few, if any, relevant connections

- may include a few accurate details

In addition, the extended response

- may focus on minor details or lack a focus
- shows little or no organization

- is often repetitive, with little or no sense of engagement or voice
- uses minimal vocabulary

0 points

The responses are completely incorrect, irrelevant, or incoherent.

Grade 4 English Language Arts Rubric Chart
Listening/Writing (Questions 29, 30, 31)

	4	3	2	1
<p>Quality</p> <p><i>Meaning:</i> The extent to which the response exhibits understanding and interpretation of the task and text(s)</p>	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill all or most requirements of the tasks address the theme or key elements of the text show an insightful interpretation of the text make connections beyond the text 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address many key elements of the text show a predominantly literal interpretation of the text make some connections 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text, but the connections may be weak show some misunderstanding of the text or reflect gaps in the student's understanding of the text as a whole 	<p>Responses at this level:</p> <p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> fulfill few requirements of the tasks miss basic elements of the text show evidence that the student understood only parts of the text make few, if any, relevant connections
<p>Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)</p>	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some relevant examples and details from the text may include some minor inaccuracies 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may begin to answer the questions but are not sufficiently developed may provide some relevant text-based examples and details may include some inaccurate information 	<p><i>Taken as a whole:</i></p> <ul style="list-style-type: none"> may include a few accurate details
<p>Organization: The extent to which the response exhibits direction, shape, and coherence</p>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may attempt to establish a focus shows some attempt at organization may include some irrelevant details 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> may focus on minor details or lack a focus shows little or no organization
<p>Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety</p>	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is fluent and easy to read, with vivid language and a sense of engagement or voice is stylistically sophisticated, using varied sentence structure and challenging vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice uses some sentence variety and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is mostly readable, but with little sense of engagement or voice uses only simple sentences and basic vocabulary 	<p><i>The extended response:</i></p> <ul style="list-style-type: none"> is often repetitive, with little or no sense of engagement or voice uses minimal vocabulary

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric

Each description below represents the cluster of responses typically found at that score point level. Anchor papers (sample student responses) as well as the generic English language arts rubric should be used with the specific rubrics to help you determine the appropriate score point level for each student's cluster of responses. If you still have questions, please consult your scoring table leader.

Listening/Writing Task (Questions 29, 30, 31) “The Bell That Knew the Truth”

4 Points

The 4-point responses fulfill all or most requirements of the tasks. The responses demonstrate a thorough understanding of the story and the characters and their actions. The student shows an insightful interpretation of the story and makes connections beyond the text, using accurate text-based examples to fully support the responses. The graphic organizer (Question 29) is complete and accurate. The student lists events from the story in the correct sequence. The short response (Question 30) includes text-based details that support a description of how the courtroom spectators react when the last suspect touches the bell and why they react that way. The extended response (Question 31) is logical, well organized, focused, and fluent, with a sense of engagement or voice. The student uses details from the story to clearly explain why the problem in the story is difficult and how the judge solves it.

3 Points

The 3-point responses fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the story. The student makes some connections, but the responses may be brief with little elaboration. The student uses some relevant text-based examples to support the responses. The graphic organizer (Question 29) is essentially complete and accurate. The short response (Question 30) includes text-based details that support a description of how the courtroom spectators react when the last suspect touches the bell and why they react that way, but the response may be somewhat brief and not fully elaborated. The extended response (Question 31) is generally focused, organized, and readable but may contain some minor inaccuracies or irrelevant details. The student explains why the problem in the story is difficult and how the judge solves it but may provide less than thorough elaboration or text-based support.

2 Points

The 2-point responses fulfill some requirements of the tasks but demonstrate some misunderstanding of the story or reflect gaps in the student's understanding of the story. The student makes some connections, but the connections may be weak. The student may provide some relevant text-based examples to support the responses but may also provide some inaccurate information. The graphic organizer (Question 29) may be incomplete and may reveal that the student has some confusion about the order of events in the story. The short response (Question 30) may be somewhat brief and general. The student may describe how the courtroom spectators react when the last suspect touches the bell but may not tell why they react that way. The response may not provide adequate text-based support. The extended response (Question 31) may be incomplete or indicate that the student has some confusion. The student may describe why the problem in the story is difficult without fully explaining how the judge solves it, or vice versa.

Listening/Writing Specific Rubric (continued)

1 Point

The 1-point responses fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the story. The student makes few or no relevant connections but may include a few accurate text-based examples as support. The graphic organizer (Question 29) is mostly inaccurate or incomplete. The short response (Question 30) indicates that the student has some confusion. The extended response (Question 31) is unfocused or indicates that the student has focused only on minor details of the story.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric Chart
Listening/Writing Task: “The Bell That Knew the Truth” (Questions 29, 30, 31)

Quality	4 Responses at this level: fulfill all or most requirements of the tasks. Responses demonstrate a thorough understanding of the story and of the characters and their actions. The student shows an insightful interpretation of the story and makes connections beyond the text, using accurate text-based examples to fully support the responses.	3 Responses at this level: fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the story. The student makes some connections, but the responses may be brief with little elaboration. The student uses some relevant text-based examples to support the responses.	2 Responses at this level: fulfill some requirements of the tasks but demonstrate some misunderstanding of the story or reflect gaps in the student’s understanding of the story. The student makes some connections, but the connections may be weak. The student may provide some relevant text-based examples to support the responses but may also provide some inaccurate information.	1 Responses at this level: fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the story. The student makes few or no relevant connections but may include a few accurate text-based examples as support.
Overall				
Graphic Organizer (Question 29)	are complete and accurate. The student lists events from the story in the correct sequence.	are essentially complete and accurate.	may be incomplete and may reveal that the student has some confusion about the order of events in the story.	are mostly inaccurate or incomplete.
Short Response (Question 30)	include text-based details that support a description of how the courtroom spectators react when the last suspect touches the bell and why they react that way.	include text-based details that support a description of how the courtroom spectators react when the last suspect touches the bell and why they react that way. Responses may be somewhat brief and not fully elaborated.	may be somewhat brief and general. The student may describe how the courtroom spectators react when the last suspect touches the bell but may not tell why they react that way. Responses may not provide adequate text-based support.	show that the student has some confusion.
Extended Response (Question 31)	are logical, well organized, focused, and fluent, with a sense of engagement or voice. The student uses details from the story to clearly explain why the problem in the story is difficult and how the judge solves it.	are generally focused, organized, and readable, but may contain some minor inaccuracies or irrelevant details. The student explains why the problem in the story is difficult and how the judge solves it but may provide less than thorough elaboration or text-based support.	may be incomplete or indicate that the student has some confusion. The student may describe why the problem in the story is difficult without fully explaining how the judge solves it, or vice versa.	are unfocused or may indicate that the student has focused only on minor details of the story.

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

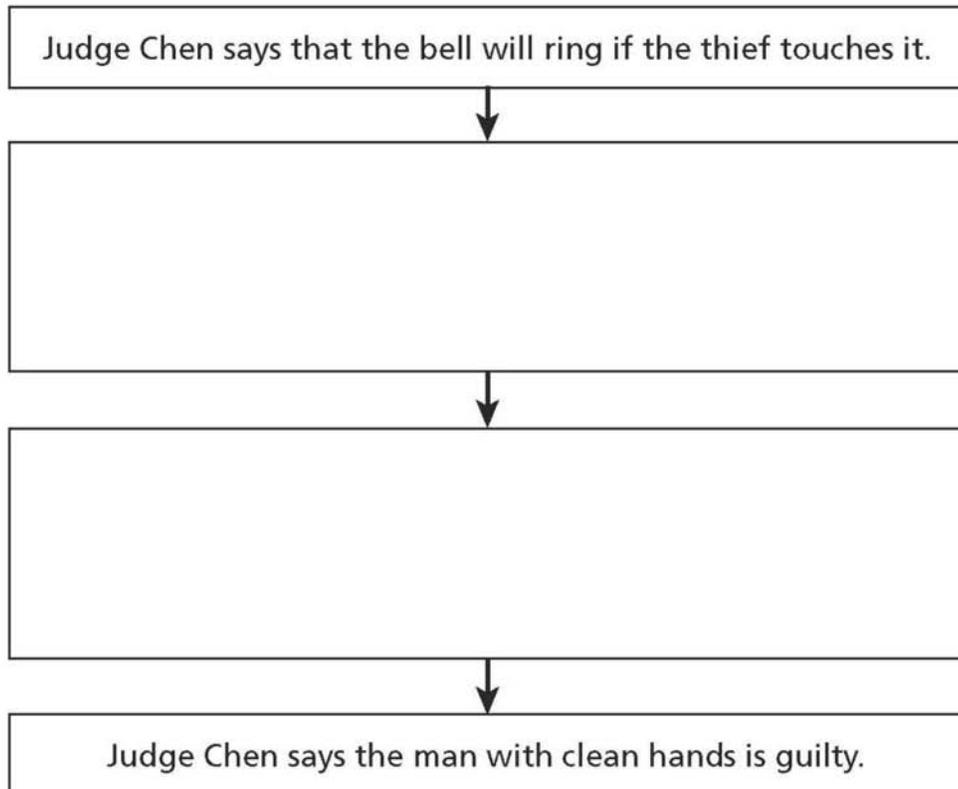
Listening/Writing Rubric Key Points

Listening/Writing Task: “The Bell That Knew the Truth”

Question 29

The chart below shows what happens in the story. Complete the chart with details from the story.

WHAT HAPPENS IN THIS STORY



Possible Exemplary Responses:

Events from the story in the order they occur

- Judge Chen asks all the suspects to touch the bell.
- Judge Chen says that anyone who is innocent will have no fear.
- All the suspects [seem] to touch the bell, but it doesn't ring.
- The innocent suspects touch the bell and get ink on their hands.
- Judge Chen looks at everyone's hands.
- Judge Chen tells the men to raise both their hands if they are innocent.
- Judge Chen checks to see which person has clean hands.
- other relevant text-based response in sequence

NOTE: 3rd bullet—If a student says “All suspects touch the bell,” that is acceptable since that is the perception of the courtroom spectators.

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “The Bell That Knew the Truth”

Question 30

*How do the people in the courtroom react **right after** the last suspect touches the bell? Why do they react that way? Use details from the story to support your answer.*

Possible Exemplary Response:

The people are surprised. All the men have touched the bell, but the bell has not rung. To them, it means that none of the men are guilty or that the judge’s plan has not worked.

Possible details to include in answer:

- There is a great uproar in the court.
- The people wonder if their wise judge has made a mistake.
- The people wonder if the bell isn’t magical after all.
- Maybe the bell has not rung because all the suspects are innocent.
- other relevant text-based detail

NOTE: Students may not know what “uproar” means and thus may give a variety of answers. Therefore, scoring should be lenient in the types of responses accepted. The response should include some reaction of surprise, shock, amazement, even “noisy.”

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “The Bell That Knew the Truth”

Question 31

The story says that the judge is known for his clever solutions to difficult problems. Why is this problem difficult? How does the judge get the thief to show that he is guilty? Use details from the story to support your answer.

In your answer, be sure to include

- *why the problem is difficult*
- *how the judge gets the thief to show that he is guilty*
- *details from the story to support your answer*

Possible Exemplary Response:

The problem is difficult because the sheriff and his men questioned several suspects, but they couldn't figure out who was guilty. So they call in Judge Chen. He knows that asking the suspects will not help solve the mystery because everyone will say that they are innocent, so his solution is to get the thief to prove his own guilt.

He catches the thief by telling everyone that the bell is magical and will ring when the thief touches it. The judge knows that the innocent men will all touch the bell, but the thief will not. By putting ink on the bell, the judge finds out who touched the bell. He sees that one person's hands are clean and this proves to him that the person is guilty. The judge has made the thief give himself away.

Possible details to include in answer:

- The sheriff and his men question several suspects, but they cannot figure out who is guilty.
- Judge Chen is known for his clever solutions to difficult problems.
- The judge didn't ask the suspects a single question but instead orders a bell brought in.
- He says the bell is magical, that it can tell who is guilty and who is innocent.
- The judge tells everyone that the bell will ring if the thief touches it.
- The innocent men touch it because they have nothing to be afraid of.
- The judge picks out the thief after all the suspects raise their hands.
- The thief protests, saying the bell did not ring.
- The judge says there was ink on the bell.
- The judge says that although the bell did not ring the lack of ink on the thief's hands proves he was the only one afraid to touch the bell and is therefore guilty.
- The judge says that the bell is not magical, but it tells the truth.
- other relevant text-based detail

ELA Grade 4 Scoring Considerations

Reading/Multiple Choice (Questions 1–28)

- In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

For the Listening/Writing and Reading/Writing sections of the test, first apply the English Language Arts scoring rubric. Then apply the following rules as appropriate. The lowest score a student can receive is zero.

Listening/Writing (Questions 29, 30, 31)

- Deduct one point if either Question 29 *or* 30 is not answered.
- If neither Question 29 *nor* 30 (the short-response questions) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 31 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Listening/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended-response question, the score is zero.
- If none of the questions is answered, condition code A (blank) should be applied.

Reading/Writing (Questions 32, 33, 34, 35)

- Deduct one point if any two short-response questions (32 and 33 *or* 33 and 34 *or* 32 and 34) are not answered.
- If none of the short-response questions (32, 33, 34) are answered, the total maximum Reading/Writing score possible is 2.
- If Question 35 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Reading/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended-response question, the score is zero.
- If none of the questions is answered, condition code A (blank) should be applied.

For Writing Mechanics score, check for sufficient response before applying the appropriate rubric.

Writing Mechanics (Questions 31 and 35)

- Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.

New York State Testing Program
English Language Arts Condition Codes

Score of Zero

Responses to the Listening/Writing cluster, Reading/Writing cluster, or Writing Mechanics cluster are scored a zero if the entire response:

- is illegible or consists of only scribbling, or
- consists of an indication of the student's refusal to respond, or
- is written in a language other than English, or
- corresponds to a description of a score of zero in the English Language Arts Scoring Considerations, or
- corresponds to a description of a score of zero in the English Language Arts scoring rubrics.

Condition Code A

Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, or the Writing Mechanics cluster when a student who is present for a test session leaves all of the questions in that section blank.

