

6ELA-L



***New York State
Testing Program***

**English Language Arts Test
Listening/Writing**

Grade **6**

**2009 Scoring Guide
Scorer Training Materials**

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About Me

by Robert Kimmel Smith

I may as well start by writing down my name. But not all of it.

My name is Robert E. Ellis. The E. is for Ebenezer, a grandpa of mine who died before I was born. I think Ebenezer is a horrible name, even for a person who is dead.

I never tell anybody my middle name. Because I know there are some wise guys in the world who would give me a nickname I really hate. My big brother, Sammy, who knows my middle name, teases me sometimes by calling me Sneezer.

I think a person should decide his own nickname for himself. My friend Jason calls me Bobby. Kids I know in school call me Bob or Bobby, or even Robby. My folks call me Bobby, but once in a while my dad will call me Bob-o. All those names are okay with me, and definitely better than Sneezer.

But I have already decided my baseball nickname, which every big league player has to have.

I am going to be known as Bobby “Baseball” Ellis.

This is a great nickname and one that is sure to be remembered. Sometimes I say it to myself under my breath and I really like the sound of it.

I know “Bobby Baseball” sounds a little show-offy. The truth is I do act like a show-off sometimes. I can also behave like a stupid jerk and a real nerdo with no trouble at all.

I am nowhere near being a perfect person.

My biggest problem is my terrible temper. When it grabs me, I can go bananas in two seconds. I try to hold it back, I really do, but mostly I can't. Once, when I was four years old, I bit Sammy's hand so bad he still has a red raggedy scar near his thumb.

Trouble is, when my temper takes over I still act like I'm four years old.

The biggest thing in my life is baseball. Dad says I have baseball in my blood. I know he's right. I think about baseball a lot. Like most of the time. I also dream about baseball. Even when I am awake.

I've gotten into trouble more than once by dreaming about baseball. Mostly in school and mainly in math class. Math and me don't get along too well. I figure that's because my head is round and math is very square and logical. So all that square math just bounces off my round head and never gets in there.

The only class in school I like is language arts, especially creative writing. I can write baseball stories for a week straight and never run out of ideas. Miss DeBoer, my teacher, is getting sick of it. "Another baseball story?" she said when I handed in the last one. "Robert, there are other things in life besides baseball, you know."

I suppose Miss DeBoer is right. But my head is stuffed with batting averages and all-time records. I know most of the important stats by heart, and I keep memorizing more of them.

You see, I have been planning on becoming a major league pitcher since I was seven years old. Someday I will be up at Cooperstown making my speech when they put me in the Baseball Hall of Fame. I have not actually begun writing my speech yet. There is plenty of time for that. First I will have to get into the big leagues, which will take a while since I am only ten years old.

Once I am a big-leaguer I will begin writing my terrific baseball books. It's a smart thing to do in the off-season, when it's too cold to play ball. I'm surprised that more big-leaguers haven't done this. Maybe it's because few of them can write as good as me.

If that sounds show-offy, I can't help it. I really do think I was born to be a baseball immortal, and also a great writer.

Grade 6 English Language Arts Rubric

Listening/Writing (Questions 27, 28, 29, 30)

5 points

Taken as a whole, the responses

- fulfill the requirements of the tasks
- address the theme or key elements of the text
- show a thorough interpretation of the text
- make some 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 sequence of ideas through the use of appropriate transitions or other devices

- is fluent and easy to read, with a sense of engagement or voice
- uses varied sentence structure and some above-grade-level vocabulary

4 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address some 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 examples and details from the text
- may include 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
- primarily uses simple sentences and basic vocabulary

Grade 6 English Language Arts Rubric (continued)

3 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address a few key elements of the text
- show some gaps in understanding of the text
- make some connections

- may be brief, with little elaboration or development
- provide few examples and details from the text
- may include minor inaccuracies

In addition, the extended response

- shows an attempt to maintain focus, though may include some tangents
- shows an attempt at organization

- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

2 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text
- show little evidence that the student understood more than parts of the text
- make few connections

- provide very few text-based examples and details
- may include some inaccurate details

In addition, the extended response

- may show an attempt to establish a focus
- may include some irrelevant information
- shows little attempt at organization

- is readable, with little sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

Grade 6 English Language Arts Rubric (continued)

1 point

Taken as a whole, the responses

- fulfill very few requirements of the tasks
- address few elements of the text
- show little evidence that the student understood more than parts of the text
- make few to no connections

- provide few text-based examples and details
- may include inaccurate information

In addition, the extended response

- shows little attempt to establish a focus
- may be repetitive, focusing on minor details or irrelevant information
- shows little attempt at organization

- is difficult to read, with little or no sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

0 points

The responses are completely incorrect, irrelevant, or incoherent.

Grade 6 English Language Arts Rubric Chart
Listening/Writing (Questions 27, 28, 29, 30)

	5	4	3	2	1
Quality <i>Meaning:</i> The extent to which the response exhibits understanding and interpretation of the task and text(s)	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill the requirements of the tasks address the theme or key elements of the text show a thorough interpretation of the text make some connections beyond the text 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address some key elements of the text show a predominantly literal interpretation of the text make some connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address a few key elements of the text show some gaps in understanding of the text make some connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text show little evidence that the student understood more than parts of the text make few connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill very few requirements of the tasks address few elements of the text show little evidence that the student understood more than parts of the text make few to no connections
Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<i>Taken as a whole:</i> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some examples and details from the text may include minor inaccuracies 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may be brief, with little elaboration or development provide few examples and details from the text may include minor inaccuracies 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> provide very few text-based examples and details may include some inaccurate details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> provide almost no text-based examples and details may include inaccurate information
Organization: The extent to which the response exhibits direction, shape, and coherence	<i>The extended response:</i> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical sequence of ideas through the use of appropriate transitions or other devices 	<i>The extended response:</i> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> shows an attempt to maintain focus, though may include some tangents shows an attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> may show an attempt to establish a focus may include some irrelevant information shows little attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> shows little attempt to establish a focus may be repetitive, focusing on minor details or irrelevant information shows little attempt at organization
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	<i>The extended response:</i> <ul style="list-style-type: none"> is fluent and easy to read, with a sense of engagement or voice uses varied sentence structure and some above-grade-level vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice primarily uses simple sentences and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice primarily uses simple sentences and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with little sense of engagement or voice uses minimal vocabulary may indicate fragmented thoughts 	<i>The extended response:</i> <ul style="list-style-type: none"> is difficult to read, with little or no sense of engagement or voice uses minimal vocabulary may indicate fragmented thoughts

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 27, 28, 29, 30) “About Me”

5 Points

The 5-point responses fulfill the requirements of the tasks and demonstrate a thorough understanding of the passage. The student makes some connections beyond the text, using relevant and accurate text-based examples to fully support the responses. The graphic organizer (Question 27) is complete and accurate in identifying two things Bobby plans to do when he is older. The first short response (Question 28) uses text-based details to accurately explain why Bobby says he is not “a perfect person.” The second short response (Question 29) uses text-based details to contrast how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class. The extended response (Question 30) uses ample text-based details to describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.

4 Points

The 4-point responses fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the passage. 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 student may generalize or present facts without synthesizing them. The graphic organizer (Question 27) is essentially correct. The first short response (Question 28) may summarize why Bobby says he is not “a perfect person” but may not contain much elaboration. The second short response (Question 29) may contrast how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class, but it may be somewhat general or not fully elaborated. The extended response (Question 30) may describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future, but it may provide less than thorough elaboration or text-based support. The student shows a clear attempt at organization but may occasionally introduce extraneous information.

3 Points

The 3-point responses fulfill some requirements of the tasks but demonstrate some gaps in the student’s understanding of the passage. The student makes some connections, but the responses may be brief with little elaboration or development. The student may draw some accurate conclusions about Bobby’s actions with a few relevant text-based examples as support, but the responses may be sketchy or may include some inaccurate information. The graphic organizer (Question 27) may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 28) may only generally summarize why Bobby says he is not “a perfect person” but may not support the idea with details. The second short response (Question 29) may explain how baseball affects Bobby’s schoolwork in one class but not the other class, or it may not include much elaboration. The extended response (Question 30) may attempt to address all parts of the task and maintain a focus but may be missing some important details or be weakly organized.

Listening/Writing Specific Rubric (continued)

2 Points

The 2-point responses fulfill some requirements of the tasks but demonstrate little evidence that the student has understood more than sections of the passage. The student makes few connections and provides very few text-based examples as support. The student may also include some inaccurate information. The graphic organizer (Question 27) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks or show a misinterpretation of the tasks. The responses may contain some accurate details but may not make meaningful connections or draw conclusions. For example, the first short response (Question 28) may explain that Bobby once bit his brother but fail to explain that it was because he has a terrible temper. The second short response (Question 29) may show difficulty in explaining how baseball affects Bobby's schoolwork differently in math class than it does in language arts class. The extended response (Question 30) may only generally describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future. The response may show little organization and only an attempt to establish a focus.

1 Point

The 1-point responses fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the passage. The student provides almost no text-based examples to support the responses and may include some inaccurate information. The graphic organizer (Question 27) is incomplete or inaccurate. The short responses (Questions 28 and 29) show confusion and misunderstanding of parts of the passage. The extended response (Question 30) is unfocused or focuses solely on minor details or extraneous information. The situation described in the response may have no connection to ideas contained in the passage.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric Chart

Listening/Writing Task: “About Me” (Questions 27, 28, 29, 30)

Points	5	4	3	2	1
Overall	<p>fulfill the requirements of the tasks and demonstrate a thorough understanding of the passage. The student makes some connections beyond the text, using relevant and accurate text-based examples to fully support the responses. The student understands the main problem in the passage and how the solution benefits the major character(s).</p> <p>are complete and accurate in identifying two things Bobby plans to do when he is older.</p> <p>accurately use text-based details to explain why Bobby says he is not “a perfect person.”</p> <p>accurately use text-based details to explain how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class.</p> <p>use ample text-based details to describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.</p>	<p>fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the passage. The student makes some connections, but the responses may be brief with little elaboration or with little elaboration. The student uses some relevant text-based examples to support the responses but may generalize or present facts without synthesizing them.</p> <p>are essentially correct.</p> <p>may summarize why Bobby says he is not “a perfect person” but may not contain much elaboration.</p> <p>may explain how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class but may be somewhat general or not fully elaborated.</p> <p>may describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future but may provide less than thorough elaboration or text-based support. In addition, the student shows a clear attempt at organization but may occasionally introduce extraneous information.</p>	<p>fulfill some requirements of the tasks but demonstrate some gaps in the student’s understanding of the passage. The student makes some connections, but the responses may be brief with little elaboration or development. The student may draw some accurate conclusions about the events of the passage with a few relevant text-based examples as support, but the responses may be sketchy or may include some inaccurate information.</p> <p>may contain some inaccuracies.</p> <p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may only generally summarize why Bobby says he is not “a perfect person” but may not support the idea with details).</p> <p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may explain how baseball affects Bobby’s schoolwork in one class but not the other class, or it may not include much elaboration).</p> <p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas. The student may attempt to address all parts of the task and maintain a focus, but the response may be missing some important details or be weakly organized.</p>	<p>fulfill some requirements of the tasks but demonstrate little evidence that the student has understood more than sections of the passage. The student makes few connections and provides very few text-based examples as support. The student may also include some inaccurate information.</p> <p>are incomplete or contain inaccuracies.</p> <p>may address only parts of the task or show a misinterpretation of the task. Responses may contain accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may explain that Bobby once bit his brother but fail to explain that it was because he has a terrible temper).</p> <p>may address only parts of the task or show a misinterpretation of the task. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may show difficulty in explaining how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class).</p> <p>may address only parts of the task or show a misinterpretation of the task. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may only generally describe what Bobby does to show that baseball is the biggest thing in his life now and/or how he plans for baseball to be an important part of his life in the future). The response may show little organization and only an attempt to establish a focus.</p>	<p>fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the passage. The student provides almost no text-based examples to support the responses and may include some inaccurate information.</p> <p>are incomplete or inaccurate.</p> <p>show confusion and misunderstanding of the passage.</p> <p>show confusion and misunderstanding of the passage.</p> <p>are unfocused, or focus solely on minor details or extraneous information; the explanation may not be based on ideas contained in the passage.</p>
Graphic Organizer (Question 27)	<p>are complete and accurate in identifying two things Bobby plans to do when he is older.</p>	<p>are essentially correct.</p>	<p>may contain some inaccuracies.</p>	<p>are incomplete or contain inaccuracies.</p>	<p>are incomplete or inaccurate.</p>
Short Response (Question 28)	<p>accurately use text-based details to explain why Bobby says he is not “a perfect person.”</p>	<p>may summarize why Bobby says he is not “a perfect person” but may not contain much elaboration.</p>	<p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may only generally summarize why Bobby says he is not “a perfect person” but may not support the idea with details).</p>	<p>may address only parts of the task or show a misinterpretation of the task. Responses may contain accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may explain that Bobby once bit his brother but fail to explain that it was because he has a terrible temper).</p>	<p>show confusion and misunderstanding of the passage.</p>
Short Response (Question 29)	<p>accurately use text-based details to explain how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class.</p>	<p>may explain how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class but may be somewhat general or not fully elaborated.</p>	<p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may explain how baseball affects Bobby’s schoolwork in one class but not the other class, or it may not include much elaboration).</p>	<p>may address only parts of the task or show a misinterpretation of the task. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may show difficulty in explaining how baseball affects Bobby’s schoolwork differently in math class than it does in language arts class).</p>	<p>show confusion and misunderstanding of the passage.</p>
Extended Response (Question 30)	<p>use ample text-based details to describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.</p>	<p>may describe what Bobby does to show that baseball is the biggest thing in his life now and how he plans for baseball to be an important part of his life in the future but may provide less than thorough elaboration or text-based support. In addition, the student shows a clear attempt at organization but may occasionally introduce extraneous information.</p>	<p>may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas. The student may attempt to address all parts of the task and maintain a focus, but the response may be missing some important details or be weakly organized.</p>	<p>may address only parts of the task or show a misinterpretation of the task. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may only generally describe what Bobby does to show that baseball is the biggest thing in his life now and/or how he plans for baseball to be an important part of his life in the future). The response may show little organization and only an attempt to establish a focus.</p>	<p>are unfocused, or focus solely on minor details or extraneous information; the explanation may not be based on ideas contained in the passage.</p>

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

Listening/Writing Rubric Key Points

Listening/Writing Task: “About Me”

Question 27

Complete the chart below by identifying *two* things Bobby plans to do when he is older. Use details from the passage in your answer.

WHAT BOBBY PLANS TO DO IN THE FUTURE

1.
2.

Possible Exemplary Responses:

- become a major league baseball pitcher/player
- be placed into the Baseball Hall of Fame/make a speech at the Baseball Hall of Fame/become a baseball immortal
- write baseball books/be a great writer
- other relevant text-based response

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “About Me”

Question 28

Why does Bobby say he is not “a perfect person”? Use details from the passage to support your answer.

Possible Exemplary Response:

Bobby says he is not a perfect person because he has a terrible temper. He says that once he even bit his brother Sammy’s hand when he lost his temper. He also says he acts like a show-off or a “stupid jerk” sometimes.

Possible details to include in answer:

- He says he has a terrible temper (and he can “go bananas” in two seconds).
- He says he once bit his brother Sammy’s hand because he was angry/lost his temper.
- He says he still acts like he’s four years old (when he loses his temper).
- He says he acts like a show-off sometimes. (For example, he says few big-leaguers can write “as good as me”).
- He says he behaves like “a stupid jerk and a real nerdo” sometimes.
- He gets in trouble at school because he dreams about baseball (especially in math class).
- He writes only baseball stories in language arts class (and his teacher is “getting sick of it”).
- He is not good at math.
- other relevant text-based detail

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “About Me”

Question 29

How does baseball affect Bobby’s schoolwork differently in math class than it does in language arts class? Use details from the passage to support your answer.

Possible Exemplary Response:

Bobby doesn’t do well in math class because he is often daydreaming about baseball. He does well in language arts class because he can write about baseball. He’s good at writing about baseball because he enjoys it so much, memorizes baseball statistics, and never runs out of ideas for baseball stories.

Possible details to include in answer:

- He dreams about baseball in math class and it sometimes gets him in trouble.
- Baseball helps him do well in language arts/creative writing class because he enjoys writing about baseball.
- He never runs out of ideas for baseball stories in creative writing class.
- His head is full of baseball statistics, such as batting averages and all-time records, which he can write about.
- other relevant text-based detail

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “About Me”

Question 30

Bobby says, “The biggest thing in my life is baseball.” Write an essay in which you describe what Bobby does that shows that baseball is the biggest thing in his life now and that baseball will also be an important part of his life in the future. Use details from the passage in your answer.

In your essay, be sure to

- *describe the things Bobby does that show that baseball is the biggest thing in his life now*
- *describe the things Bobby does that show he plans for baseball to be an important part of his life in the future*
- *include details from the passage to support your answer*

Possible Exemplary Response:

Baseball is the biggest thing in Bobby’s life now because it is what he thinks about most of the time. He dreams about it, even when he is awake. He thinks about becoming a major league pitcher, a member of the Baseball Hall of Fame, and a great writer of baseball books.

In school, he dreams about baseball so much that he gets in trouble, especially in math class. He enjoys language arts class, especially creative writing, because he can write baseball stories and never runs out of ideas. He also memorizes baseball statistics. He says his head is stuffed with batting averages and all-time records.

Baseball is so important to Bobby that he has picked out his nickname (Bobby Baseball) for when he is a big-league player in the future. He says he has planned to be a major league pitcher since he was seven years old. Once he gets to the big leagues, Bobby says he will begin writing terrific baseball books in the off-season. Besides being a major league baseball player and baseball writer in the future, Bobby says he plans to be in the Baseball Hall of Fame someday.

Possible details to include in answer:

- Bobby thinks about baseball most of the time.
- He dreams about baseball, even when he is awake.
- He plans on becoming a major league baseball player when he is older.
- He has picked out a baseball nickname (“Bobby Baseball”) for when he is a big league player.
- He likes creative writing class because he can write about baseball, and he never runs out of ideas for baseball stories.
- He gets in trouble in school (especially math class) because he is dreaming about baseball.
- He memorizes baseball statistics; his head is stuffed with batting averages and all-time baseball records.

In the future

- He plans on becoming a major league baseball player and a baseball immortal.
- He says that he will be in the Baseball Hall of Fame someday.
- He plans to write baseball books (become a great baseball writer) in the off-season when he is a big-leaguer.
- other relevant text-based detail

ELA Grade 6 Scoring Considerations

Reading/Multiple Choice (Questions 1-26)

- 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 27, 28, 29, 30)

- Deduct one point if any two short-response questions (27 and 28 *or* 28 and 29 *or* 27 and 29) are not answered.
- If none of the short-response questions (27, 28, 29) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 30 (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 30), the score is zero.
- If none of the questions is answered, condition code A (blank) should be applied.

Reading/Writing (Questions 31, 32, 33, 34)

- Deduct one point if any two short-response questions (31 and 32 *or* 32 and 33 *or* 31 and 33) are not answered.
- If none of the short-response questions (31, 32, 33) is answered, the total maximum Reading/Writing score possible is 2.
- If Question 34 (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 34), 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 30 and 34)

- 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 may be 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.