

6ELA-R



***New York State
Testing Program***

**English Language Arts Test
Reading and Listening/Writing**

Grade **6**

**2009 Scoring Guide
Scorer Training Materials**

Acknowledgments CTB/McGraw-Hill LLC is indebted to the following for permission to use material in this book:

“Climbin’ Ryan” by Elisabeth Deffner from *Boys’ Quest Magazine’s* October/November 2005 issue, copyright © 2005 by Bluffton News Printing & Publishing Co. Used by permission.

“Natalya’s Happy Hugged Hens” and photograph by Natalya Fearnley from *New Moon Magazine’s* July–August 2005 issue, copyright © 2005 by New Moon Publishing, Inc., Duluth, Minnesota. Used by permission.

Developed and published under contract with New York State Education Department by CTB/McGraw-Hill LLC, a subsidiary of The McGraw-Hill Companies, Inc., 20 Ryan Ranch Road, Monterey, California 93940-5703. Copyright © 2008 by New York State Education Department. Permission is hereby granted for school administrators and educators to reproduce these materials in the quantities necessary for their school’s use, but not for sale, provided copyright notices are retained as they appear in these publications. This permission does not apply to distribution of these materials, electronically or by other means, other than for school use.

Climbin' Ryan

by Elisabeth Deffner

It was 3 A.M. when Ryan Dascanio slipped out of his sleeping bag and pulled on his headlamp. Despite the long Johns under his zip-off pants, he shivered, listening to the birdsong surrounding him. For the critters living in the Sierra Nevada, it was just another day, but for Ryan, 11, it was a momentous occasion.

It was the day he would climb Mount Whitney, the 14,491-foot-high peak that is the highest in the continental United States.

"I'm really active outside," says Ryan, a fifth-grader who lives in Fullerton, California. "I do 13-mile bike rides every Monday on a trail through the hills."

He's done his share of hiking, too, through hills near his house and in the San Bernardino Mountains. When his aunt, Sue Fenante, told him about the Hike for the Cure, which goes to the top of Mount Whitney, he decided to do it.



Hike for the Cure is a fundraiser for the American Heart Association and the American Cancer Society, organized by Eddie Colburn, a friend of the family. Each hiker asks people to donate money to the event. This year, the 36 hikers collected more than \$10,000. Ryan raised about \$1,000.

Fundraising wasn't as big a challenge as training for the hike. Ryan and his dad, Dennis, trained together. His Aunt Sue also invited Ryan along on a nine-hour training hike at Half Dome Mountain in Yosemite National Park.

He prepared as best he could, but Ryan still couldn't imagine what it would be like to climb Mount Whitney. Not long after his 3 A.M. start his legs started to ache. Even his dad began to wonder if they had trained hard enough. The hike lasted 18 exhausting hours, broken by occasional five-minute breaks. Ryan and his dad rested on a ledge to watch the sun rise, and they took an hour-long breather at the summit, which they reached after noon—more than nine hours after they started.

The higher they climbed, the thinner the air became. It made Ryan lose his appetite, but he had to eat to keep up his energy. By the time they neared the peak, the hikers felt like they were

moving in slow motion through a moonscape of massive, flat, pale rocks.

“Lots of times I didn’t want to walk anymore,” Ryan admits. “I just wanted to fall over.”

But his dad encouraged Ryan to keep going, and they were among the 26 Hike for the Cure participants who made it to the top of Mount Whitney. From the summit, Ryan called his school principal, who announced over the school loudspeaker that Ryan had achieved his goal. He called his mom, too, and told her how hungry he was!

Retracing their steps back to the campsite was easier than hiking up, especially after a snack of sunflower seeds re-energized Ryan. “I just ran down,” he says. “I liked the downhill!”

“He’s one of the younger hikers ever to day-hike Whitney,” says Eddie Carrillo. “Ryan has a lot to be proud of.”

Looking back on the experience now, Ryan says it almost seems unreal. But, he says, “I’m really happy that I did it.”

Natalya's Happy Hugged Hens

by Natalya Fearnley

Twelve-year-old Natalya Fearnley lives on a farm in Colorado with her parents, horse, cat, bird, two dogs, six goats, and 23 chickens. She makes more than \$300 each year selling the eggs of her "happy hens." Then she uses the money to make others happy.

When I was five years old my family moved to a farm in Colorado. Before they bought living room furniture, my parents filled the barn with animals. Right away, I decided to start a business selling eggs. I called it "Happy Hugged Hens."

That was seven years ago. Now, I have 23 chickens and one duck. They lay eggs that I sell to people I know at school and in our community. I sell the eggs for three dollars a dozen and keep the money I earn in a savings account. At the end of the year, I send money to different organizations to help people in other countries. For a while, I sent the money to an organization called Seva that helps communities in lots of



Natalya hugs one of her hens.

countries. One year the money helped girls in Guatemala learn to read and write. Another year it helped blind people in Nepal get cataract surgery so they could see again. This year, I sent the money I saved to Code Pink, a women's organization working for peace in Iraq.

Ever since I was little, my parents discussed world events and reflected on how lucky we were to have the right to go to school and a safe place to live. At Christmas, my mom helped me sort through my toys and taught me about giving things away. I felt connected to people all over the world.

I believe helping communities around the world is important and can help you understand people who are different from you. I enjoy giving because I'm not working just for my own happiness or needs—I'm really helping others, and that makes me feel good. Even though I'm not doing hands-on work, I'm helping organizations such as Seva and Code Pink achieve their goals by working on my own small farm. I know that by doing something, even a small something, I can help make things better outside of my own town.

I take care of the animals as if they were my sisters and brothers. I don't always want to go out to the barn for chores. Sometimes all I want to do is go inside and take a nap after a long day of school! But after I go to the barn, I feel refreshed and happier. I love seeing the hens and our 15 new

baby chicks and three ducklings! It's difficult in our culture for young women to feel secure. Everywhere you turn there's another picture of a perfect person and some ad telling you how to make yourself better. When I go out to the barn to spend time working purely on my own strength, I feel good and powerful. I remember what's important inside me and that I can help people in other cultures who are struggling.

When I'm older I'd like to be a journalist who travels around the world. I want to know more about other countries and expand my experience beyond my small community and three-person family. I feel that I'm somehow getting closer to different cultures when I donate money to help the life of a person in another country.

Grade 6 English Language Arts Rubric

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

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

Quality	5	4	3	2	1
<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
<i>Development:</i> 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
<i>Organization:</i> 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
<i>Language Use:</i> 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.

Reading/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.

Reading/Writing Task (Questions 31, 32, 33, 34) “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens”

5 Points

The 5-point responses fulfill the requirements of the tasks and demonstrate a thorough understanding of the articles. The student makes some connections beyond the texts, using relevant and accurate text-based examples to fully support the responses. The student understands the different approaches the two teens use to help people. The graphic organizer (Question 31) is accurate and complete in identifying two people who helped Ryan achieve his goal and how they helped him. The first short response (Question 32) uses text-based details to accurately describe the challenges Ryan overcame to climb Mt. Whitney. The second short response (Question 33) uses text-based details to describe what Natalya likes and dislikes about taking care of her animals. The extended response (Question 34) uses ample text-based details from both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference. 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 articles. 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 31) is essentially correct. The first short response (Question 32) may summarize the challenges Ryan overcame to climb Mt. Whitney but may not contain much elaboration. The second short response (Question 33) may describe what Natalya likes and dislikes about taking care of her animals but may be somewhat general or not fully elaborated. The extended response (Question 34) may explain which of the described methods of helping people is preferred by the student and the reasons for that preference but may provide less than thorough elaboration or text-based support. The student shows a clear attempt at organization but may occasionally introduce extraneous information.

Reading/Writing Specific Rubric (continued)

3 Points

The 3-point responses fulfill some requirements of the tasks but demonstrate some gaps in the student's understanding of the articles. 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 characters' 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 31) 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 32) may only generally summarize the challenges Ryan overcame to climb Mt. Whitney and may contain few or no supporting details and possibly some inaccuracies. The second short response (Question 33) may only generally describe what Natalya likes and dislikes about taking care of her animals or may fail to support either the positive or negative aspects of her job with any details. The extended response (Question 34) may attempt to address all parts of the task but may be incomplete or weakly organized.

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 articles. 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 31) 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 the student may not make meaningful connections or draw conclusions. For example, the first short response (Question 32) may generally describe one or two challenges Ryan overcame to climb Mt. Whitney but fail to support the ideas with any of the many examples contained in the article. The second short response (Question 33) may show difficulty in describing what Natalya likes and/or dislikes about taking care of her animals. The extended response (Question 34) may only generally describe which of the described methods of helping people is preferred by the student. The student may not support his opinion with reasons for that preference, or may fail to identify the method used in the second article. The response may be very brief or not sustain its focus.

1 Point

The 1-point responses fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the articles. The student provides almost no text-based examples to support the responses and may include some inaccurate information. The graphic organizer (Question 31) is incomplete or inaccurate. The short responses (Questions 32 and 33) show confusion and misunderstanding of the article. The extended response (Question 34) is unfocused or focuses solely on minor details or extraneous information. The opinions and support described in the response may have no connection to ideas contained in the articles.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Reading/Writing Specific Rubric Chart
Listening/Writing Task: “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens” (Questions 31, 32, 33, 34)

	5	4	3	2	1
Points	Responses at this level: fulfill the requirements of the tasks and demonstrate a thorough understanding of the articles. The student makes some connections beyond the texts, using relevant and accurate text-based examples to fully support the responses. The student understands the main ideas in both articles and can compare their similarities and differences.	Responses at this level: fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the articles. 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 but may generalize or present facts without synthesizing them.	Responses at this level: fulfill some requirements of the tasks, but demonstrate some gaps in the student’s understanding of the articles. 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 passages with a few relevant text-based examples as support, but the responses may be sketchy or may include some inaccurate information.	Responses at this level: fulfill some requirements of the tasks, but demonstrate little evidence that the student has understood more than sections of the articles. The student makes few connections and provides very few text-based examples as support. The student may also include some inaccurate information.	Responses at this level: fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the articles. The student provides almost no text-based examples to support the responses and may include some inaccurate information.
Overall	are accurate and complete in identifying two people who helped Ryan achieve his goal and how they helped him. accurately use text-based details to describe the challenges Ryan overcame to climb Mt. Whitney.	are essentially correct. may summarize the challenges Ryan overcame to climb Mt. Whitney but may not contain much elaboration.	may contain some inaccuracies. may contain some accurate information but may be incomplete or may include unrelated, unstated ideas (e.g., may only generally summarize the challenges Ryan overcame to climb Mt. Whitney, but may not support the idea with details).	are incomplete or contain inaccuracies. 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 generally describe one or two challenges Ryan overcame to climb Mt. Whitney, but fail to support the ideas with any of the examples contained in the article).	are incomplete or inaccurate. show confusion and misunderstanding of the articles.
Graphic Organizer (Question 31)	accurately use text-based details to describe what Natalya likes and dislikes about taking care of her animals.	may describe what Natalya likes and dislikes about taking care of her animals but may be somewhat general or not fully elaborated.	may contain some accurate information but may be incomplete or may include unrelated, unstated ideas (e.g., may only generally describe what Natalya likes and dislikes about taking care of her animals, or may fail to support either the positive or negative aspects of her job with any details).	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 describing what Natalya likes and/or dislikes about taking care of her animals).	show confusion and misunderstanding of the articles.
Short Response (Question 32)	use ample text-based details from both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.	may use both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference 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.	may contain some accurate information but may be incomplete or may include unrelated, unstated ideas. The student may attempt to address all parts of the task, but the response may be incomplete or weakly organized.	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 which of the methods of helping people is preferred by the student. The student may not support the opinion, or may fail to identify the method used in the second article). The response may be very brief or not sustain focus.	are unfocused, or focus solely on minor details or extraneous information; the opinions and support described in the response may not be based on ideas contained in the articles.
Short Response (Question 33)	use ample text-based details from both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.	may use both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference 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.	may contain some accurate information but may be incomplete or may include unrelated, unstated ideas. The student may attempt to address all parts of the task, but the response may be incomplete or weakly organized.	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 which of the methods of helping people is preferred by the student. The student may not support the opinion, or may fail to identify the method used in the second article). The response may be very brief or not sustain focus.	are unfocused, or focus solely on minor details or extraneous information; the opinions and support described in the response may not be based on ideas contained in the articles.
Extended Response (Question 34)	use ample text-based details from both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference. The response is organized, focused, and addresses all parts of the task. The writing is fluent and has a sense of engagement or voice.	may use both articles to explain which of the described methods of helping people is preferred by the student and the reasons for that preference 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.	may contain some accurate information but may be incomplete or may include unrelated, unstated ideas. The student may attempt to address all parts of the task, but the response may be incomplete or weakly organized.	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 which of the methods of helping people is preferred by the student. The student may not support the opinion, or may fail to identify the method used in the second article). The response may be very brief or not sustain focus.	are unfocused, or focus solely on minor details or extraneous information; the opinions and support described in the response may not be based on ideas contained in the articles.

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

Reading/Writing Rubric Key Points

Reading/Writing Task: “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens”

Question 31

Complete the chart below by naming *two* people who helped Ryan achieve his goal. Then describe how each person helped him. Use details from the article to support your answer.

Person Who Helped Ryan	How the Person Helped Ryan

Possible Exemplary Responses:

Person Who Helped Ryan / How the Person Helped Ryan

- his aunt (Sue) / invited Ryan on a nine-hour training hike
/ told Ryan about the Hike for the Cure
- his father / trained with Ryan to help him prepare for the hike
/ accompanied Ryan and encouraged him on the hike up Mount Whitney
- Eddie Colburn / organized the Hike for the Cure
- other relevant text-based response

Reading/Writing Rubric Key Points

Reading/Writing Task: “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens” (continued)

Question 32

What challenges did Ryan overcome to successfully climb Mount Whitney? Use details from the article to support your answer.

Possible Exemplary Response:

Ryan had to get up at 3 A.M. to start hiking in the cold. He had to hike for 18 hours even though he had pain in his legs. As the air became thinner near the peak, he lost his appetite but had to eat to keep up his energy. He had to overcome his desire to quit many times.

Possible details to include in answer:

- Ryan had to be out of his tent by 3 A.M. and face the cold.
- Ryan’s legs began to ache after he started hiking.
- Ryan’s hike lasted 18 hours.
- Ryan had to hike through thin air that was hard to breathe.
- Ryan felt as if he was moving in slow motion.
- Ryan lost his appetite but knew he had to keep eating.
- Ryan had to overcome his desire to quit many times.
- other relevant text-based detail

Note: Students may also receive credit for responses that say another challenge Ryan overcame was fundraising/raising \$1,000/raising money/getting donations for the hike.

Reading/Writing Rubric Key Points

Reading/Writing Task: “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens” (continued)

Question 33

*Describe what Natalya likes **and** what she dislikes about taking care of her animals. Use details from the article to support your answer.*

Possible Exemplary Response:

Sometimes Natalya feels too tired to take care of her animals and would rather take a nap than work in the barn. But she loves seeing the hens, the baby chicks, and the ducklings, which always make her feel “refreshed and happier.” She also feels “good and powerful” because she does the work herself.

Possible details to include in answer:

What Natalya likes about taking care of her animals:

- Natalya always loves seeing the hens, baby chicks, and ducklings.
- It makes her feel refreshed and happier.
- It gives her a way to feel strong, good, and powerful.
- It reminds her of what is important inside her and gives her a way to help people who are struggling.
- other relevant text-based detail

What Natalya dislikes about taking care of her animals:

- Natalya sometimes does not feel like going out and doing chores in the barn.
- Natalya sometimes would rather take a nap than go out to the barn.
- other relevant text-based detail

Reading/Writing Rubric Key Points

Reading/Writing Task: “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens” (continued)

Question 34

*The main characters in “Climbin’ Ryan” and “Natalya’s Happy Hugged Hens” help other people in different ways. Would you prefer to help people the way Ryan does or the way Natalya does? Write an essay in which you explain which way you would prefer and why. Use details from **both** articles to support your answer.*

In your essay, be sure to

- *tell which way of helping people you prefer*
- *explain why you prefer that way of helping people over the other way*
- *include details from **both** articles to support your answer*

Possible Exemplary Response:

I prefer Ryan's way of helping people. He was able to raise a lot of money (almost \$1,000) at once, and he did something fun to do it. He hiked up Mount Whitney. And he raised about three times more money for his charity than Natalya does in a year.

Although it was hard to make the climb, I think I would rather cycle and hike to get ready for the climb than to take care of animals and do chores in a barn every day. Natalya has to work very hard even when she is tired and feels like taking a nap. Ryan can probably take some days off, just as long as he gets in shape for the climb.

Both Ryan and Natalya feel good about themselves because of what they did. I think Ryan must feel great that he is one of the youngest hikers ever to climb Mount Whitney. And he was able to raise \$1,000 for charity by doing it!

Possible details to include in answer:

- Ryan helps people by raising a lot of money at once.
- Ryan trains by cycling and hiking.
- Ryan participates in a one-time event.
- Ryan helps people by asking other people to donate money.
- Ryan participates in an outdoor hike in the mountains.
- Ryan raises money (about \$1,000) for American organizations.
- Ryan feels good after the hike.
- other relevant text-based detail

OR

Possible Exemplary Response:

I prefer Natalya’s way of helping other people. I think I would enjoy raising animals on a farm. I also think it is more generous to give away money you’ve earned than to ask other people to donate money. So I think Natalya's way is more rewarding.

I also like how Natalya has her own business. She makes money all the time, so she can donate money more often. Ryan only raises money once. I think it would be better to donate a small amount of money often than to just raise a lot of money one time.

Finally, I think Natalya's way is better because it makes her feel strong. She has to take care of the animals all the time. This is hard work, but she enjoys it because it gives her a sense of pride every day. She knows that the work she is doing every day will help people in other cultures who are struggling. Ryan's hike sounds difficult too, but it only happened once. He felt good about it, but he probably won't be as satisfied after a while as Natalya is when she is working all year long.

Possible details to include in answer:

- Natalya raises animals on a farm.
- Natalya has her own business.
- Natalya donates money every year.
- Natalya gives money to many different organizations.
- Natalya helps people in other countries.
- Natalya gives away her personal things (toys).
- Natalya feels strong because of her work in the barn.
- Natalya works every day to earn the money she donates.
- Natalya knows she is helping people in other cultures who are struggling.
- 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.