



Department of
Education

Checkpoint Results Interpretation Guide

Grade 6 English Language Arts (ELA)

Tennessee Department of Education | August 2020

The Checkpoint

The Checkpoint can be used at the beginning of the school year to measure retention on **key standard-aligned skills that are most essential** for students to be able to **access, and engage in, on-grade-level content** for the current year. Because of this, the Checkpoints are smaller than a summative TCAP assessment and do not cover all the standards from the previous year. Instead, as recommended by experts¹, they focus on fewer, **prioritized vertically-aligned standards**, with the intent of providing educators more meaningful and actionable information about student needs so you can support your students' ability to access grade-level learning throughout the year.

The Grade 6 ELA Checkpoint should be given to incoming seventh grade students to help plan for students learning Grade 7 ELA content this year.

To help students in their learning and teachers with their planning, Checkpoints come with fully **annotated questions** that help to understand trends and pinpoint misconceptions that may inhibit student progress. ***Using this Checkpoint Results Interpretation Guide (the Guide) and your student results data found in the Schoolnet platform, you and your students can plan for great academic success this year.***

It is best to use these results to identify any needed pre-requisite learning and incorporate it throughout the year to ensure students can access grade-level content or can build upon their current strengths. After you administer the Checkpoint and use this Guide to better meet student needs at the beginning of the year, **continue monitoring** your students' progress on **grade-appropriate assignments** for the rest of the year to ensure that these core foundations are continually strengthened.

The Checkpoint IS:

- an investigative tool to determine student readiness for work of the current grade
- aligned to the Tennessee State Academic Standards, using TN-educator reviewed questions from previous TCAP exams
- designed to identify student misconceptions and learning needs
- providing actionable next steps for informing instructional decisions

The Checkpoint IS NOT:

- a replacement for the performance level determinations a student would have received on the TCAP assessment
- predictive of, or comparable to, summative TCAP results
- a replacement for RTI² diagnostics or universal screeners
- used to evaluate teacher, school, or district performance
- a tool to change student placement decisions (e.g. retake a course, advance to honors)

¹ https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf

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“When the COVID-19 pandemic forced prolonged school building closures and canceled spring assessments, it became even more important that districts and schools can reliably gather student data and understand student readiness for the next school year. These free and optional tools are one way the department can support the needs of our district partners in serving all students”

-Commissioner Penny Schwinn

Checkpoint Design

The Checkpoint assessments were designed using **real TCAP questions** from previous summative exams. This ensured each question was aligned to Tennessee state standards and had been reviewed by **Tennessee educators**. The Checkpoint was designed to be quick to access and administer, not requiring complicated adjustments to existing school schedules; with **flexibility for online or paper administration** based on school/district need. ELA Checkpoints:

- contain two subparts (separated with section break in the assessment platform),
- have less than 30 items, and
- are aligned to the Tennessee State Academic Standards as well as the instructional shifts embodied by the standards by using TN-educator reviewed questions from previous TCAP exams

Subpart 1	Subpart 2
<ul style="list-style-type: none">• 45 minutes• 2-3 passage sets	<ul style="list-style-type: none">• No time limit• Passage set with constructed response writing prompt

Interpreting and Using Results

Automatic Reporting in Schoolnet

In order to support teachers in using these assessments, students who take the assessment online in the Schoolnet platform will have their Checkpoints scored automatically. Teachers have multiple scoring options for students who take the Checkpoints on paper, and you can find how-to documents and videos at <https://tn.mypearsonsupport.com/schoolnet/>. **Checkpoint assessment scoring in Schoolnet requires all answers to be submitted by the student for results to be produced.** Since the constructed response must be handscored, it will be scored as 0 out of 0 points in the Schoolnet platform, allowing responses on the other questions to produce a score immediately.

For your convenience, the appropriate TCAP Rubric to score the essay can be found in on page 55 of this guide. We recommend reviewing this rubric in advance of scoring your students’ essays, and comparing the trends in results in your student constructed responses with the automatic scores generated in the Schoolnet reporting suite to inform your instructional planning.

The following automated reports can be found in [Schoolnet](#):

- Individual student results
- Classroom level reports
- Standards analysis reports
- Item analysis
- Test comparison reports (e.g., student, class, school, district, and state)
- Shared reporting (e.g., district to school admin, school admin to educators in same content/grade-level)
- Aggregate and disaggregation of demographics

Overall Scores

The score groups on the checkpoint assessment are ***not meant to represent performance levels or the blueprints of the TCAP summative assessments*** (e.g., below, approaching, on track, and mastered). The score groups were designed to **share student preparedness for next grade level content** and provide guidance around the **level of support** students may need to access that content.

Score Group	% Correct	Results	Recommended Next Steps
Orange	0 – 55%	Likely Needs More Targeted Support	It is important to use other sources of data for deeper insight; identified misconceptions in annotations can support yearlong planning with these students so that they can access the core material for the grade.
Yellow	56 – 73%	Likely Able to Engage in Grade Level Content with Some Support	Investigate trends in student responses using the item annotations to effectively include weave needed support throughout the yearlong instructional plans, and continuously monitor student mastery.
Green	74 – 99%	Likely Ready for Grade Level Content	Move directly into grade-level content.
Blue	100%	Ready for Grade Level Content	

Overall scoring is automatically available in the Schoolnet platform. This may help with you use the results of the student and class level reports to develop an overall summary and conclusion about your students' readiness for grade-level content. In responding to the Checkpoint assessments, we recommend addressing the learning needs of students **while engaging with on grade-level content**. For more information and tools for using assessment data to drive instructional decision making, review the [Assessing Learning Toolkit](#) pages 18-21, and the [Learning Loss PLC Guide](#).

While overall scoring is provided and can be helpful in planning for group instruction, the most actionable information in these Checkpoints can be found by analyzing at the question-level results.

Assessing Writing

Because the primary purpose of the Checkpoint is to provide important feedback early in the year, the writing component will have to be evaluated locally, since submitting responses to our assessment vendor for grading would dramatically take away from the timeliness of the data. Thus, the Checkpoint reporting is not able to reliably provide scoring to assess writing or the complex ability of students demonstrating knowledge building through writing. To best measure students' writing abilities, the department recommends:

1. Utilizing all the grading resources and TCAP-calibrated [anchor papers](#) to inform scoring of writing
2. Continually finding opportunities to assess mastery of and through writing within their curricular materials

Actionable Insights: Annotated Questions and Reporting Tools

Each question and passage on the Checkpoint is fully annotated with information that describes the questions and passages as they were used on previous TCAP tests, and automated scoring tools in Schoolnet that make getting that information easier. The passage data also has two quantitative measures of text complexity (Flesch-Kincaid and Lexile) to help understand how the passage and questions interact to give a more complete picture of student needs. However, the most helpful and actionable information is in the **Item Annotations in this Guide** when combined with the **Item Analysis reports in Schoolnet**.

Answer Choice Rationales in each Item Annotation

To help teachers be more efficient in planning for the year, each answer choice is annotated with a **rationale which offers an explanation for each choice**. These annotations are not definitive: we know there may be many reasons for why students might select different answer choices. The answer choice rationales offer more common explanations to support teachers who may see trends in student responses.

ELA Guidelines: Foundational Skills and Knowledge Building

ELA multiple choice questions can offer helpful insights in working with students, but there is important context in making use of the results. The reading passage used is inextricably connected to a student's performance on a question. A student may have missed a question because they could not access the text due to gaps in **foundational skills** or because they have not yet mastered the high-level **knowledge building** competencies outlined by each standard. One multiple-choice question on its own cannot distinguish whether student errors are due to gaps in foundational skills or knowledge-building competencies found in the standards.

Before a student can begin building knowledge, they need to be able access the text, which requires the **foundations of fluency and background knowledge**. If students do not have adequate fluency or enough background knowledge and relevant vocabulary, they will struggle more to build knowledge and make meaning with a passage. **Most multiple-choice questions cannot accurately diagnose gaps in fluency and background knowledge.** In order to support teachers in interpreting student responses, the answer choice

annotations make the imperfect assumption that students can access the text and that student errors are not a result of gaps in fluency or background knowledge.

If students have the requisite **foundations**, they are able to develop various metacognitive tools as they **build knowledge** with a text. The annotations are most helpful for understanding these knowledge-building competencies and metacognitive tools outlined in the standards **that offers some insight into possible underlying concepts and metacognitive skills** for additional instructional support. Each rationale listed provides an explanation for why students may have selected a given answer choice, including what missteps may have caused them to select an incorrect answer. These rationales provide an instructional target to improve student understanding, allowing you to **follow up with targeted instruction based on the most common errors you identify** for your specific group of students.

Sample Set of Rationales

Rationales	
Correct – 1	Students needed to locate information about lob tailing in paragraph 4, which is in the "Special Behaviors" section.
Incorrect – 2	The physical activity of breathing is unrelated to the activity of lob tailing. While humpbacks assume specific postures while breathing, lob tailing is not one of those. Students may benefit from practice skimming and scanning within a text to locate specific details.
Incorrect – 3	While lob tailing includes a visible action where the tail appears above the water, the heading "Appearance" is not related to behaviors but to physical characteristics. Students may have made an incorrect inference that the way lob tailing looks to onlookers would be found in the "Appearance" section. Students may gain skills in locating specific details within text by practicing skimming and scanning text.
Incorrect – 4	Although lob tailing involves part of a humpbacks body, its tail, and flippers are also a distinct body part, the section about flippers is unrelated to the specific behavior of lob tailing. Students may have made an incorrect connection between the tails and flippers of humpbacks to conclude that information about the tail would be found in the section about flippers. Students may profit from practice with finding specific details using the skill of skimming and scanning text.

Grade 6 ELA Checkpoint Item Annotations

Subpart 1: Passage Sets with Multiple Choice Questions

Passage Information

Passage Code: TN0009536 Passage Title: Excerpt from Deep Diving Adventures
Grade Level: 6 Lexile Level: 800 Flesch-Kincaid: 6.2

Read the passage and answer the questions that follow.

Excerpt from *Deep Diving Adventures*

by Sue Vander Hook

Deep Diving

- 1 On January 23, 1960, Donald Walsh and Jacques Piccard prepared to dive to the deepest spot in the world. This place is called the Mariana Trench. It is a long, deep crack located in the Pacific Ocean northeast of Australia. The Mariana Trench is 35,800 feet (10,912 meters) underwater. This depth is nearly 7 miles (11 kilometers). No one had ever been to the Mariana Trench before.
- 2 Walsh and Piccard made the dive in a small, enclosed chamber called a bathyscaphe. Walsh and Piccard used weights to make the bathyscaphe sink and rise. They added weights to make it sink. They released weights to make it rise. Walsh and Piccard called their bathyscaphe *Trieste*.
- 3 *Trieste* was made of steel. This metal was able to withstand the ocean's strong water pressure. This natural force is created when the water's weight presses down on divers and other objects.
- 4 Walsh and Piccard began their long voyage to the ocean floor. *Trieste* took four hours and 48 minutes to descend to the bottom of the Mariana Trench. Walsh and Piccard stayed at the trench's bottom for 20 minutes. They then began their long journey back to the ocean's surface. No one has traveled to the Mariana Trench since this adventure.

Exploring in Deep Waters

- 5 Any dive more than 100 feet (30 meters) is a deep dive. People usually make deep dives in oceans. The four major oceans of the world are the Pacific, Atlantic, Indian, and Arctic Oceans.
- 6 Scuba divers sometimes make deep dives. Scuba stands for "self-contained underwater breathing apparatus." Scuba divers use tanks filled with air to breathe underwater.

- 7 Scuba divers who make deep dives are called technical divers. They can reach depths of more than 350 feet (100 meters). But technical divers need special training and equipment. They may use rebreather equipment. This equipment allows technical divers to breathe underwater for longer periods of time than other scuba divers. Scuba divers with rebreather equipment can stay underwater for four to six hours. Scuba divers without this equipment can only stay underwater for about 90 minutes.
- 8 People often use submersibles to make deep dives. Submersibles are similar to bathyscaphes. But they are powered by motors. Submersibles can travel several thousand feet or meters underwater. Some submersibles have cameras. Divers use cameras to take pictures of ocean life. Submersibles also may have mechanical arms. Divers can use the arms to collect ocean life. They then can study the ocean life when they return to the surface.
- 9 Deep divers have made many important discoveries. They have learned that oceans have similarities to land. Both have plains, cliffs, caves, and mountains. Plains are areas of flat land. Some underwater mountains rise out of the ocean's surface to form islands. Vents also exist underwater. These openings in the earth's surface are similar to volcanoes. But vents shoot out hot gases and boiling water instead of melted rock called lava. Underwater earthquakes are common. These earthquakes sometimes form deep cracks in the ocean floor. One of these cracks is the Mariana Trench.
- 10 Deep divers also have learned a great deal about ocean life. They have learned that some deep-sea fish are luminous. Chemicals in these fish make some of their body parts glow. Some scientists believe the light attracts prey. These animals are hunted by other animals for food.

Dangers of the Deep

- 11 Cold water is one of the greatest dangers to deep divers. The temperature near the bottom of all oceans remains at about 32 degrees Fahrenheit (0 degrees Celsius) all year. Divers in cold water may get hypothermia. This condition occurs when a person's body temperature becomes too low. It may cause divers to become confused. The divers may be unable to find their way to the surface.
- 12 Deep divers must protect themselves from the cold. Scuba divers wear wet suits. These rubber suits allow a thin layer of water to enter between a diver's skin and the suit. The diver's body heat warms the water. This keeps the diver warm. The insides of submersibles are heated. This helps keep divers inside the submersibles comfortable.
- 13 Divers also may run out of air. Scuba divers carry air tanks on their backs. These tanks supply divers with enough air to breathe for about 90 minutes. Scuba divers must be aware of how much air is left in their tanks. They must save enough air to return to the surface. Scuba divers use underwater pressure

gauges. These devices show how much air is in the air tanks. Scuba divers also may use underwater dive computers. These computers show the depth of a diver's location. They also show how long it will take a diver to reach the surface safely.

- 14 Submersibles have a supply of air. But divers in submersibles need to carry air tanks if they scuba dive.

Excerpt from *Deep Diving Adventures* by Sue Vander Hook, Capstone Books, 2001. Copyright © 2001, Capstone Press, Inc. Used by permission of the publisher via Copyright Clearance Center.

Item Information

Item Code: TN0034789 Position No: 1 Grade Level: 6
Standard Code: 6.RI.CS.4
Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Determine the meaning of words and phrases as they are used in a text,
including figurative, connotative, and technical meanings.

Correct Answer: C

In paragraph 8, what does the word submersibles mean?

- A.** tanks used for breathing underwater
- B.** types of underwater cameras
- C.** boats that can go underwater
- D.** devices raised and lowered by weights

Rationales	
Incorrect – 1	Students recognized that they needed to find where submersibles was used in the text but likely didn't return to paragraph 8 where the author explains the word. These students may have only returned to the most recent section (paragraphs 12 and 14), where the air tanks (with paragraph 13) are discussed. Students may need practice identifying where authors help readers understand new words and not just places where the word appears.
Incorrect – 2	Students may have correctly found that paragraph 8 defines what a submersible is but may have struggled to identify which details are defining characteristics of the whole submersible, and which details only describe part of it, like cameras and mechanical arms. Students may benefit from practice distinguishing details critical to understanding a word (defining characteristics) from other supporting details.
Correct – 3	Students needed to find that submersibles is first defined in paragraph 8, and that they are used to make deep dives, like bathyscaphes, but have motors instead of weights. This requires using two parts of the text to understand the word.
Incorrect – 4	Students correctly found in paragraph 8, that submersibles are like bathyscaphes but may have not recognized how the author contrasts them as being powered by motors from the bathyscaphes which use weights to dive. These students might benefit from practice that allows them to contrast ideas across different sections of a text.

Item Information

Item Code: TN0034797 Position No: 2

Grade Level: 6

Standard Code: 6.RI.CS.5

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Correct Answer: B

How do paragraphs 1 through 4 **best** introduce the topic of the passage?

- A.** by explaining the importance of deep diving
- B.** by providing an actual example of deep diving
- C.** by showing the dangers of deep diving
- D.** by describing the reasons for deep diving

Rationales	
Incorrect – 1	Focusing on a single deep dive might appear important because "no one had ever been to the Mariana Trench before"; however, this single dive does not sum up the overall topic of the passage. Readers selecting this option may have looked for the topic of paragraphs 1-4 instead of the topic of the entire passage. These students could benefit from identifying how specific sections individually contribute to the main topic of a passage as a whole. Paragraphs 1 through 4 describe an actual deep dive that took place in 1960. These students recognized that the author used an interesting story that represents the central topic of the entire passage. These paragraphs introduce the topic because they are specific examples that are elaborated upon in the rest of the passage.
Correct – 2	Paragraphs 1 through 4 describe an actual deep dive that took place in 1960. These students recognized that the author used an interesting story that represents the central topic of the entire passage. These paragraphs introduce the topic because they are specific examples that are elaborated upon in the rest of the passage.
Incorrect – 3	While paragraphs 1 through 4 explain possibly dangerous events of a particular deep dive, students might not have recognized that the author uses a separate section, in Paragraphs 11 through 14, to refer to the dangers of deep dives. These students could benefit from opportunities to identify how authors use different text sections to develop ideas.
Incorrect – 4	While paragraphs 1 and 4 might allow a reader to infer that the reason for that dive was that "no one had ever been to the Mariana Trench before," these inferences are only for the specific example deep dive detailed in the paragraphs, and reasons for deep diving can be found in Paragraphs 8, 9, and 10. Readers selecting this option may have relied more on their own inferencing skills to find the answer rather than identifying how the first section is used to develop ideas of the main topic. These students could benefit from opportunities to identify how authors use different sections of text to develop ideas.

Item Information

Item Code: TN0034793 Position No: 3 Grade Level: 6
Standard Code: 6.RI.KID.2
Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Determine a central idea of a text and how it is conveyed through details; provide an objective summary.

Correct Answer: B

What is a central idea of the section called "Exploring in Deep Waters"?

- A.** Divers have explored the four major oceans of the world.
- B.** Divers need special equipment to explore the bottom of the ocean.
- C.** Divers explore cracks in the ocean floor formed by earthquakes.
- D.** Divers encounter interesting animals deep within the ocean.

Rationales	
Incorrect – 1	The four oceans of the world are named in paragraph 5, but the remaining text in the section does not delve into specific details about exploration dives that occurred in each ocean. Readers selecting this option may have focused on the first paragraph of the section as the central topic rather than collecting the details across the entire section and could benefit from practicing collecting details across paragraphs in new texts.
Correct – 2	The section details equipment needed for deep dives: Paragraphs 5 through 7 discuss breathing tanks and rebreathers and Paragraph 8 provides information about submersible watercrafts and their special equipment. While the section does talk about discoveries, students would need to recognize that most of the section discusses the equipment that made those discoveries possible.
Incorrect – 3	While the section includes the fact that the Mariana Trench is a "long, deep crack," only paragraph 9 of the section mentions cracks. This detail in the paragraph is not shared across other paragraphs in the section "Exploring in Deep Waters." Readers selecting this option might have connected the discussion of the Marianna trench to the memorable story of exploration in an earlier section. Students may need practice identifying how sentences and paragraphs help readers to collect minor details across specific sections of a text in order to determine the central idea of a section.
Incorrect – 4	While the passage does mention that divers have learned about interesting animals in the deep ocean, this information is only in paragraph 10, and so it is not representative of a central idea for the entire section. Readers selecting this option may have focused on the last paragraph of the section as the central idea rather than looking at all the details across the section as a whole and might benefit from practice collecting details across paragraphs within a section to arrive at central ideas.

Item Information

Item Code: TN0034795 Position No: 4 Grade Level: 6
Standard Code: 6.RI.KID.3
Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

Correct Answer: D

How does the author demonstrate that cold is a danger to deep divers?

- A.** by showing how divers deal with cold temperatures
- B.** by explaining how long divers can stay in cold water
- C.** by comparing cold temperatures to running out of air
- D.** by describing the effects of being exposed to cold water

Rationales	
Incorrect – 1	Students correctly found paragraph 11, which explains how cold water is a danger, and paragraph 12, which explains how the divers equip themselves to dive in cold water. However, showing how divers deal with cold water does not explicitly show that the cold water is a danger. Readers selecting this option may have focused on the related paragraph 12, but not paragraph 11 that precisely answers the question.
Incorrect – 2	While it is paragraph 13 that explains the danger of divers running out of air after about 90 minutes, the writer makes no claims about how much time divers can stay in cold water. Readers selecting this option may have focused on the wrong paragraph and might benefit from practice locating evidence directly connected to a question.
Incorrect – 3	Although paragraph 11 explains the danger of cold water and paragraph 13 is about having enough air during a dive, the section "Dangers of the Deep" does not compare the danger of cold temperatures to the danger of running out of air. Readers selecting this option might have made a comparison that is not made by the author and might benefit from practice identifying how authors introduce multiple details in a section.
Correct – 4	Students found the paragraph that states that "cold water is one of the greatest dangers to deep divers," and recognized that the author explains how the cold water risks hypothermia which could also lead to confusion and the inability to find a way back to the ocean surface as a result.

Item Information

Item Code: TN0034800 Position No: 5

Grade Level: 6

Standard Code: 6.RI.CS.6

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.

Correct Answer: A,C

The following item has two parts. Answer Part A and then answer Part B.

Part A

Which sentence **most** accurately describes the author's point of view in the passage?

- A.** Deep diving has provided valuable information about the bottom of the ocean.
- B.** Walsh and Piccard are heroes in the history of ocean exploration.
- C.** Submersibles are an important improvement over bathyscaphes for deep diving.
- D.** Dealing with cold water is the most serious problem that divers must solve.

Part B

Which detail from the passage **best** reveals the author's point of view as identified in Part A?

- A.** "No one has traveled to the Mariana Trench since this adventure." (paragraph 4)
- B.** "Submersibles can travel several thousand feet or meters underwater." (paragraph 8)
- C.** "They have learned that oceans have similarities to land." (paragraph 9)
- D.** "Divers in cold water may get hypothermia." (paragraph 11)

Part A

Rationales	
Correct – 1	The author reveals their point of view in paragraphs 9 and 10 by stating that "deep divers have made many important discoveries." The rest of the article gives a factual account of deep diving, and it is only in these paragraphs that the author shares the opinion that deep diving has resulted in valuable information. Students selecting this answer were able to distinguish between factual reporting and author's point of view.
Incorrect – 2	Although paragraphs 1 through 4 detail the explorers' expedition to the Mariana Trench and may feel heroic to a reader, since it is reported that such a dive had never been done before (paragraph 1) or since (paragraph 4), the text is factual and does not tell us whether the author believed that Walsh and Piccard are heroes or risk-takers or something else. Readers selecting this option may have formed a personal opinion that explorers who would accomplish this feat are heroes and assumed their own opinion was the same as that of the author.
Incorrect – 3	Students may have considered the technology of a submersible as an important improvement over a bathyscaphe, since they are "powered by motors," but this judgment is not made in the author's factual reporting. Readers selecting this option may have formed an opinion that submersibles are better than bathyscaphes and assumed their own opinion was the same as that of the author.
Incorrect – 4	While the passage does state in paragraph 11 that cold water is one of the greatest dangers to deep divers, the author does not compare or rank the various dangers to deep divers to conclude which is the greatest danger. Readers selecting this option may have formed an opinion that cold water is the most serious problem for divers and assumed their own opinion was the same as that of the author.

Part B

Rationales	
Incorrect – 1	This option focuses on the fact that no one has since traveled to the Mariana Trench, but it does not give information that deep diving has provided valuable information about the bottom of the ocean. Readers selecting this option may have selected option B in Part A and believed this detail supports the conclusion that they are heroic, since “adventure” and “heroic” are terms often found together. Students may benefit from practice identifying details connected to a topic.
Incorrect – 2	This option focuses on the fact that no one has since traveled to the Mariana Trench, but it does not give information that deep diving has provided valuable information about the bottom of the ocean. Readers selecting this option may have selected option B in Part A and believed this detail supports the conclusion that they are heroic, since “adventure” and “heroic” are terms often found together. Students may benefit from practice identifying details connected to a topic.
Correct – 3	The first sentence of paragraph 9 specifically states the author’s point of view that “deep divers have made many important discoveries.” The first detail after that statement is that oceans have similarities to land. This sentence best supports the correct answer in Part A, that the author's point of view is that deep diving has provided valuable information about the ocean floor.
Incorrect – 4	The sentence “Divers in cold water may get hypothermia” could support the point of view that cold water is the most serious problem that divers must solve, but it does not support the answer to Part A. Readers who chose this option may have selected D in Part A. Students may benefit from practice identifying details connected to a topic.

Item Information

Item Code: TN0034802 Position No: 6

Grade Level: 6

Standard Code: 6.RI.IKI.8

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Trace and evaluate the argument and specific claims in a text,
distinguishing claims that are supported by reasons and evidence from
claims that are not.

Correct Answer: A,C

Which **two** reasons from the passage explain why the Mariana Trench had not been explored before 1960?

- A.** The trench is almost seven miles deep.
- B.** The trench was a recent discovery.
- C.** The explorers needed almost five hours to reach the bottom.
- D.** The explorers had to invent the bathyscaphe for the descent.
- E.** The trench is filled with gas and boiling water.

Rationales	
Correct – 1	The trench is described as the “deepest spot in the world” and throughout the passage, the author details the challenges, dangers, and equipment required in deep diving. The rest of the article helps the reader understand the obstacles of a dive to a depth of seven miles.
Incorrect – 2	Paragraphs 1 through 4 explain the Mariana Trench and the dive, but the section and the rest of the passage do not mention when the trench was discovered or that it was a recent discovery. Readers may be incorrectly inferring that the trench must be a recent discovery because it had not been explored before. Readers selecting this option may benefit from practice that requires them to return to the text to verify that the details needed for an inference were missing.
Correct – 3	The time needed to dive down to the Mariana Trench is stated in paragraph 4. The reader can infer that a round trip of nearly 10 hours to study the floor for only 20 minutes is a time-consuming trip. Additionally, the amount of time the trip took reinforces the extreme depth of the trench. The extreme depth is why the trench had not been explored.
Incorrect – 4	The bathyscaphe's size, shape, function and structure is explained in detail in paragraphs 2 and 3. These paragraphs and the rest of the passage do not state or imply that the explorers had to invent the bathyscaphe for the descent. Readers selecting this option may benefit from practice that requires them to return to the text to verify that the details needed for an inference were missing.
Incorrect – 5	Students may have connected paragraph 1 that states that the Mariana Trench is “a long, deep crack” to paragraph 9 that states that “earthquakes sometimes form deep cracks” and that the Mariana Trench is “[o]ne of these cracks.” Although underwater vents do release hot gases and boiling water, vents and trenches are different and the author provides no evidence that the Mariana Trench has these kinds of vents or that the knowledge of these vents would cause explorers to avoid the Mariana Trench. Readers could benefit from practicing identifying textual details relevant to answer a question completely.

Item Information

Item Code: TN0034798 Position No: 7

Grade Level: 6

Standard Code: 6.RI.CS.5

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Correct Answer: C

What is the purpose of paragraph 5 in the overall structure of the passage?

- A.** to support the description of the Mariana Trench expedition
- B.** to introduce the discussion of scuba diving and submersibles
- C.** to give the reader background information on deep diving
- D.** to provide the reader with information about the major oceans

Rationales	
Incorrect – 1	While students return to the text near paragraph 5, they might not recognize that paragraph 5 changes the focus of the passage from a specific incident to a general description of diving. Readers selecting this option may have focused on the idea in closest proximity to paragraph 5 and may need practice with different texts to identify how authors can develop their ideas.
Incorrect – 2	Although paragraph 5 is the first paragraph in the section that discusses scuba diving and submersibles, it defines what deep diving is for the entire passage, and does not serve just to introduce these topics. The passage is about deep diving; scuba diving and submersibles are only two parts of deep diving. Readers selecting this option may have focused on proximal information, not moving beyond the subsection, instead of seeking to understand how paragraph 5 contributes to the entire passage.
Correct – 3	The entire passage is about deep diving: its challenges, discoveries, and equipment. To fully understand the passage, paragraph 5 is necessary to give the background information by explaining to the reader what is considered a deep dive, which supports the reader understanding what is being discussed across the overall structure of the passage. Students would need to recognize that paragraph 5 changes the focus of the passage from a specific incident to a general description.
Incorrect – 4	Paragraph 5 mentions the names of the four major oceans, but the passage is about deep diving, not just about where deep diving takes place. Readers selecting this option might have identified a detail within paragraph 5, but did not move beyond the information of that paragraph to understand how paragraph 5 contributes to the entire passage.

Item Information

Item Code: TN0034794 Position No: 8

Grade Level: 6

Standard Code: 6.RI.IKI.8

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Trace and evaluate the argument and specific claims in a text,
distinguishing claims that are supported by reasons and evidence from
claims that are not.

Correct Answer: A

Which detail in the section called “Deep Diving” **most** clearly supports the idea that the dive into the Mariana Trench was a difficult accomplishment?

- A.** the statement that no one else has attempted the dive
- B.** the description of the bathyscaphe’s design
- C.** the information about the strong water pressure
- D.** the fact that the trench is in a remote part of an ocean

Rationales	
Correct – 1	From details presented in the section “Deep Diving,” readers can infer that the 1960 dive by Walsh and Piccard into the Mariana Trench was a difficult accomplishment. The author's statement in paragraph 4 that “[n]o one has traveled to the Mariana Trench since this adventure” most clearly supports this idea. Readers can infer that the difficulty of the dive precluded others from attempting to duplicate Walsh's and Piccard's exploration of the Mariana Trench.
Incorrect – 2	While the complexity of the bathyscaphe's mechanisms and the strength of its steel hull in paragraphs 2 and 3 imply the divers would encounter challenging conditions during the dive, the bathyscaphe's design itself does not best support the difficulty of Walsh and Piccard's actual dive into the Mariana Trench. Readers may have selected this option if they did not distinguish that explicit details are clearer than details that require inference, and thus may not have been able to correctly compare the options of plausible details to find the “most” clearly supporting detail.
Incorrect – 3	The strong water pressure mentioned in paragraph 3 was one difficulty that Walsh and Piccard had to overcome to succeed in their dive. However, this factor is not unique to the Mariana Trench, and is a difficulty for all deep divers. Readers may have selected this option if they did not distinguish that explicit details are clearer than details that require inference, and thus may not have been able to correctly compare the options of plausible details to find the “most” clearly supporting detail.
Incorrect – 4	The word “remote” in this option refers to the trench's distant location off the coast of Australia. While extra effort was needed to get to the location of the Mariana Trench, it was the trench's depth, not its location that most added to the difficulty of the accomplishment. Readers may have selected this option if they did not distinguish that explicit details are clearer than details that require inference, and thus may not have been able to correctly compare the options of plausible details to find the “most” clearly supporting detail.

Item Information

Item Code: TN0034799 Position No: 9

Grade Level: 6

Standard Code: 6.RI.CS.6

Passage Title 1: Excerpt from Deep Diving
Adventures

Standard Text: Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.

Correct Answer: C

What is the author's purpose in this passage?

- A.** to describe the Mariana Trench in the Pacific Ocean
- B.** to warn divers that deep dives in the Pacific Ocean can be dangerous
- C.** to provide the reader with a description of deep diving
- D.** to explain how deep diving developed from scuba diving

Rationales	
Incorrect – 1	Although the passage begins with a story of a specific deep dive to the Mariana Trench, the remainder of the passage is about deep dives and their equipment, challenges, dangers and discoveries. This option is too narrow to represent the author's purpose of the passage. Readers selecting this item might have focused on the beginning of the passage as the topic of the passage rather than identifying the roles of each of the sections of across the whole text.
Incorrect – 2	While the Pacific Ocean is mentioned as the location of the Mariana Trench and the section "Dangers of the Deep" points out dangers related to deep diving, the passage itself does not offer a warning to divers about the dangers of deep dives. The passage is informative, but not persuasive, and readers selecting this option may have interpreted the new information about dangers as a warning and assumed that divers would need the same information. Students may benefit from opportunities to identify how the author's purpose is connected to their intended audience, since divers are not the audience for this passage.
Correct – 3	Students may have recognized that the article is factual by noticing the author uses a style that reports facts and reveals almost none of the author's opinions. This style is purposefully used by authors to inform readers about the topic of a passage. In this case, it is used to provide information and a description of deep diving.
Incorrect – 4	Paragraph 6 discusses scuba diving and the specific type of gear needed for deep diving; however, the passage makes no implication that one idea developed from the other. Since this connection is not found in the text, readers selecting this idea may benefit from practice that requires them to return to the text to identify evidence for supporting claims.

Passage Information

Passage Code: TN496054 Passage Title: Summer Camp
Grade Level: 6 Lexile Level: 1200 Flesch-Kincaid: 6.9

Read the passage and answer the questions that follow.

Excerpt from “Summer Camp”

by Allison Kerbel

- 1 Then we changed into our swimsuits and trooped down to the lake to take the ever-important swim test.
- 2 Now that we’re here, we hang our towels on the rough log fence and remove our shoes, shirts, and shorts. With the dirt and grass tickling our toes, we proceed down onto the dock and pair off. One partner swims while the other counts laps. You have to swim nine laps, or eighteen lengths, to be able to go into the deeper water, an area aspired to by all because it contains the float, which is fun to load with more than the ten-camper limit and try to tip over. Most of the girls in my cabin won’t be able to do it. They probably won’t even swim five laps, the number required for the shallower area between the docks, which is also fun because it has water basketball. Most of the girls are first-year campers, and they’ll end up relegated¹ to “Beginners’ Bay,” which doesn’t get any deeper than three feet or so. Not me. I’m a veteran, and at age nine this is my second year of camp. . . .
- 3 My partner, a small eight-year-old with wispy, dark brown hair and thick glasses, whispers to me that I can go first. Not a problem. My confidence is astronomical and absolutely unshakable. I jump right in with a splash that wets my partner and the other chickens on the dock who want to count first. Then I start to swim: one lap of freestyle, one lap of backstroke, one lap of freestyle, and six more any way I choose, including the dog paddle or any other method of staying afloat that propels me through the water. By the time my partner whispers, “Eight,” there’s a slight burning pull in my chest. I’m glad when I swim to the other dock and back for the last time, diving underwater to cover the last yard or so.
- 4 I surface, tasting water in my mouth and on my lips. From my shoulders up, the sun is almost unbearably hot. The water is warm near the surface and frigid farther down. I feel suspended in space, but I can feel the space, silky and barely there. Now that I’m done, I relax for a moment, reveling in everything around me.

¹**relegated:** dismiss to an inferior rank or position

- 5 The tips of my toes barely reach the gravelly bottom as I tread water. Moving into shallower depths is always an option, but I prefer proving my endurance to the onlookers I'm sure are watching. Looking up, really looking for the first time since last year, I can see the dock, a light pine color with blue painted edges. I see the rocky shore, the land beyond it covered in pine needles and shade from the immense trees standing guard above me. Behind them I see the mountains, all around me, in fact, purply blue and majestic like every cliché² I've ever heard. The lake stretches out for miles, edged by the mountains, and the sun reflects off the water so brightly that I have to look away.
- 6 The birds sing their tuneless songs from the pines while the lake gurgles and splashes in endlessly breaking waves that never reach the shore, products of the motorboats I can hear a ways off, out of sight but nevertheless present. The girls on the dock call out numbers in tireless repetition but not in order; I hear, within a few seconds, "Seven!" "Four!" "Two!"
- 7 Simultaneously I smell the pines and the water, and the sensations are home, security. This is where I belong.
- 8 I dog-paddle over to the ladder, feeling water splash and lap against me. Grasping the slippery, blue wood in my small hands, I haul myself up far enough to put my foot on the first rung, feeling the edge of it jabbing my foot, the rough paint mixed with sand for traction. I climb out and stand on the smooth, damp dock, wrapping my terry cloth towel around my shoulders. Everything is dripping: hair, bathing suit, self. The sun warms me.
- 9 Then I feel that familiar premonitory³ sensation in my nose. Ahchoo! I sneeze violently, and the water is gone, leaving behind that peculiar empty feeling. It's an affirmation, of a sort, that summer is here, and I'm where I should be.

Excerpt from "Summer Camp" by Allison Kerbel, from *Cicada* Magazine, March 1, 2003. Copyright 2003, Cricket Media, Inc. Used by permission of the publisher via Copyright ClearanceCenter.

²**cliché:** a trite or stereotyped expression

³**premonitory:** a warning in advance

Item Information

Item Code: TN0031355 Position No: 10

Grade Level: 6

Standard Code: 6.RL.KID.2

Passage Title 1: Summer Camp

Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Correct Answer: C

In paragraph 2, how is the narrator's attitude toward the other girls at camp connected to the theme that success is built upon self-confidence?

- A.** She worries that they may not notice her ability.
- B.** She welcomes the chance to race against them.
- C.** She thinks that most are less skilled than she is.
- D.** She hopes that some believe that they can finish their laps.

Rationales	
Incorrect – 1	While in paragraph 5, she notes that she “prefer[s] proving [her] endurance to the onlookers [she is] sure are watching,” but this is not part of paragraph 2 and not evidence that she “worries” about it. Readers may have selected this option because they did not return to collect evidence from the text required to make the correct inference.
Incorrect – 2	Even though the narrator thinks she is a better swimmer than the new campers, there is no evidence to support the idea that she wants to race any of them. Readers may have selected this option because they did not return to collect evidence from the text required to verify possible inferences.
Correct – 3	Readers would need to recognize that the narrator is connecting her self-confidence (“...Not me.”) and swimming success to her status as someone who has already swam at camp (“I’m a veteran...”), and use the narrator’s same logic to connect the belief that the other girls “probably won’t even swim five...[and] end up relegated” because they are “first-year campers.” This requires readers to contrast details that are different between characters, and use those differences as evidence to support a theme.
Incorrect – 4	Although self-confidence helps the narrator to complete her laps, she does not show any support towards the new campers to have the same confidence in themselves so they can finish their laps. Readers may have selected this option because they did not return to collect evidence from the text required to verify possible inferences.

Item Information

Item Code: TN0031364 Position No: 11

Grade Level: 6

Standard Code: 6.RL.CS.6

Passage Title 1: Summer Camp

Standard Text: Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Reporting Category: 1: Reading: Literature

Correct Answer: C

What does the reader learn because of the point of view used in paragraph 3?

- A.** how well the narrator is swimming her laps
- B.** the narrator's memories of previous swim tests
- C.** the narrator's thoughts about her own abilities
- D.** how scared the other girls are compared to the narrator

Rationales	
Incorrect – 1	Students may have returned to find the topic of paragraph 3 but mistook that for insights that we gain about the topic by reading in first person point of view. Students may have struggled to distinguish how information can be interpreted based on point of view, since third person would be a more appropriate point of view to objectively learn about how well the narrator is swimming laps. Readers may have selected this option if they were unable to distinguish how points of view affect how we interpret passages.
Incorrect – 2	Students may have correctly realized that a person's memories would best be conveyed through first-person narration. However, paragraph 3 does not have information about how the narrator feels concerning previous swim tests. Readers may have selected this option because they did not return to verify the distractor's claim with evidence from the text.
Correct – 3	Readers likely recognized that through first person point of view, the reader can understand how the narrator feels ("My confidence is astronomical and absolutely unshakable,") and thinks ("I'm glad when I swim to the other dock and back for the last time") about her own abilities. Readers were able to identify the part of paragraph 3 that they would only know through first person point of view.
Incorrect – 4	First person point of view does not provide direct insight into another character's thoughts or feelings; rather, third person point of view can describe the difference between the girls' feelings and the narrator's feelings. Readers may have selected this option if they were unable to distinguish how points of view affect how we interpret passages.

Item Information

Item Code: TN0031361 Position No: 12

Grade Level: 6

Standard Code: 6.RL.CS.5

Passage Title 1: Summer Camp

Standard Text: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Correct Answer: A,D

In what **two** ways do paragraphs 5 through 7 fit into the overall structure of the passage?

- A.** They show how the narrator feels connected to her surroundings.
- B.** They develop suspense about the outcome of the swim test.
- C.** They provide a contrast between the narrator and the other swimmers.
- D.** They give a vivid description of the setting of the summer camp.
- E.** They explain why the narrator has been able to pass the swim test.

Rationales	
Correct – 1	Paragraphs 5 through 7 describe the sights, sounds, and smells the narrator experiences in her environment. These senses help her feel connected to the environment. (“Looking up, really looking for the first time since last year,” “the sensations are home, security. This is where I belong.”) Recognizing how sensory details connect setting to characters is an important aspect of the text.
Incorrect – 2	Because paragraph 3 states that the narrator swam nine laps, the outcome of the swimming test is known before paragraphs 5 through 7. Readers may have struggled to use the inference that the swimming test is known to interpret the paragraphs that describe the sights, sounds, and smells the narrator experiences in her environment. Readers may have selected this option if they struggled to use an inference (the outcome of the swimming) to build an interpretation of other paragraphs.
Incorrect – 3	The author used paragraphs 2 and 3 to show contrast between the narrator and other swimmers. Although there is a brief reference to the other swimmers, paragraphs 5 through 7 describe the sights, sounds, and smells the narrator experiences in her environment. Readers may have selected this option if they struggled to add up the details of these paragraphs to infer their role in the larger text.
Correct – 4	There are many vivid sensory details throughout paragraphs 5 through 7 that describe the beauty of the setting and narrator's surroundings (“[mountains] purply blue and majestic,” “the lake gurgles and splashes”).
Incorrect – 5	Although the narrator is in awe of the beauty of her surroundings, she does not appreciate her surroundings until after she has finished taking her swimming test. Readers may have selected this option because they did not return to verify the distractor’s claim with evidence from the text.

Item Information

Item Code: TN0031360 Position No: 13

Grade Level: 6

Standard Code: 6.RL.CS.4

Passage Title 1: Summer Camp

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

Correct Answer: C

What does the narrator suggest with the phrase “tireless repetition” in paragraph 6?

- A.** Hearing the counting from the dock annoys her.
- B.** The girls are able to swim more laps than she expected.
- C.** The girls are devoted to the task of counting laps.
- D.** Counting laps requires more effort than she anticipated.

Rationales	
Incorrect – 1	The narrator is paying attention to different sounds in this paragraph, none of which seem to annoy her, including hearing the campers count laps for each other. Readers may have selected this option because they did not use the additional context in paragraph 7 to identify that “simultaneously” she felt the sensations of “home,” and thus was not feeling annoyed. Students would benefit from practice where they identify key words or phrases that reveal meaning of other words across different sections of text.
Incorrect – 2	While a tireless swimmer would be able to complete more repetitive laps, the narrator is using “tireless repetition” to describe the sound of the lap counting. Readers may have selected this option because they did not connect the phrase to the topic of sounds within paragraph 6. Students could benefit from practice using key ideas from a paragraph to inform meaning of phrases.
Correct – 3	Readers correctly understood that “tireless” is referring to the girls' commitment to the “repetition” that comes from counting the number of laps each camper swam.
Incorrect – 4	Readers may have correctly recognized that “tireless” is referring to the girls' commitment to the “repetition” that comes from counting the number of laps each camper swam; however, the word “tireless” may have been misinterpreted to mean “tiring,” requiring “more effort than she anticipated.” This interpretation does not match the other details which are being used to convey a sense of calmness. Readers may have selected this option if they relied on a literal meaning rather than interpreting the phrase in context.

Item Information

Item Code: TN0031357 Position No: 14

Grade Level: 6

Standard Code: 6.RL.KID.3

Passage Title 1: Summer Camp

Standard Text: Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

Correct Answer: D

Which detail is **most** important in explaining how the narrator passes the swim test?

- A.** She is able to go first before her partner.
- B.** The water has been warmed by the hot sun.
- C.** The girl with glasses helps her keep track of the laps.
- D.** She attended the summer camp the year before.

Rationales	
Incorrect – 1	Students recognized that going first being “Not a problem” is connected to the narrator’s swimming confidence but may have struggled to distinguish the cause and effect relationship implied by the question. Swimming first does not help her pass the swim test, and she goes first due to her partner's lack of confidence. Readers may have selected this option if they did not weigh the evidence for each option to identify which option provides the most explanatory evidence.
Incorrect – 2	The narrator does not notice the difference in water temperature until after she completes her swim test. Readers may have selected this option if they failed to go back to the text for evidence to explain the narrator’s performance. Students may benefit from practice weighing how textual details support an idea when the students make an inference.
Incorrect – 3	Although the girl with the glasses tracks the number of laps required to pass the swimming test, the narrator’s previous experience most likely has more impact on passing the test than the act of counting the laps. Readers may have selected this option if they did not weigh the evidence for each option to identify which one provides the most explanatory evidence.
Correct – 4	The narrator believes that she will do well in the swim test because her prior experience has made her a “veteran” in her “second year of camp” (paragraph 2). Readers needed to avoid claims that do not affect her swimming ability.

Item Information

Item Code: TN0031354 Position No: 15
Standard Code: 6.RL.KID.2

Grade Level: 6

Passage Title 1: Summer Camp

Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

Correct Answer: A,D

The following item has two parts. Answer Part A and then answer Part B.

Part A

What is a central idea of the passage?

- A.** The narrator feels that she belongs at summer camp.
- B.** The rest of the campers are jealous of the narrator.
- C.** The narrator is unhappy about having to prove herself.
- D.** The girl with glasses is proud to be a friend of the narrator.

Part B

Which sentence from the passage **best** supports the correct answer in Part A?

- A.** "My partner, a small eight-year-old with wispy, dark brown hair and thick glasses, whispers to me that I can go first." (paragraph 3)
- B.** "I jump right in with a splash that wets my partner and the other chickens on the dock who want to count first." (paragraph 3)
- C.** "Moving into shallower depths is always an option, but I prefer proving my endurance to the onlookers I'm sure are watching." (paragraph 5)
- D.** "Simultaneously I smell the pines and the water, and the sensations are home, security." (paragraph 7)

Part A

Rationales	
Correct – 1	Throughout the passage, the narrator provides clear key ideas and details of how she feels confident and comfortable at camp: across paragraphs 2 (experience in the swimming test), 3 (“confidence is astronomical”, passing the test), 4 (“reveling in everything”), 5 (describing the visual beauty), 6 (describing familiar sounds), 7 (“where I belong”), and 9 (“where I should be”). These details develop the idea that the narrator believes she belongs at camp over the course of the text.
Incorrect – 2	In paragraph 5, the narrator assumes that she has an audience during swimming (“I prefer proving my endurance to the onlookers I’m sure are watching”), but, while multiple paragraphs (1-3, 6) also reference the swimming test, there is no evidence to support that the other campers are watching or are jealous across these paragraphs. Readers may have selected this option because they identified a belief of the narrator and identified text discussing the same topic, but did not successfully add up details and ideas from the entire passage to arrive at a central idea.
Incorrect – 3	There is no evidence that the narrator is unhappy about having to prove herself. Readers may have selected this option because they failed to go back to the text to add up details, perhaps relying on inference made from personal experience instead of text-based details.
Incorrect – 4	The girl with the glasses only appears in paragraph 2, and the narrator does not refer to her partner by name, and, when the narrator jumps in the water, she notes that she splashes her partner and “the other chickens on the dock.” Readers may have not added up details from each paragraph to arrive at a main idea, perhaps relying on inference made from personal experience instead of text-based details.

Part B

Rationales	
Incorrect – 1	This quotation shows that her partner is new and timid, identifying a quotation that is only topically related to option D, rather than an option that provides evidence in support of the central idea. If students selected an option other than D in the first part, they may benefit from practice identifying evidence to support an idea.
Incorrect – 2	This quotation shows the narrator's attitude toward the other campers by splashing them, perhaps concluding that the narrator's splashing of the other campers was a response to perceived jealousy. However, readers may not have recognized that the idea of jealousy is only a small detail and does not support the inference that the splash is connected to it, and thus couldn't act as evidence to support a central idea of a passage. If students selected an option other than B in the first part, they may benefit from practice identifying evidence to support an idea.
Incorrect – 3	This quotation is topically related to option B in part A, but does not support the claim that she is unhappy about proving herself. Readers may benefit from practice identifying evidence that supports a claim, not just evidence that is topically related.
Correct – 4	This quotation supports the central idea that the narrator feels that she belongs at summer camp, as it is the sentence that leads into her narrative's central idea: "This is where I belong."

Item Information

Item Code: TN0031365 Position No: 16

Grade Level: 6

Standard Code: 6.RL.CS.6

Passage Title 1: Summer Camp

Standard Text: Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

Correct Answer: A

What new information might the reader have if the passage were written from a different point of view?

- A.** what the girls on the dock think of the narrator
- B.** why doing well on the swim test is so important to the narrator
- C.** why the narrator is so confident about the swim test
- D.** what makes the narrator have such positive feelings about summer camp

Rationales	
Correct – 1	Readers likely recognized that, since the passage is written from a first-person perspective, the reader only knows what the narrator is thinking. However, if the passage were written in a different point of view, the author could include the thoughts of the other campers.
Incorrect – 2	The narrator states that passing the swim test is important to be able to play in the deeper water and display her swimming endurance. If the passage were written in a different point of view, the reader would likely have even less information about why doing well is important to her. Readers may have selected this option because they misunderstood how shifting points of view impact how readers receive and interpret information.
Incorrect – 3	The first person narrative reveals why the narrator feels confident about the swim test ("this is my second year of camp," paragraph 3). If the passage were written using a different point of view, this detail may not have been shared, so it would not be new information to the readers. If the passage were written in a different point of view, the reader would likely have even less information about why the narrator is confident. Readers may have selected this option because they misunderstood how shifting points of view impact how readers receive and interpret information.
Incorrect – 4	Since the passage is written from a first-person perspective, the reader can learn about why the narrator has positive feelings about summer camp. If the passage were written using a different point of view, that information may or may not be included, and the reader might have even less information about why she has positive feelings. Readers may have selected this option because they misunderstood how shifting points of view impact how readers receive and interpret information.

Subpart 2: Passage Set with Constructed Response Essay Prompt

Passage Information

Passage Code: TN441013 Passage Title: Excerpt from *Prodigal Summer*
Grade Level: 6 Lexile Level: 1200 Flesch-Kincaid: 7.1

Read the passages and answer the questions that follow. Then write a response to the writing prompt.

Passage 1

Excerpt from *Prodigal Summer*

by Barbara Kingsolver

This excerpt is from the novel Prodigal Summer. Deanna Wolfe is a wildlife biologist who patrols the local forest.

- 1 All morning the animal trail had led her uphill, ascending the mountain, skirting a rhododendron slick, and now climbing into an old-growth forest whose steepness had spared it from ever being logged. But even here, where a good oak-hickory canopy sheltered the ridge top, last night's rain had pounded through hard enough to obscure the tracks. She knew the animal's size from the path it had left through the glossy undergrowth of mayapples, and that was enough to speed up her heart. It could be what she'd been looking for these two years and more. This lifetime. But to know for sure she needed details, especially the faint claw mark beyond the toe pad that distinguishes canid from feline. That would be the first thing to vanish in a hard rain, so it wasn't going to appear to her now, however hard she looked. Now it would take more than tracks, and on this sweet, damp morning at the beginning of the world, that was fine with her. She could be a patient tracker. Eventually the animal would give itself away with a mound of scat (which might have dissolved in the rain, too) or something else, some sign particular to its species. A bear will leave claw marks on trees and even bite the bark sometimes, though this was no bear. It was the size of a German shepherd, but no house pet, either. The dog that had laid this trail, if dog it was, would have to be a wild and hungry one to be out in such a rain.
- 2 She found a spot where it had circled a chestnut stump, probably for scent marking. She studied the stump: an old giant, raggedly rotting its way backward into the ground since its death by ax or blight. Toadstools dotted the humus at its base, tiny ones, brilliant orange, with delicately ridged caps like open parasols. The downpour would have obliterated such fragile things; these must have popped up in the few hours since the rain stopped — after the animal was here, then. Inspired by its ammonia. She studied the ground for a long time, unconscious of the elegant length of her nose and chin in profile, unaware of her left hand moving

near her face to disperse a cloud of gnats and push stray hair out of her eyes. She squatted, steadied herself by placing her fingertips in the moss at the foot of the stump, and pressed her face to the musky old wood. Inhaled.

Excerpt from *Prodigal Summer*, by Barbara Kingsolver. Copyright © 2000, HarperCollins, New York.

Passage Information

Passage Code: TN831009
Grade Level: 6

Passage Title: Excerpt from A Tree Grows in Brooklyn
Lexile Level: 1000

Flesch-Kincaid: 6

Passage 2

Excerpt from *A Tree Grows in Brooklyn*

by Betty Smith

Francie is a young girl growing up in Brooklyn, New York, in the early 1900s. In this excerpt, she watches the activities taking place in her neighborhood.

- 3 Four rooms made up the new flat. They led one into the other and were called railroad rooms. The high narrow kitchen faced on the yard which was a flagstone walk surrounding a square of cement like sour earth out of which nothing could possibly grow.
- 4 Yet, there was this tree growing in the yard. When Francie first saw it, it was only up to the second story. She could look down on it from her window. It looked like a packed crowd of people of assorted sizes, standing umbrella-protected in the rain.
- 5 There was a lean clothes pole in the back of the yard from which six washlines on pulleys connected with six kitchen windows. The neighborhood boys kept themselves in pocket money by climbing the poles to replace a washline when it slipped off a pulley. It was believed that the boys climbed the pole in the dead of night and sneaked the line off the pulley to guarantee the next day's dime.
- 6 On a sunny windy day, it was pretty to see the lines filled, the square white sheets taking the wind like the sails of a storybook boat and the red, green and yellow clothes straining at the wooden pins as though they had life.
- 7 The pole stood against a brick wall which was the windowless side of the neighborhood school. Francie found that no two bricks were alike when she looked real close. It was a soothing rhythm the way they were put together with crumbly thin lines of white mortar. They glowed when the sun shone on them. They smelled warm and porous when Francie pressed her cheek against them. They were the first to receive the rain and they gave off a wet clay odor that was like the smell of life itself. In the winter, when the first snow was too delicate to last on the sidewalks, it clung to the rough surface of the brick and was like fairy lace.

- 8 Four feet of the school yard faced on Francie's yard and was segregated from it by an iron mesh fence. The few times Francie got to play in the yard (it was preempted by the boy who lived on the ground floor who would let no one in it while he was there), she managed to be there at recess time. She watched the children playing in the yard. Recess consisted of getting several children herded into this small, stone-paved enclosure and then getting them out again. Once in the yard, there was no room for games. The children milled about and raised their voices, which continued unabated for five minutes. It was cut off when the end-of-recess bell clanged. For an instant after the bell there was dead silence and frozen motion. Then the milling changed to pushing. The children seemed as anxious to get in as they had been to get out. The high shrieking changed to subdued wailing as they fought their way back.
- 9 Francie was in her yard one mid-afternoon when a little girl came out alone into the school yard and importantly clapped two blackboard erasers together to free them from chalk dust. To Francie, watching, her face close to the iron mesh, this seemed the most fascinating occupation ever devised. Mama had told her that this was a task reserved for teachers' pets. To Francie, pets meant cats, dogs and birds. She vowed that when she was old enough to go to school, that she would meow, bark and chirp as best she could so that she would be a "pet" and get to clap the erasers together.

Excerpt from *A Tree Grows in Brooklyn*, A Novel by Betty Smith. Copyright © 1947, Harper, New York.

Item Information

Item Code: TN712055 Position No: 17

Grade Level: 6

Standard Code: 6.RL.CS.4

Passage Title 1: Excerpt from Prodigal
Summer

Passage Title 2: Excerpt from A Tree
Grows in Brooklyn

Standard Text: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

Correct Answer: A

What effect does the phrase “like fairy lace” in paragraph 7 have on the meaning of the passage?

- A.** It shows that Francie is fascinated by her environment.
- B.** It shows that Francie lives in her imagination.
- C.** It shows that Francie wishes to play outside in the winter.
- D.** It shows that Francie has been reading make-believe stories.

Rationales	
Correct – 1	The excerpt shows how Francie spends time looking out of her window at everyday activities and objects with interest. At one point, her attention focuses on a brick wall and the minute details she notices. When she sees the snow fall on the bricks, she thinks of it as delicate as “fairy lace.” Francie’s attention to ordinary objects in such detail shows that she is fascinated by her surroundings.
Incorrect – 2	Although Francie thinks the snow on bricks looks like “fairy lace,” her use of imaginative imagery is not evidence to support that Francie is living in her imagination, and would detract from the meaning of the passage. Readers may have selected this option if they struggled to add up the ideas developed in the passage to interpret its meaning, making interpreting the phrase’s effect on it difficult.
Incorrect – 3	Although Francie appreciates the beauty of the snowfall, the phrase does not add to the passage information about her desire to play outside. Those details can be found in other paragraphs. Readers may have selected this option if they struggled to identify which details support understanding a phrase.
Incorrect – 4	Although the term “fairy lace” can evoke images of magical stories, in this context, Francie sees the snow that falls on the bricks as a delicate sight. There is no support that Francie has been reading make-believe stories, which could influence how she sees objects. The way she describes the snow on bricks is merely her interpretation, not her literal belief that fairies had made lace. Readers may have selected this option because they relied only on a literal, explicit interpretation of the text rather than inferencing.

Item Information

Item Code: TN112044 Position No: 18 Grade Level: 6
Standard Code: 6.RL.KID.3
Passage Title 1: Excerpt from Prodigal Summer Passage Title 2: Excerpt from A Tree Grows in Brooklyn

Passage Code 1: TN441013 Passage Code 2: TN831009
Standard Text: Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
Correct Answer: C

In passage 2, how does Francie respond to seeing the girl clapping erasers together at the school?

- A.** Francie attempts to convince her mother to let her act like a pet.
- B.** Francie's ideas about teachers' pets are corrected by her mother.
- C.** Francie decides that she wants to become a teacher's pet herself.
- D.** Francie changes her opinions about how teachers' pets act.

Rationales	
Incorrect – 1	Paragraph 9 shows that Francie devises a plan to act like a pet when she goes to school so she can be the “teacher’s pet,” but doesn’t provide evidence that she tries to persuade her mom to let her act like a pet. Readers may have selected this option because they connected words across sentences without context, possibly leading to details serving different purposes into one inference.
Incorrect – 2	Francie takes the term “teachers’ pets” literally and humorously vows that when she is old enough to go to school she will act like various pets so she can clap erasers. While the readers may have recognized Francie’s erroneous ideas, the text does not say that her mother corrected Francie’s understanding of the term. Readers may have selected this option if they did not return to the text to find evidence to support a plausible inference.
Correct – 3	Francie is fascinated by the job of clapping erasers. Once Francie learns that the girl clapping the erasers is probably the teacher’s pet, Francie decides that she wants to be a “pet” so she could clap erasers too.
Incorrect – 4	Francie formed a new opinion (not changed an existing one) when she learned of teachers’ pets, humorously thinking they would “meow, bark and chirp.” Readers may have selected this option because this opinion might be a change to their own understanding of teachers’ pets, and thus may need support identifying moments of change for characters, rather than changes in ideas.

Item Information

Item Code: TN412070 Position No: 19 Grade Level: 6
Standard Code: 6.RL.KID.2
Passage Title 1: Excerpt from Prodigal Summer Passage Title 2: Excerpt from A Tree Grows in Brooklyn

Passage Code 1: TN441013 Passage Code 2: TN831009
Standard Text: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
Correct Answer: B

Which theme do the two passages share?

- A.** Beauty can be found in unlikely places.
- B.** Careful observation can lead to hopeful anticipation.
- C.** Trying to help others can provide a sense of purpose.
- D.** Doing the same activities repeatedly can lead to boredom.

Rationales	
Incorrect – 1	While in <i>A Tree Grows in Brooklyn</i> Francie describes the beauty in her observations out her window, Deanna Wolfe from <i>Prodigal Summer</i> is focused on finding clues to follow the trail of an unknown animal. Readers may have selected this option because they might have used an idea found in one text (about finding beauty) to make an inference in a separate text.
Correct – 2	In <i>A Tree Grows in Brooklyn</i> , paragraphs 4 through 9 provide examples of Francie’s observations that are accompanied by her pleasant interpretations, most noticeable when she observes the girl cleaning the erasers, humorously leading her to make a plan to do the same when she is old enough to go to school. Similarly in <i>Prodigal Summer</i> , with each subsequent observation that Deanna Wolfe makes, she becomes more excited. Readers needed to recognize that observations made by the main characters are used repeatedly across each text to develop feelings of engagement and anticipation for each main character.
Incorrect – 3	In <i>A Tree Grows in Brooklyn</i> , Francie desires to be like a girl clapping erasers for the teacher, but her ideas do not support the theme that this is an attempt to help or provide a sense of purpose. In <i>Prodigal Summer</i> , Deanna Wolfe is working alone to track an unknown animal and is not receiving help from anyone, so the theme is not supported by this passage either. Readers may need support identifying evidence that can support a claim.
Incorrect – 4	Although Francie spends her time observing the outside from a window in her home, the excerpt does not indicate that she grows tired of it--this is her routine. In <i>Prodigal Summer</i> , Deanna Wolfe becomes driven to find answers. Readers may have selected this option because they used ideas from their personal experience to make an inference rather than using details from the text. Readers may need support identifying evidence that can support a claim.

Item Information

Item Code: TN712087 Position No: 20

Grade Level: 6

Standard Code: 6.W.TTP.2

Passage Title 1: Excerpt from Prodigal
Summer

Passage Title 2: Excerpt from A Tree
Grows in Brooklyn

Passage Code 1: TN441013

Passage Code 2: TN831009

Standard Text: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Reporting Category: 4: Written Expression

Writing Prompt

You have just read two excerpts from novels set in very different environments. Writers often use vivid language to help readers imagine the settings of their stories. Write an informational essay that explains how each author describes the setting of the stories you have just read.

Manage your time carefully so that you can plan your essay and do some prewriting.

Be sure to

- use evidence from **both** passages.
- avoid over-relying on one passage.

Your written response should be in the form of a multi-paragraph informational essay.

TNReady Grades 6-8 Informational/Explanatory Rubric

Score	Focus& Organization	Development	Language	Conventions
4	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains an effective and relevant introduction. Utilizes effective organizational strategies to create a unified whole and to aid in comprehension. effectively clarifies relationships among ideas and concepts to create cohesion. contains an effective and relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to thoroughly and insightfully develop the topic. thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language and domain-specific vocabulary² appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. effectively establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.³ may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a relevant introduction. Utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension. clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion. contains a relevant concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic. Adequately and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language and domain-specific vocabulary² appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. establishes and maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.³ contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains a limited introduction. demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times. clarifies some relationships among ideas and concepts, but there are lapses in focus. contains a limited concluding statement or section. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive. explains some of the evidence provided, demonstrating only a partial understanding of the topic, task, and stimuli. There may be some level of inaccuracy in the explanation. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise language and domain-specific vocabulary.² illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. establishes but inconsistently maintains a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.³ contains frequent errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> contains no or an irrelevant introduction. demonstrates an unclear organizational structure; ideas are hard to follow most of the time. fails to clarify relationships among ideas and concepts; concepts are unclear/or there is a lack of focus. 	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive. inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic, task, and stimuli. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise language and domain-specific vocabulary.² illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. does not establish or maintain a formal style and an objective tone. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.³ contains numerous and repeated errors that seriously impede meaning.

	<ul style="list-style-type: none">contains no or an irrelevant concluding statement or section.			
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¹Evidence includes facts, extended definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.

²Domain-specific vocabulary refers to the terminology used in the stimuli and/or associated with the topic.

³Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

TNReady Grades 6-8 Narrative Rubric

Score	Focus& Organization	Development	Language	Conventions
4	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes effective organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an effective conclusion that reflects on the narrated experiences or events. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> effectively utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ to thoroughly develop experiences, events, and/or characters. effectively incorporates relevant, well-chosen details from the stimulus. effectively demonstrates a clear understanding of the task and stimulus by using relevant, well-chosen, descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent and sophisticated command of precise language, including sensory language, appropriate to the task. illustrates sophisticated command of syntactic variety for meaning and reader interest. utilizes sophisticated and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent and sophisticated command of grade-level conventions of standard written English.² may contain a few minor errors that do not interfere with meaning.
3	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately establishes a relevant context and point of view to engage and orient the reader and introduces a narrator and/or characters. utilizes adequate organizational strategies to establish a sequence of events and/or experiences that unfold naturally and logically, creating a smooth progression. contains an adequate conclusion that reflects on the narrated experiences or events. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> adequately utilizes relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to sufficiently develop experiences, events, and/or characters. adequately incorporates relevant details from the stimulus. adequately demonstrates an understanding of the task and stimulus by using relevant descriptive details in order to convey a precise picture of the experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates consistent command of precise language, including sensory language, appropriate to the task. illustrates consistent command of syntactic variety for meaning and reader interest. utilizes appropriate and varied transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates consistent command of grade-level conventions of standard written English.² contains occasional minor and/or major errors, but the errors do not significantly interfere with meaning.
2	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> conveys a limited, possibly confusing context and point of view that may include a narrator and/or characters. contains a limited sequence of events and/or experiences that may be confusing or contain gaps that interfere with the natural flow of events and/or experiences. contains a weak conclusion that may be only loosely related to the narrated events or experiences. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> utilizes some relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to partially develop experiences, events, and/or characters. utilizes limited, if any, relevant details from the stimulus. demonstrates some understanding of the task and stimulus by using some relevant details in order to convey a limited picture of the experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates inconsistent command of precise and/or sensory language. illustrates inconsistent command of syntactic variety. utilizes basic or repetitive transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates inconsistent command of grade-level conventions of standard written English.² contains frequent errors that may significantly interfere with meaning.
1	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains an unclear, irrelevant, or no context or point of view. contains no or an ineffective sequence of events and/or experiences that may be brief, confusing, or very hard to follow. contains no or an irrelevant conclusion. 	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> contains few or no relevant narrative techniques, such as dialogue, pacing, description, and reflection,¹ in order to develop experiences, events and/or characters. contains no or irrelevant details from the stimulus. demonstrates little to no understanding of the task and stimulus by using no or irrelevant details, conveying an unclear or no picture of the experiences, events, and/or characters. 	<p>The writing:</p> <ul style="list-style-type: none"> illustrates little to no use of precise and/or sensory language. illustrates little to no syntactic variety. utilizes no or few transitional words and phrases. 	<p>The writing:</p> <ul style="list-style-type: none"> demonstrates limited command of grade-level conventions of standard written English.² contains numerous and repeated errors that seriously impede meaning.

¹ Reflection is expected at grade 8. ² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.

Additional Resources

- [Information on Tennessee's Assessment Program](#)
- [Tennessee Academic Standards for ELA](#)
- [The Standards for ELA](#)
- [Assessing Student Learning Reopening Toolkit](#)
- [Assessment Development LiveBinder Resource Site](#)
- [Best for All Central](#)

Contact Information

Casey Haugner-Wrenn | Assistant Commissioner, Assessment

(615) 290-2864

Casey.Haugner@tn.gov

Clay Sanders | Director of Assessment Development

(615) 308-9298

Christopher.C.Sanders@tn.gov

Denette Kolbe | Sr. Director Assessment Logistics

(615) 330-3741

Denette.Kolbe@tn.gov

Eric Wulff | Director of Formative Assessment

Eric.Wulff@tn.gov

Sandy Qualls | ELA Assessment Manager

(615) 232-4375

Sandy.Qualls@tn.gov

Banks Lyons | ELA Coordinator

(615) 927-1556

Banks.Lyons@tn.gov

Phuong Nguyen | ELA Coordinator

(615) 961-9882

Phuong.Nguyen@tn.gov