

2008

ISAT

Sample Book



GRADE

5

Sample Items for Reading and Mathematics

ILLINOIS STATE BOARD OF EDUCATION

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Introduction

This sample book contains sample ISAT items classified with an assessment objective from the *Illinois Assessment Frameworks*. These samples are meant to give educators and students a general sense of how items are formatted for ISAT. All 2008 ISATs will be printed in color. This sample book does not cover the entire content of what may be assessed. Please refer to the *Illinois Assessment Frameworks* for complete descriptions of the content to be assessed at each grade level and subject area. The *Illinois Assessment Frameworks* are available online at www.isbe.net/assessment/IAFindex.htm. The Student Assessment website contains additional information about state testing (www.isbe.net/assessment).

Illinois Standards Achievement Test
Reading Samples

Structure of the Grade 5 Reading ISAT

ISAT Reading testing in spring 2008 will consist of 30 norm-referenced items, as well as criterion-referenced items. The 30 norm-referenced items are an abbreviated form of the *Stanford 10 Reading* assessment, developed by Harcourt, Inc. The criterion-referenced items are all written by Illinois educators and pilot tested with Illinois students.

Item Formats

All items are aligned to the *Illinois Reading Assessment Framework*, which defines the elements of the Illinois Learning Standards that are suitable for state testing.

Multiple-choice items require students to read and reflect, and then to select the alternative that best expresses what they believe the answer to be. A carefully constructed multiple-choice item can assess any of the levels of complexity, from simple procedures to sophisticated concepts.

Extended-response items require students to demonstrate an understanding of a passage by explaining key ideas using textual evidence and by using this information to draw conclusions or make connections to other situations. The extended-response items are scored with a holistic rubric and count as 10% of the scale score of the test.

Reading Sessions

All standard time administration test sessions are a minimum of 45 minutes in length. Any student who is still actively engaged in testing when the 45 minutes have elapsed will be allowed up to an additional 10 minutes to complete that test session. More details about how to administer this extra time will appear in the *ISAT Test Administration Manual*. This policy does not affect students who already receive extended time as determined by their IEP.

Reading ISAT Grade 5	
Session 1 45 minutes	6 shorter passages—30 multiple-choice items total
Session 2 45 minutes	Two longer passages consisting of: 1 expository passage with 10 multiple-choice items 1 literary passage with 10 multiple-choice items 1 extended-response item
Session 3 45 minutes	Two longer passages consisting of: 1 expository passage (or paired passage) with 10 multiple-choice items 1 literary passage (or paired passage) with 10 multiple-choice items 1 extended-response item
(Some items will be pilot items.)	

Shorter Passage Followed by Multiple-Choice Sample Items



A Candlelit Holiday

by
Elaine Masters

On one full-moon night every fall, the rivers and lakes of Thailand are dotted with twinkling candles. The Thais are celebrating "Loi Krathong," or "Floating Leaf Cup Day."



canals for outdoor dinners. Adults sit on mats and visit with their neighbors while children play tag or hide-and-seek. In some cities, blazing fireworks and dancers in shining silk costumes entertain the crowd.

No one knows for sure how this lovely custom got started. Some say it was started 700 years ago by a wife of a king who wanted to surprise and please her husband. Others say it started even longer ago as a special religious ceremony. But however it began, it is delightful.

Families always used to make their floats, or little boats, from banana leaves torn into strips and woven into the shape of a bowl. Then they beautifully decorated them with flowers. Now, while many families still make their own floats, others simply buy them. Modern floats may be made of banana leaves or plastic. All of them still hold a lighted candle, a flower, a stick or two of sweet-smelling incense, and a coin.

On the holiday evening, families gather at parks near lakes, rivers, or

Many men and women sell things. People sell floats to those who have not made them at home. Other people sell balloons in various shapes and colors or clever toys made of bamboo. Food sellers offer noodle soup, dried fish, candy, little cakes, roasted chicken, and bamboo tubes filled with sticky rice cooked in coconut milk. They pour soft drinks into small plastic bags, whirl a rubber band around the top, and stick in a short straw.

Then, when the full moon rises, families light the candles and set their little boats afloat. The waterway soon twinkles like a fairyland with candles bobbing in their floats and fireworks reflecting in the water.

**1**

Paragraph 2 of this selection is mainly about —

- A** how this holiday might have begun
- B** what the floats are made of
- C** when the holiday takes place
- D** what people eat during the holiday

3

After reading the title, what should you expect to learn from this selection?

- A** How to make your own candles
- B** Ideas for new recipes
- C** Why we celebrate the Fourth of July
- D** Where a candlelit holiday is celebrated

2

To understand more about the meaning of the floating leaf cups, the reader should ask —

- A** how the floats are kept from being burned by the flame
- B** why a coin is placed in the float
- C** what happens to all the floats when the holiday is over
- D** how much store-bought floats cost

4

Which detail in the selection shows that this is a relaxing holiday?

- A** Families spend the evening eating, playing, and visiting.
- B** People spend hours making floats.
- C** There are many different kinds of food to buy.
- D** It is held in autumn.

**Longer Passage Followed by
Multiple-Choice Sample Items and
Extended-Response Sample Item**

People seem to love buildings that look like animals or picnic baskets or milk bottles. This passage is about buildings that look like other things, and one especially that looks like an elephant.

Buildings in Disguise

by Joan Marie Arbogast

1 Some buildings don't look like buildings. They look like oversize elephants, beagles, or ducks. These buildings are meant to grab your attention, and they usually do. Architects¹ call these structures mimetic because they mimic other objects.



2 As engineer and land-developer James V. Lafferty Jr. admired his very unusual building, he knew people would come to see it. But that was only part of his plan. The other was to convince people to purchase parcels of his land along the Atlantic coast.

3 That was back in 1881 — and his idea worked! His plan, after all, had been simple. Make it big. Make it fun. Make it in disguise. And that's exactly what he did. With the help of an architect and a crew of burly builders, Mr. Lafferty constructed a one-of-a-kind, sixty-five-foot-tall elephant-shaped building near the growing seaside resort of Atlantic City, New Jersey. People came from miles around to see his *extraordinary* building.

4 Curious customers climbed the spiral staircases to the *howdah*, or canopied² carrier, on the elephant's back. There they viewed the lots for sale. Some eager land-buyers even sealed their deals inside the elephant's belly.

5 To prevent others from copying his idea, Mr. Lafferty applied for and received a patent on his building in 1882.

¹*architects* — people who design buildings

²*canopy* — a protective rooflike covering



- 6 Two years later, Lafferty built Elephantine Colossus in Coney Island, New York — *the amusement* park of its time. This spectacular building towered 122 feet, nearly twice the height of Lucy [the name given to the original elephant building]. Visitors paid to view its innards of seven floors and thirty-one rooms. But in 1896, a fire *leveled* the *mammoth* pachyderm.³
- 7 In 1887, Mr. Lafferty sold his original elephant to Anton Gertzen, who'd helped construct the unusual building. The Gertzen family owned and operated the elephant as a tourist attraction for nearly eighty years.
- 8 During the early 1900s, tourists paid ten cents to enter the awesome structure. People traveled the states and sailed the sea to examine this remarkable building.
- 9 Though Lucy survived severe storms along the Atlantic coast for eighty years, the terrible storm of 1962 left her *tattered* and torn. Years of saltwater mists had already weakened her wooden “bones.” Years of sandy winds had worn her tin “skin” thin. No longer safe for curious tourists, Lucy’s doors were locked to the public.
- 10 Afraid that their unusual landmark would be toppled to make room for condominiums, concerned citizens formed the Save Lucy Committee, which sprang into action in 1969. Even children pitched in to protect the aging elephant. The group raised enough money to move their beloved pachyderm to a safe spot in a city park farther from the water’s edge.
- 11 Though Lucy moved only two short blocks, it took nearly seven hours to inch her down the road. Once secured in her new location, lengthy repairs and *restorations* began. Then, in 1976, Lucy was honored as a National Historic Landmark.
- 12 Today Lucy welcomes guests through her doors as she did when she was young. People still climb to the howdah on Lucy’s back, where they can view the seascape and the city of Margate, New Jersey, that Lucy helped to create.
- 13 Lucy is our nation’s oldest functioning example of mimetic architecture. She’s also our oldest zoomorphic (animal-shaped) structure. Both are designed to grab your attention. And Lucy has for more than 120 years!

The Future of Mimetic Architecture

- 14 Sweet Willy is one of the youngest buildings to enter the mimetic scene. His construction was completed in 2003. This thirty-foot beagle stands in Cottonwood, Idaho, among fields of canola and prairie wheat. Designed and built by husband and wife Dennis J. Sullivan and Frances Conklin, the beagle serves as a three-dimensional billboard for their chainsaw art studio.

³*pachyderm* — a hoofed mammal, such as an elephant

15 “The initial drawing for Sweet Willy was made on a napkin at a restaurant in 1998, when Dennis and I were brainstorming possible billboard designs,” explained Conklin. “One idea led to another, and before dinner was cold, we had decided to make this giant billboard not only wordless, but also large enough to be a lodging.” Inside this pup’s belly is the main bedroom; a loft is tucked in his head.

16 Wooden two-by-four studs form Willy’s “skeleton.” Wire mesh forms his “hide.” Stucco and shingles form his “fur.”

17 Why would the artists choose a beagle for their billboard? Because they sculpt and paint their canine friends. One of their favorite subjects to carve is Seaman, the Newfoundland that accompanied explorers Lewis and Clark through this area years ago.

18 But Sweet Willy won’t be one of the youngest mimetic buildings for long. Somewhere, someone will construct another eye-catching, head-turning building to lure potential customers through its doors.





1

What is the meaning of the word *extraordinary* as used in paragraph 3?

- A Useful
- B Unusual
- C Colorful
- D Average

4

What word means the same as *leveled* in the sentence below?

“But in 1896, a fire *leveled* the mammoth pachyderm.”

- A Missed
- B Attracted
- C Destroyed
- D Threatened

2

Which event occurred *before* Mr. Lafferty sold Lucy?

- A The Elephantine Colossus was built.
- B The Sweet Willy structure was built.
- C Citizens formed the Save Lucy Committee.
- D Lucy became a National Historic Landmark.

5

Which word is an antonym for *mammoth* as used in the sentence below?

“But in 1896, a fire leveled the *mammoth* pachyderm.”

- A Tiny
- B Wide
- C Ugly
- D Funny

3

What is the meaning of the word *amusement* as used in paragraph 6?

- A Sculpture
- B Waterside
- C Historical
- D Entertainment

6

Which word is a synonym for the word *tattered* as used in paragraph 9?

- A Strong
- B Empty
- C Spotless
- D Rundown



7

What caused Lucy's doors to be locked to the public in 1962?

- A Fire destroyed the main floor.
- B Tourists seldom came to visit.
- C Severe storms damaged the structure.
- D The owners wanted to build condominiums.

8

What is the meaning of the word *restorations* as used in the sentence below?

"Once secured in her new location, lengthy repairs and *restorations* began."

- A The process of buying land around an object
- B The process of selling all the parts of an object
- C The process of making an object like new again
- D The process of connecting two objects to each other

9

Which of these is an opinion?

- A "Some eager land-buyers even sealed their deals inside the elephant's belly."
- B "During the early 1900s, tourists paid ten cents to enter the awesome structure."
- C "Then, in 1976, Lucy was honored as a National Historic Landmark."
- D "Somewhere, someone will construct another eye-catching, head-turning building . . ."

10

What type of passage is "Buildings in Disguise"?

- A Fictional
- B Narrative
- C Persuasive
- D Expository



11

Which is the *most likely* reason the author wrote this passage?

- A** To inform
- B** To entertain
- C** To convince
- D** To persuade

13

Which term *best* describes this passage?

- A** Legend
- B** Folktale
- C** Biography
- D** Nonfiction

12

What would be another good title for this passage?

- A** "Mimetic Structures"
- B** "Famous Pachyderms"
- C** "Elephantine Colossus"
- D** "World's Tallest Building"



Reading

14

Why would people want to save structures like Lucy and Sweet Willy? Use information from the story and your own ideas and conclusions to support your answer.

Answer Key with Assessment Objectives Identified

	Item Number	Correct Answer	Assessment Objective
Shorter Passage	1	A	1.5.12 Identify explicit and implicit main ideas.
	2	B	2.5.05 Compare stories to personal experience, prior knowledge, or other stories.
	3	D	1.5.08 Identify probable outcomes or actions.
	4	A	1.5.17 Distinguish the main ideas and supporting details in any text.

	Item Number	Correct Answer	Assessment Objective
Longer Passage	1	B	1.5.01 Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).
	2	A	1.5.20 Identify or summarize the order of events in a story or nonfiction account.
	3	D	1.5.02 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
	4	C	1.5.03 Use synonyms to define words.
	5	A	1.5.04 Use antonyms to define words.
	6	D	1.5.03 Use synonyms to define words.
	7	C	1.5.21 Identify the causes of events in a story or nonfiction account.
	8	C	1.5.01 Determine the meaning of an unknown word using knowledge of prefixes, suffixes, and word roots (see Roots and Affixes list) (e.g., using knowledge of the suffix –ian to determine the meaning of guardian).
	9	D	1.5.23 Differentiate between fact and opinion.
	10	D	2.5.15 Identify whether a given passage is narrative, persuasive, or expository.
	11	A	1.5.27 Determine the author’s purpose for writing a fiction or nonfiction text (e.g., to entertain, to inform, to persuade).
	12	A	1.5.18 Identify the main idea of a selection when it is not explicitly stated (e.g., by choosing the best alternative title from among several suggested for a given passage).
	13	D	2.5.14 Identify the following subcategories of genres: science fiction, historical fiction, myth or legend, drama, biography/autobiography, story, poem, fairy tale, folktale, fable, nonfiction, and essay.
	14	Extended-Response Item	1.5.22 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.

To view all the reading assessment objectives, download the *Illinois Reading Assessment Framework* for Grades 3–8 online at www.isbe.net/assessment/IAFindex.htm.

Extended-Response Scoring Rubric

Reading Extended-Response Scoring Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast. A student-friendly version of this extended-response rubric is available online at www.isbe.net/assessment/reading.htm.

Score	Criteria
4	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; most are specific and fully supported. • Reader integrates interpretation of the text with text-based support (balanced).
3	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. • Reader partially integrates interpretation of the text with text-based support.
2	<ul style="list-style-type: none"> • Reader demonstrates an accurate but limited understanding of the text. • Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts. • Reader uses irrelevant or limited references. • Reader generalizes without illustrating key ideas; may have gaps.
1	<ul style="list-style-type: none"> • Reader demonstrates little or no understanding of the text; may be inaccurate. • Reader makes little or no interpretation of the text. • Reader uses no references or the references are inaccurate. • Reader's response is insufficient to show that criteria are met.
0	<ul style="list-style-type: none"> • Reader's response is absent or does not address the task. • Reader's response is insufficient to show that criteria are met.

Grade: 5

Sample: 1

Score: 3

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

Nooooooooo! This is the sound of one of the animal buildings falling. I will tell you why it would be bad if one of the animal buildings fall. First I'll start off with Lucy the Elephant, then Sweet Willy the Beagle, and then I will tell you why it's important to save structures.

First of all, I will tell you about Lucy. As the author says it would be important not for Lucy to fall down because it's a historical land

mark. I think everyone would be sad if Lucy fell because they have had this building along time. My connection is my family doesn't want a vase to break because it means alot to us.

. Next, I will talk about Sweet Willy the Beagle. As the author says in the book it wouldnt be good for Sweet Willy to fall down because it's been loved for years. I think it would be bad for sweet Willy to fall because thats one special buliding of the country gone. My connection is My family doesn't want my great grandma to die bec-

ause she is part of the family.

. Last, I will tell you about why it's important to save structures. People should save buildings because people have a lot of love for buildings also people worked hard on them. The author says buildings are good. I think buildings are loved because what they have done for our young century.

My connection is I built a lego structure when I was 3 and I still have it in my room.

. So, now do you know why it's important to save buildings like Lucy the Elephant, Sweet Willy the Beagle? That's why I would save structures.

*The reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. The response uses information from the text to interpret significant concepts through inference (*I think everyone would be sad if Lucy fell because they have had this building along time. . . . I think it would be bad for Sweet Willy to fall because that's one special building of the country gone*). The response contains some gaps when attempting to use information from the text to make interpretations that are not correct (*As the author says in the book it wouldn't be good for Sweet Willy to fall down because it's been loved for years*) or interpretations that are thin (*People should save buildings because people have a lot of love for buildings . . . The author says buildings are good. I think buildings are loved because what they have done for our young century*). The response contains attempted connections that are not credited because they are not tied back to significant concepts (*My connection is my family doesn't want a vase to break because it means a lot to us. . . . My connection is my family doesn't want my great grandma to die because she is part of the family. . . . My connection is I built a lego structure when I was 3 and I still have it in my room*).

Grade: 5

Sample: 2

Score: 3

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

People would want to save this structure like Lucy and Sweet Willy.

people would want to save these structures because its been there for a long time and its a historic landmark. Furthermore, people would save because its history and really old and it still makes you go see it all the time because its something you don't see everyday. I connect this to the world because theres a lot of places that are also historic and been around a long time and you wouldn't want to destroy it you would save it. In the text it also mentions

that people go there to stay rooms and purchase parcels to fly along the ocean know wouldn't you save a building that is fun and unusually and extraordinary I would save just because it's a great building and fun to be in. In addition, you would want to save something if you enjoy being there wouldn't you I know I would. I connect this to myself because if I really like something and there going out of business or something I would try to save it. The text says that it is extraordinary building because people would climb the spiral staircases to the howdah or canopied to the back and look at the Atlanta ocean because it is a beautiful view. Wouldn't you save a building

if it had that beautiful view I know I would. Moreover, I mean something this beautiful would you take it down. I connect this to myself because I would not take one something if it had an ocean view.

In conclusion, this is why I think people would do if Lucy and Willy were being taken down I think they would save them. I know I would.

*The reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. The response uses information from the text to interpret significant concepts through inference (. . . *people would save because its history and really old and it still makes you go see it all the time because its something you don't see everyday. . . . wouldn't you save a building that is fun and unusual and extraordinary I would save just because its a great building. . . .*), with some gaps (*Wouldn't you save a building if it had that beautiful view I know I would. Moreover, I mean something this beautiful would you take it down*). The response attempts connections that are not credited (*I connect this to myself because if I really like something and there going out of business or something I would try to save it. . . . I connect this to myself because I would not take down something if it had an ocean view*). The response uses relevant and accurate references; all are specific, but not fully supported (. . . *its a historic landmark. . . . The text says that it is extraordinary building because people would climb the spiral staircases to the howdah or canopied to the back and look at the Atlanta ocean. . . .*). Some of the text references are inaccurate (*In the text it also mentions that people go there to stay rooms and purchase parcels to fly along the ocean. . . .*).

Grade: 5

Sample: 3

Score: 4

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

People want to save structures like Lucy and Sweet Willy, because they are beautiful, attract tourists, and the people care about a historic landmark. The story says, "Afraid that their unusual landmark would be toppled to make room for condominiums, concerned citizens formed the Save Lucy Committee, which sprang into action in 1969. Once secured in her new location, lengthy repairs and restorations began. Then, in 1976, Lucy was honored as a National Historic Landmark. "This clearly shows that the people care about Lucy. I once read an article where the citizens of Pisa stop the Leaning Tower of Pisa from falling and saved it. I can see how the people must

have felt and worked to save Lucy. The text says, "Lucy is our nation's oldest functioning example of mimetic architecture. She's also our oldest zoomorphic (animal-shaped) structure. Both are designed to grab your attention. And Lucy has for more than 120 years!" This reminds me of a time when I saw a gigantic lego T-Rex. It was amazing and actually roared, electronically of course. It is clear to me now how Lucy was beautiful, and caught people's attention. The author said, "But Sweet Willy won't be one of the youngest mimetic buildings for long. Somewhere, someone will construct another eye-catching, head turning building to lure potential costumers through its doors." This again states how beautiful and attracting Lucy and Sweet Willy are. This is just like the time I watched a National Geographic

episode. In it a zoo in China was trying to capture a tiger and put it in a cage. They wanted to do this so they would have more people coming to see the animals in the zoo.

All of these people wanted to have something beautiful to attract costumers.

It is obvious that people want to save structures like Lucy and Sweet Willy. They want to do this, because Lucy and Sweet Willy are beautiful, attract tourists, and the people care about historic landmarks.

*The reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. The response focuses on three reasons why people would want to save structures like Lucy and Sweet Willy: beauty, people care about historical landmarks, and the structures are used as a tourist attraction. The response also uses information from the text to make connections to other situations, as seen in these “text to world” connections (*I once read an article where the citizens of Pisa stop the Leaning Tower of Pisa from falling and saved it. I can see how the people must have felt and worked to save Lucy. . . . This is just like the time I watched a National Geographic episode. In it a zoo in China was trying to capture a tiger and put it in a cage. They wanted to do this so they would have more people coming to see the animals in the zoo. All of these people wanted to have something beautiful to attract costumers*). The response contains several very strong text references that are specific and fully supported, as seen by the following excerpt (*The story says, “Afraid that their unusual landmark would be toppled to make room for condominiums, concerned citizens formed the Save Lucy Committee, which sprang into action in 1969. Once secured in her new location, lengthy repairs and restorations began. Then, in 1976, Lucy was honored as a National Historic Landmark”*). The response integrates interpretation of the text with text-based support, resulting in a balanced response.

Grade: 5

Sample: 4

Score: 4

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

This is why people would want to save structures like Lucy and Sweet Willy.

I think that people would want to save them because they are very interesting buildings. There probably aren't that many buildings in the world that are shaped like animals. People would want to save Lucy because she was the first building to be shaped like an animal.

"She has survived severe storms along the Atlantic coast for eighty years" said the author. Even though one terrible storm left her damaged and torn, I think it is special that people raised enough money to save her.

That is part of why she is a historical landmark. People say that we should never destroy history. We should save structures like Sweet Willy because, as the author described, he is the future of mimetic Architecture. I found it interesting that he serves as a three dimensional bill board. This is why we should help preserve Sweet Wille and Lucy. They have historical significance, and there probably aren't many buildings shaped like animals in the world. This reminds me of when I had a little journal I made in Kindergarten. I wanted to throw it away but my mom wouldn't let me because I will want to remember the things I did in Kindergarten in 20 years or so. People should save Lucy and Sweet Willie so that it will be here

for years to come, just like I
did with my Kindergarten journal.

*The reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. The response uses information from the text to interpret significant concepts through inference and evaluation (. . . *they are very interesting building. . . . I think it is special that people raised enough money to save her. . . . People say that we should never destroy history. We should save structures like Sweet Willy because, as the author described, he is the future of mimetic Architecture. . . . there probably aren't many buildings shaped like animals in the world*). The response contains relevant and accurate references; most are specific and fully supported. These references are often embedded within statements containing interpretations to help respond to the prompt (*People would want to save Lucy because she was the first building to be shaped like an animal. "She survived severe storms along the Atlantic coast for eighty years" said the author. . . . That is part of why she is a historical landmark. . . . They have historical significance*). At first glance, this response seems heavy on interpretation; however, with embedded text referencing, the response integrates interpretation of the text with text-based support, resulting in a balanced response.

