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INTRODUCTION

The Georgia Milestones Grade 8 English Language Arts (ELA) EOG assessment and the Grade 8 Mathematics EOG assessment are criterion-referenced tests designed to provide information about how well a student has mastered the grade-level state-adopted content standards in English Language Arts (ELA) and mathematics. These assessments consist of a variety of item types, including selected-response, constructed-response, extended constructed-response, and extended writing-response items.

TYPES OF ITEMS INCLUDED IN THE SAMPLER AND USES OF THE SAMPLER

The purpose of this sampler is to provide samples of the type of constructed-response items that appear on the operational Georgia Milestones Grade 8 ELA EOG assessment and the operational Georgia Milestones Grade 8 Mathematics EOG assessment. The items in this sampler may be used for classroom instruction purposes. The samples may be copied, and classroom teachers may find it beneficial to have students respond to one or more of the samples. Teachers can then use the information in the sampler as a guide to score responses written by their own students.

ELA CONSTRUCTED-RESPONSE ITEM TYPES

The constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting a response from options provided. On the ELA EOG, these items are worth two points, and partial credit may be awarded if part of the response is correct. On the EOG assessment, the extended constructed-response item elicits a longer, more complex and detailed response from the student. The four-point narrative extended constructed-response item requires the student to respond to a prompt based on a passage he or she has read; the response will fully develop a real or imagined experience based on the text and will be scored for the Writing and Language domain.

The seven-point extended writing-response item requires the student to write an argumentative piece or develop an informative/explanatory response. As part of the extended writing task in an actual Milestones assessment, the student must first read two passages and then respond to three selected-response items and one constructed-response item. All of these items help focus the student on the main idea(s) and key details in the passages prior to writing the extended essay. Two of the selected-response items address each of the passages separately. One selected-response item and the constructed-response item address both of the passages together. All four items contribute to the Reading and Vocabulary domain. These items are followed by the extended writing prompt, which requires the student to draw from reading experiences when writing the essay response and to cite evidence from the passage(s) to support claims and conclusions in the essay. The extended writing task is worth up to seven points.

The extended writing task and the narrative constructed-response item are considered “on-demand writing in response to text.” Students write their responses in a somewhat limited amount of time without the benefit of time allocated for revision and rewrites. For this reason, the scoring process takes into account that the student responses are to be viewed as first drafts and are not expected to be polished papers. The scoring process is approached in such a manner as to award students for what they do well according to the prompt and rubric. Errors are not counted unless they permeate the response and impact or interfere with overall understanding.
INTRODUCTION

MATHEMATICS CONSTRUCTED-RESPONSE ITEM TYPES

A mathematics constructed-response item asks a question and solicits the student to provide a response constructed on his or her own, as opposed to selecting from options provided. The constructed-response items on the Mathematics EOG assessment are worth up to two points. Partial credit may be awarded if part of the response is correct.

An extended constructed-response item is a specific type of constructed-response item that elicits a longer, more detailed response from the student than does a two-point constructed-response item. The extended constructed-response items on the Mathematics EOG assessment are worth up to four points. Partial credit may be awarded if part of the response is correct.

ITEM ALIGNMENT

Each constructed-response item included in this sampler has been through a rigorous review process with Georgia educators to ensure alignment with the content standards. The content standard for each sample item is provided in this sampler in the item information tables.

DEPTH OF KNOWLEDGE

In addition to being aligned to the standards, the sample items included in this sampler were developed with a particular emphasis on cognitive complexity, or Depth of Knowledge (DOK). The DOK level is provided for each item in this sampler in the item information tables. DOK measures the level of cognitive demand required to complete an assessment item. The following descriptions show the expectations of the DOK levels in greater detail.

**Level 1** (Recall of Information) generally requires students to identify, list, or define, often asking them to recall who, what, when, and where. Consequently, this level usually asks students to recall facts, terms, concepts, and trends and may ask them to identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe” and/or “explain” would require students to recall, recite, or reproduce information.

**Level 2** (Basic Reasoning) includes the engagement of some mental processing beyond recalling or reproducing a response. A Level 2 “describe” and/or “explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why.”

**Level 3** (Complex Reasoning) requires reasoning, using evidence, and thinking on a higher and more abstract level than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. Level 3 questions often involve making connections across time and place to explain a concept or “big idea.”

**Level 4** (Extended Reasoning) requires the complex reasoning of Level 3 with the addition of planning, investigating, applying significant conceptual understanding, and/or developing that will most likely require an extended period of time. Students should be required to connect and relate ideas and concepts within the content area or among content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence (through a task, a product, or an extended response) that the cognitive demands have been met.
ITEM AND SCORING SAMPLER FORMAT

Sample constructed-response items are provided in this sampler, along with any related stimulus information such as a passage or graphic. Following each constructed-response item is the scoring guide for the constructed-response item. The scoring guide includes the item information table, the item-specific scoring guideline, and annotated sample student responses at each score point.

For mathematics items, each item-specific scoring guideline includes an exemplar as one possible correct response. Readers are trained to give credit to alternate valid responses.

The Georgia Milestones assessments may be administered in paper-and-pencil format or online. As a result, this sampler includes samples of students’ responses in both formats. This symbol 🌐 is used to note the format of a sample online item. It also indicates a sample online response.

**Example Constructed-Response Item Information Table**

<table>
<thead>
<tr>
<th>Standard:</th>
<th>Item Depth of Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade 8
ENGLISH LANGUAGE ARTS
Sample Constructed-Response Items
PASSAGE 1

Talk About Compromise

Jo, we have to make an edible meal.
I’d like steak and fries; how do you feel?

Lin, you always choose meat and potatoes. What about vegetables or beans and tomatoes?

I’ll eat whatever you want to cook, Jo.
Let’s just decide. I’ve got places to go!

Our parents only eat what they think is tasty. We all must endorse it, so Lin, don’t be hasty.

Food is the fuel that keeps us alive.
I’m not that picky; I eat to survive.

Nourishment should be our primary goal.
Still, eating good food is within our control.

That is an admirable viewpoint to take,
But let’s think of something that’s easy to make!

Mom wants roast beef, and Dad craves stew,
Or we could try to create something new.

It’s getting late; we have to mobilize!
How about a casserole as a good compromise?

Good, then we accommodate everyone’s wishes!
Plus we won’t have to wash so many dishes.

Much better than having our ideas compete
Let’s work as a team, so we can eat!

Okay, Lin, you were the brains in this deal.
Let’s work together and make a good meal.
CONSTRUCTED-RESPONSE ITEM

ELAGSE8.RL.4

1. Analyze how the author's word choice impacts the tone of the poem.

Be sure to use textual evidence from the poem to support your answer. Type your answer in the space provided.

Scoring Guide

#1 Item Information

<table>
<thead>
<tr>
<th>Standard: ELAGSE8.RL.4</th>
<th>Item Depth of Knowledge: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 analogies or allusions to other texts.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
</tr>
</tbody>
</table>
### ITEM-SPECIFIC SCORING GUIDELINE

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | • Gives sufficient evidence of the ability to analyze the impact of word choice on tone  
      • Includes specific examples/details that make clear reference to the text  
      • Adequately explains and supports the analysis with clearly relevant information  
      The response:  
      *Identifies the tone of the poem (e.g., playful, light, humorous) and provides examples such as how the words chosen rhyme and/or have playful connotations.* |
| 1     | • Gives limited evidence of the ability to analyze the impact of word choice on tone  
      • Includes limited examples/details that make reference to the text |
| 0     | • Gives no evidence of the ability to analyze the impact of word choice on tone |
STUDENT RESPONSES

ELAGSE8.RL.4

Response Score: 2 points

1. Analyze how the author’s word choice impacts the tone of the poem.
   Be sure to use textual evidence from the poem to support your answer. **Write your answer on the lines on your answer document.**
The poet’s word choice impacts the tone of the poem in important ways. The poet works hard to show the rush and commotion of an ordinary family discussing what sort of food dishes they will make. For example, the alliteration “food is the fuel that keeps us alive” in line 9 links the concepts of food and fuel in a way that emphasizes the plain and frequently monosyllabic words in the early stanzas. This unvarnished approach towards word choice brings about an everyday scene in which ideas are being exchanged rapidly. In contrast, towards the end of the poem, the poet chooses more complex and specific diction. For example “we have to mobilize! / How about a casserole as a good compromise?” “casserole” is both more complex as a dish and a word than the “stew” mentioned earlier. Clearly, Jo and Lin are slowing down and interacting more as they learn the process of compromising. The poet’s word choice impacts the tone, which goes from rapid and hurried to complex and deliberate as the family learns an important lesson.
The student fully describes how the tone evolves ("goes from quick and hurried to complex and deliberate"). The statement is supported with analysis (simple words used in the earlier stanzas, with more complex and specific words used later in the poem) and specific, relevant detail from the poem ("Food is the fuel the keeps us alive", “we have to mobilize! / How about a casserole as a good compromise?").
ELAGSE8.RL.4

Response Score: 1 point

1. Analyze how the author's word choice impacts the tone of the poem.

   Be sure to use textual evidence from the poem to support your answer. **Type your answer in the space provided.**

   The tone of the poem is one of hurry as the family works towards putting together the meal they want to share. The poet shows this by using simple language that reflects the everyday setting and contractions, which are short and informal. “Let’s just decide. I’ve got places to go!” (Line 6)

   The response identifies the tone as being “hurry” and describes the poet’s use of "simple language" tied to an "everyday setting," although there are no specific examples provided beyond citing one entire line (“Let’s just decide. I’ve got places to go!”). The student also points to contractions as evidence of hurry, and two occur in the line from the poem provided.
ELAGSE8.RL.4

Response Score: 0 points

1. Analyze how the author’s word choice impacts the tone of the poem.
   Be sure to use textual evidence from the poem to support your answer. Type your answer in the space provided.

   The poem clearly shows that choosing the right words is very important for a poem’s success. The poet demonstrates that Lynn is a very anxious person. On the other hand, it shows that Jo is a person who is shown to be extremely judgmental about all the other members of her family. Clearly, a poet’s tone depends on finding the right words to demonstrate what they are saying.

   The student does not identify the tone of the poem, instead choosing to describe the personalities of the characters. No mention is made of specific words chosen by the author beyond a general statement that is irrelevant to the prompt.
2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Type your answer in the space provided.**

**Scoring Guide**

**#2 Item Information**

**Standard:** ELAGSE8.W.3
Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Item Depth of Knowledge:** 4
Extended Thinking
Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.
### SCORING GUIDELINE FOR NARRATIVE ITEM

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4** | The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.  
- Effectively establishes a situation and introduces a narrator and/or characters  
- Organizes an event sequence that unfolds naturally  
- Effectively uses narrative techniques, such as dialogue, description, and pacing, to develop rich, interesting experiences and events or show the responses of characters to situations  
- Uses a variety of words and phrases consistently to signal the sequence of events  
- Uses concrete words, phrases, and sensory language consistently to convey experiences or events precisely  
- Provides a conclusion that follows from the narrated experiences or events  
- Integrates ideas and details from source material effectively  
- Has very few or no errors in usage and/or conventions that interfere with meaning |
| **3** | The student's response is a complete narrative that develops a real or imagined experience based on text as a stimulus.  
- Establishes a situation and introduces one or more characters  
- Organizes events in a clear, logical order  
- Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations  
- Uses words and/or phrases to indicate sequence  
- Uses words, phrases, and details to convey experiences and events  
- Provides an appropriate conclusion  
- Integrates some ideas and/or details from source material  
- Has a few minor errors in usage and/or conventions that interfere with meaning |
| **2** | The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.  
- Introduces a vague situation and at least one character  
- Organizes events in a sequence but with some gaps or ambiguity  
- Attempts to use a narrative technique, such as dialogue or description, to develop experiences and events or show the responses of characters to situations  
- Uses occasional signal words to indicate sequence  
- Uses some words or phrases inconsistently to convey experiences and events  
- Provides a weak or ambiguous conclusion  
- Attempts to integrate ideas or details from source material  
- Has frequent errors in usage and conventions that sometimes interfere with meaning |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1 | The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.  
  - Response is a summary of the story  
  - Provides a weak or minimal introduction of a situation or a character  
  - May be too brief to demonstrate a complete sequence of events  
  - Shows little or no attempt to use dialogue or description to develop experiences and events or show the responses of characters to situations  
  - Uses words that are inappropriate, overly simple, or unclear  
  - Provides few, if any, words that convey experiences or events  
  - Provides a minimal or no conclusion  
  - May use few, if any, ideas or details from source material  
  - Has frequent major errors in usage and conventions that interfere with meaning |
| 0 | The student’s response is flawed for various reasons:  
  - Blank  
  - Copied  
  - Too Limited to Score/Illegible/Incomprehensible  
  - Non-English/Foreign Language  
  - Off Topic/Off Task/Offensive |
2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Type your answer in the space provided.**

Linnea stared at the blank wall above the family couch and dreamed of the things she could do in the precious few days before school started. She heard her cell phone chime softly. “I’m coming,” she shouted and tumbled onto the pale green carpet. Linnea dove into the pile of new school supplies and pulled out the glittery, purple, ringing device.

“Hello.” Joseph, her best friend, said over the phone. “I picked up a flier about the new outdoor activity center that opened on Tuesday. Do you want to explore it with me?”

Linnea remembered bicycling past the sparkling white and blue building. “It’s across from Francesca’s Fabulous Ice Cream Store. I’d love to hike the nature trail and see all of the animals taking advantage of the shade.”

Joseph hastily interrupted her. “Actually, I wanted to take a canoe out on the lake. That will be quiet and peaceful. Maybe we can do the nature trail another time.”

Linnea decided time was too short to be disappointed. She said, “The center has another dock at the end of the lake. Let’s compromise by taking the canoe over and hiking back.”

Joseph agreed excitedly. Smiling, Linnea put down the phone. She knew this would be the perfect end to summer.
The student effectively writes a complete and entertaining narrative essay that flows naturally from beginning to end about two people deciding on a compromise.

The student establishes a situation (the opening of a new outdoor activity center) and characters (“Linnea,” “Joseph”). The essay provides a clear beginning (Linnea is at home when her cell phone rings), middle (“Do you want to explore it with me,” “I'd love to hike the nature trail,” “I wanted to take a canoe out on the lake,” “Let's compromise”), and ending (“knew this would be the perfect end to summer”).

Words are chosen to enhance the impact of the story (“precious,” “chime,” “hastily”), with some variety in sentence structure and phrasing. Many details are provided to paint images for the reader (“she shouted and tumbled onto the pale green carpet”; “glittery, purple, ringing device”; “sparkling white and blue building”).

Much of the story consists of dialogue, and the student skillfully uses it to advance the plot (“I picked up a flier about the new outdoor activity center,” “It’s across from Francesca’s Fabulous Ice Cream Store”).

There are no errors in usage or conventions that interfere with the meaning.
ELAGSE8.W.3

Response Score: 3 points

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Write your answer on the lines on your answer document.
Toby worked hard all week brainstorming ideas for the Cardinal Middle School fundraiser. He thought it would be a great idea to have a school carnival where all the kids could participate. After classes, he turned down the long hallway to the library where the Student Council met. He opened his red Cardinal notebook.

His friend Rose took the seat next to his.

"Guess what?" She exclaimed. "I have a great idea for the school fundraiser! I think we should have an art show!"

Toby was horrified. "I think that sounds kinda boring," he said. "My idea of a carnival is much more exciting. Plus, there will be something for all the kids to do."

He was surprised when Rose didn’t get mad at him. Instead, she said, "Why don’t we combine our ideas? When kids get tired of
The student establishes the situation (student council meeting on a school fundraiser) and introduces characters ("Toby," "his friend Rose").

The story has a beginning ("Toby worked hard all week brainstorming ideas for the . . . fundraiser"), middle ("hurried down the long hallway to the library," "Rose took the seat next to his," "Toby was horrified," "Rose didn't get mad at him," "Toby was happy"), and ending ("That sounds like a compromise!"). The events develop in a logical fashion but tend to unfold quickly without much in the way of details, particularly as the story progresses.

The moral of the story is consistent with the spirit of compromise established by the poem.

The story includes some variety of word choice ("brainstorming," "participate," "horrified").

The student uses dialogue effectively to advance the plot ("I have a great idea for the school fundraiser," "My idea of a carnival is much more exciting," "Why don't we combine our ideas?").

No errors interfere with meaning.
ELAGSE8.W.3

Response Score: 2 points

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Type your answer in the space provided.**

Jo and her best friend Lin are planting a garden. They are working during the hot summer. They are diggin. Jo says, “I want to put some beans and tomatoes in the middle.”

Lin gets mad and says, “I was going to put potatoes in the middle.” Jo looks hurt. Lin relizes Jo is sad and decides they should compromise. “Maybe we can plant tomatoes, beans, and potates in stripes down the middle. I think that would look nice.”

Jo says, “Okay.”

The story introduces two characters (“Jo,” “Lin”), who are best friends, and a situation (“planting a garden . . . during the hot summer”). The narrative includes an opening (“They are diggin”), a middle (“Lin gets mad,” “Jo looks hurt,” “Lin . . . decides they should compromise”), and an ending (“we can plant tomatoes, beans, and potates in stripes down the middle”).

The story contains few details other than it being hot and some specifics about what they want to plant in the garden. Overall, the story feels rushed.

The student uses dialogue to advance the plot (“I want to put some beans and tomatoes in the middle,” “I think that would look nice,” “Okay”).

The sentence structure and word choice is basic. In terms of usage and conventions, the writing contains several spelling errors (“diggin,” “relizes,” “potates”). These errors do not interfere with meaning.
ELAGSE8.W.3

Response Score: 1 point

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. **Write your answer on the lines on your answer document.**

Lin and Jo are sisters. They are hungry. Lin wants to eat meat and potatoes. So tells her no. Then they have a big fight. Then they parents get mad. In the end they agree to get along and compromise and finally the parents take them out for pizza!
The story introduces two characters ("Lin," "Jo") and a situation (deciding what to eat). Although the situation starts out similarly to the poem, it unfolds differently when the sisters get in "a big fight," which results in the parents getting angry. The resolution is that the parents take them out for pizza after the sisters agree to get along.

While a complete but abbreviated story, the narrative lacks any descriptive detail. We learn nothing about the two characters, the parents, or anything else in the story.

The response does not include dialogue as directed in the prompt.

The response contains two errors in usage and conventions (missing comma and a grammatical error), but the sentences formed are very basic and stilted, except for one compound sentence; word choice is repetitive.
ELAGSE8.W.3

Response Score: 1 point

2. After reading the poem “Talk About Compromise,” think about other activities that might require compromise. Write an original story, with dialogue, that shows two people deciding on a compromise that works for both of them.

Be sure to use ideas from the poem when writing your own story. Type your answer in the space provided.

Jo and Lin are talking about making a meal. Lin likes to eat steak and potatoes. Jo wants to have something different like vegetables. Jo has to leave soon so she is not picky. The parents want food that will be tasty. Lin just thinks that food is there to give her energy. Lin disagrees. Lin argues that cooking should be easy. They decide to jump into action and make a casserole. This is a big compromise. It’s a good thing because it uses few dishes. Also, they learn teamwork and make a nice meal. The end.

The story introduces two characters (“Jo,” “Lin”), who are apparently the same as in the poem, and a situation (deciding what to prepare for a meal), that again is the same as the poem. All elements mirror the poem, and the story plays out the same. Nothing is original; the response is just a poorly written retelling of the story in the poem.

The response does not include dialogue as directed in the prompt.

For such a brief piece of writing, there is a high quantity of errors in usage and conventions present. The errors include missing punctuation and incorrect grammar, as well as spelling errors (“vegetables,” “picky,” “parents,” “tasty,” “energy,” “casserole,” “compromise”). These errors do interfere with meaning.
PASSAGE 2

A Stitch in Time

They say that “a stitch in time saves nine.” This clever phrase suggests that doing something today will save you much more work later on. This saying is a warning about the traps of procrastination, when tasks are put off until later. The primary problem is that often people who procrastinate are found to either do a poorer job when trying to get tasks finished at the last minute, or they do not finish the tasks at all. Completing responsibilities in a timely manner is overwhelmingly the most recommended way to be productive.

Procrastination can be caused by many different factors. Sometimes a person has committed to doing too many projects. Feeling overworked can lead an otherwise productive person to feel like putting off some work just to take a break. Low motivation is another culprit that can cause procrastination. If a task seems undesirable and a person’s motivation to complete it is low, it is common to want to delay the task. Sometimes the need for one’s work to be entirely perfect can also lead to delaying the work. If a person feels his or her work needs to be perfect, suddenly the task at hand seems much more challenging, overwhelming the person. Additionally, some people have simply gotten themselves into a bad habit of procrastinating out of laziness. It becomes difficult to break the cycle and learn new habits.

However, there are many ways to redirect one’s focus in order to avoid the tendency to procrastinate. First, a person needs to learn to minimize distractions. Turn the television off, put the phone away, and create a clean, uncluttered workspace. Next, create goals and benchmarks. For example, the final goal might be to get an “A” on a history paper. Benchmarks, or smaller goals, along the way might include doing research, writing a rough draft, writing an edited draft, and lastly a final draft. Dividing tasks up like this makes them seem more manageable. Also, be sure to schedule some breaks during the work so that the job does not seem so time-consuming. Following this advice can reduce the desire to procrastinate and make completing important jobs much easier.
PASSAGE 3

Structured Procrastination

Almost everyone is prone to procrastinating once in a while, and many people could even admit to procrastinating all the time. If most people do procrastinate, why are they not being taught how to lend some structure to the way they put off their tasks? Is there a way for people to allow themselves to procrastinate a little and yet learn to manage their tasks better?

Most procrastinators put off necessary tasks to defeat boredom or to avoid doing difficult work. For instance, students might choose to read a fun novel instead of studying for a tough upcoming test. This would be procrastinating. They may even feel that they should be studying, but they find it hard to make themselves perform an unwanted task. How can they structure their procrastination better so that work ends up getting done anyway?

To answer that, some psychologists have asserted that people will do any unwanted task—as long as it allows them to avoid something even worse. Enter the theory of structured procrastination. This theory says you can use the common tendency to avoid boredom or hard work to your advantage.

Using structured procrastination, people must first decide that they do not have to study if they do not want to. They are free to procrastinate as much as they want. Secondly, they will list two other tasks that need to be completed soon, such as writing an essay for class and cleaning a room. Then they must firmly tell themselves that they may not do anything except one of these three tasks for the next several hours. They may choose to do none of these tasks, but they may not allow themselves to do anything else.

At first people may elect to do nothing. But after a while, doing nothing at all will prove to be more boring or difficult than one of the tasks on the list, and they will be much likelier to start a necessary task. No matter which task they pick first, they will spend their time wisely, and eventually everything can be completed. This is one creative way people can make procrastination work for them.
CONSTRUCTED-RESPONSE ITEM
ELAGSE8.RI.8

3. How does EACH author support the individual claims about procrastination?

Use details from BOTH passages to support your answer. Type your answer in the space provided.

Scoring Guide

#3 Item Information

**Standard:** ELAGSE8.RI.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**Item Depth of Knowledge:** 3
Strategic Thinking
Student uses reasoning and develops a plan or sequence of steps; process has some complexity.
## ITEM-SPECIFIC SCORING GUIDELINE

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</table>
| 2     | - Gives sufficient evidence of the ability to trace and evaluate claims in passages and explain the reasoning and support provided with the claims in both passages  
- Includes specific examples/details that make clear reference to both passages  
- Adequately explains the arguments and support with clearly relevant information based on the passages  

The response:  
*States the claim of each passage (procrastination leads to poor performance; procrastination can be managed) and how it is supported by each author (proven advice on how to improve; psychological theories and specific examples) so that a conclusion can be drawn that each author does or does not effectively support the claim.* |
| 1     | - Gives limited evidence of the ability to trace and evaluate claims in both passages  
- Includes vague/limited examples/details that make reference to both passages  
- Explains the arguments and support within the passages with vague/limited information |
| 0     | - Gives no evidence of the ability to trace and evaluate claims in both passages or explain the reasoning and support provided with the claims |
ENGLISH LANGUAGE ARTS

STUDENT RESPONSES

ELAGSE8.RI.8

Response Score: 2 points

3. How does EACH author support the individual claims about procrastination?

Use details from BOTH passages to support your answer. Type your answer in the space provided.

Neither authors support procrastination. The author for passage one talks about it in a negative tone while the author in passage 2 talks about it in a somewhat positive tone, but is not on the side that supports it.

The author in passage 1 says that procrastination can be controlled if you know what is causing it. Doing certain things like turning off a TV, putting away your phone, or working in a clean environment can reduce procrastination.

The author in passage 2 says that structured procrastination is a helpful thing. To use structured procrastination one must first decide what they do not have to do if they do not want to. Then they must come up with 2 other activities that need to be completed but they can only do one of the three activities for the next few hours. If someone chooses to do nothing, boredom will soon set in, and they will most likely choose a task to begin working on and finish the task with more time to begin other tasks.

The student provides sufficient evidence of the ability to determine and summarize the support for the authors’ claims about procrastination ("procrastination can be controlled," "structured procrastination is a helpful thing").

The response includes specific details from both passages to support that the authors’ claims are as given. For example, the student used the following to support the claim for “A Stitch in Time” ("turning off a TV, putting away your phone, or working in a clean environment can reduce procrastination") and “Structured Procrastination” ("decide what they do not have to do," “come up with 2 other activities,” “do one of the three activities,” “choose a task to begin working on and finish the task”). In each case, the text selected is relevant to the claim attributed to the author by the student.
How does EACH author support the individual claims about procrastination?

Use details from BOTH passages to support your answer. **Write your answer on the lines on your answer document.**
The authors both talk about procrastination, but not in the same way. The author in A Stitch In Time says that procrastinating is a bad habit that needs to be fixed. It states that procrastinating is caused by not wanting to do something that is difficult or boring. The author says this is a bad thing. He also has a solution to not procrastinating, such as cutting off all distractions and communications. This is passage one. The author two states that procrastinating can be a good thing and that it can help you do better on whatever your doing. He or she says that procrastinating will give you time to think about it. It also states that you should be able to do it however you want. This was passage two.
The student provides limited evidence of the ability to summarize the authors’ claims about procrastination (“procrastinating is a bad habit that needs to be fixed,” “procrastinating can be a good thing and that it can help you do better on whatever your doing”).

The student does a better job of supporting the identified claim for the first passage, “A Stitch in Time,” but the support is general (“has a solution to not procrastinating, such as cutting off all distractions and communications”). The support given in the response for the claim of the author of the passage “Structured Procrastination” is vague and confusing (“you should be able to do it however you want”).
ELAGSE8.RI.8

Response Score: 0 points

3. How does EACH author support the individual claims about procrastination?

Use details from BOTH passages to support your answer. **Type your answer in the space provided.**

“A Stitch in Time” is telling a clever phrase “A stitch in time saves nine.” Procrastination is a trap by putting something off to the last minute. Procrastination is very well used in a lot of today’s factors. The most used of procrastination is when, someone has a lot of jobs to do and when they need a rest they get put behind and they start to put other jobs’ off.

The student lists details from the passages, but some are irrelevant to the prompt (“A stitch in time saves nine”). The response also defines procrastination (“Procrastination is a trap by putting something off to the last minute”) and gives an example of when procrastination occurs (“when, someone has a lot of jobs to do and when they need a rest they get put behind and they start to put other jobs’ off”).

However, the student has not identified a claim for either author, so the response cannot be viewed as support for a claim and does not receive credit.
You have read “A Stitch in Time” and “Structured Procrastination” and have answered some questions about what you have read. Now write your argumentative essay on your answer document.

Writing Task

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. Write your answer on the lines on your answer document.

Before you write, be sure to

• think about ideas, facts, definitions, details, and other information and examples you want to use;
• think about how you will introduce your topic and what the main topic will be for each paragraph;
• develop your ideas clearly and use your own words, except when quoting directly from the source texts;
• be sure to identify the sources by title or number when using details or facts directly from the sources; and
• use your scratch paper if needed, but you must write your essay on your answer document.

Now write your argumentative essay on your answer document. Be sure to

• introduce your claim;
• support your claim with logical reasoning and relevant evidence from the texts;
• acknowledge and address alternate or opposing claims;
• organize the reasons and evidence logically;
• use words, phrases, and clauses to connect your ideas and to clarify the relationships among claims, counterclaims, reasons, and evidence;
• establish and maintain a formal style;
• provide a concluding statement or section that follows from and supports the argument presented; and
• check your work for correct grammar, usage, capitalization, spelling, and punctuation.
CONSTRUCTED-RESPONSE ITEM

ELAGSE8.W.1

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. Write your answer on the lines on your answer document.

Scoring Guide

#4 Item Information

<table>
<thead>
<tr>
<th>Standard: ELAGSE8.W.1</th>
<th>Item Depth of Knowledge: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write arguments to support claims with clear reasons and relevant evidence.</td>
<td>Extended Thinking</td>
</tr>
<tr>
<td></td>
<td>Student conducts an investigation, needs time to think and process multiple conditions of the problem or task.</td>
</tr>
</tbody>
</table>
SEVEN-POINT, TWO-TRAIT RUBRIC

Trait 1 for Argumentative Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| Idea Development, Organization, and Coherence | 4 | The student’s response is a well-developed argument that develops and supports claims with clear reasons and relevant evidence based on text as a stimulus.  
• Effectively introduces claim(s), acknowledges and counters opposing claim(s), and engages the audience  
• Uses an organizational strategy to establish clear relationships among claim(s), counterclaim(s), reasons, and relevant evidence  
• Uses specific and well-chosen facts, details, definitions, examples, and/or other information from sources to develop claim(s) and counterclaim(s) fully and fairly and to point out strengths and limitations of both while anticipating the audience’s knowledge and concerns  
• Uses words, phrases, and clauses that effectively connect the major sections of the text and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaim(s)  
• Uses and maintains a formal style and objective tone that is appropriate for task, purpose, and audience  
• Provides a strong concluding statement or section that follows from and supports the argument presented |
| Idea Development, Organization, and Coherence | 3 | The student’s response is a complete argument that relates and supports claims with some evidence based on text as a stimulus.  
• Clearly introduces claim(s) and attempts to acknowledge and counter opposing claim(s)  
• Uses an organizational strategy to present claim(s), reasons, and evidence  
• Uses multiple pieces of relevant information from sources adequately to develop claim(s) and counterclaim(s) and to clarify relationships between claim(s), reasons, evidence, and counterclaim(s) while attempting to attend to the audience's knowledge or concerns  
• Uses words and/or phrases to connect ideas and show relationships among claim(s), reasons, and evidence  
• Uses an appropriate tone and style fairly consistently for task, purpose, and audience  
• Provides a concluding statement or section that follows from the argument presented |
<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | The student’s response is an incomplete or oversimplified argument that partially supports claims with loosely related evidence.  
- Attempts to introduce claim(s), but claim(s) may be unclear; makes reference to opposing claim(s)  
- Attempts to use an organizational structure, which may be formulaic  
- Develops, sometimes unevenly, reasons and/or evidence to support claim(s) and present opposing claim(s), but shows little awareness of the audience’s knowledge or concerns  
- Attempts to use words and/or phrases to connect claim(s), counterclaim(s), reasons, and evidence, but cohesion is inconsistent or weak  
- Attempts to use an appropriate tone and style are not consistently appropriate for task, purpose, and audience  
- Provides a weak concluding statement or section that may not follow the argument presented |
| 1     | The student’s response is a weak attempt to write an argument and does not support claims with adequate evidence.  
- May not introduce claim(s), or the claim(s) must be inferred; does not reference or acknowledge opposing claim(s)  
- May be too brief to demonstrate an organizational structure, or no structure is evident  
- Provides minimal information to develop the claim(s), little or none of which is from sources, and fails to attend to the audience’s knowledge or concerns  
- Makes no attempt to use words and/or phrases to connect claim(s) and reasons, reasons and evidence, and claim(s) and counterclaim(s)  
- Uses a style and tone that are inappropriate and/or ineffective  
- Provides a minimal or no concluding statement or section |
| 0     | The student’s response is flawed for various reasons:  
- Blank  
- Copied  
- Too Limited to Score/Illegible/Incomprehensible  
- Non-English/Foreign Language  
- Off Topic/Off Task/Offensive |
## SEVEN-POINT, TWO-TRAIT RUBRIC

### Trait 2 for Argumentative Genre

<table>
<thead>
<tr>
<th>Writing Trait</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Usage and Conventions</strong>&lt;br徵此特徵評估作者對句法、用語和格式的掌握程度，以符合語文標準的年級要求。</td>
<td>3</td>
<td><em>The student's response demonstrates full command of language usage and conventions.</em>&lt;br-· Uses clear and complete sentence structure, with appropriate range and variety&lt;br-· Makes an attempt to attribute paraphrases and direct quotations to their sources via in-text or parenthetical citations&lt;br-· Has no errors in usage and/or conventions that interfere with meaning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><em>The student's response demonstrates partial command of language usage and conventions.</em>&lt;br-· Uses complete sentences, with some variety&lt;br-· Attributes paraphrases and direct quotations inconsistently to their sources via in-text or parenthetical citations&lt;br-· Has minor errors in usage and/or conventions with no significant effect on meaning</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td><em>The student's response demonstrates weak command of language usage and conventions.</em>&lt;br-· Has fragments, run-ons, and/or other sentence structure errors&lt;br-· Makes little, if any, attempt to attribute paraphrases and direct quotations to their sources&lt;br-· Has frequent errors in usage and conventions that interfere with meaning</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td><em>The student's response is flawed for various reasons:</em>&lt;br-· Blank&lt;br-· Copied&lt;br-· Too Limited to Score/Illegible/Incomprehensible&lt;br-· Non-English/Foreign Language&lt;br-· Off Topic/Off Task/Offensive</td>
</tr>
</tbody>
</table>
There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. **Type your answer in the space provided.**
Procrastination is a word that evokes a negative feeling in most people. We have been told all our lives that it is bad. However, this is not necessarily the case. If you control procrastination, and make the work you do more fun, it can actually be beneficial for you.

You are told that procrastination can only lead to stress and cause your work to suffer. What I find is that with self control, it can not only allow you leisure time, but it can also help benefit the work that is being procrastinated. When kids come home from school, they are told to rush and do their homework immediately. They just got out of school and they don’t even get a chance to breathe before more work is shoved down their throat. This leads to stress and boredom. The student will rush through their homework so that they can relax. This can lead to errors and cause more problems. A better way to solve this problem is to put off the work for a set time and unwind and relax for a while. Then go do the work that has been assigned after a nice relaxing break.

The key to the success of this method is having a set time that you will start working and it must be followed. It has been said that people who procrastinate “... do a poorer job when trying to get tasks finished at the last minute...” This statement from “A Stitch in Time” is true, but the is specifying people who wait to long and take procrastination to the extreme. This is avoided with self control. If you set a time that leaves you alot of flexibility in your schedule to complete your task without rushing, then you will be able to think clearly and problem solve much more efficiently.

So you have taken a break between your day at school/work, and the time you set to start the task has arrived, but you don’t want to do it because it is a very undesirable job. Whether it be to hard, to time consuming, to gross, or to monotonous, their is a way to lighten the load. Say the task at hand is cleaning the bathroom. A great way to make it less of a chore is to play music you enjoy while cleaning. I do this while cleaning at my house and it made what I thought was “cruel and unusual punishment” into a fun dance off with the broom! Doing something you enjoy while completing your task will make any job less daunting. Music works for cleaning, but what about work that requires reading and thinking like homework. In this case, music would probably do more harm than good. The essay “Structured Procrastination” provides a great solution to this problem “…For instance, students may chose to read a fun novel instead of studying for an upcoming test…” While at first glance this may seem to be a bad idea, it presents a great idea. If you have a test to study for, try alternating between studying and doing something enjoyable like reading a chapter of a good book or listening to a song or two before going back to studying. These little breaks act as rewards and are incentives to study more.

Procrastination is, in a way, a “blessing in disguise” Its supposed to be a bad thing that can only cause trouble and create bad results, but if you tame it and control it, it can be overcome and used to benefit you. If you learn to handle procrastination in a healthy way, you can succeed.
The student has provided a well-developed argumentative essay that fully supports the student’s position that procrastination can be managed wisely.

The essay opens with an effective introduction that engages the reader, states an alternate position regarding procrastination (“Procrastination . . . evokes a negative feeling in most people,” “have been told all our lives that it is bad”), refutes it (“this is not necessarily the case”), and states the student’s claim (“If you control procrastination, and make the work you do more fun, it can actually be beneficial for you”).

The body of the essay consists of three arguments (“with self control, it can not only allow you leisure time, but it can also help benefit the work that is being procrastinated,” “The key to the success of this method is having a set time that you will start working,” “Doing something you enjoy while completing your task will make any job less daunting”). The student develops each using a variety of techniques, such as scenarios (“When kids come home from school”), concession/rebuttal (“This statement from ‘A Stitch in Time’ is true, but . . . is specifying people who wait to long and take procrastination to the extreme,” “While at first glance this may seem to be a bad idea, it presents a great idea”), self as expert (“I do this while cleaning at my hoise”), and problem solving (“If you have a test to study for, try alternating between studying and doing something enjoyable”).

The student uses specific information from both passages in making his/her arguments (“do a poorer job when trying to get tasks finished at the last minute,” “students may chose to read a fun novel instead of studying for an upcoming test”).

The essay concludes nicely by stating an opposing claim regarding procrastination (“a bad thing that can only cause trouble and create bad results”) and refuting it (“but if you tame it and control it, it can be overcome and used to benefit you”). The conclusion shows audience awareness and refers to procrastination as a “blessing in disguise.”

The response demonstrates partial command of language usage and conventions. The response effectively varies sentence patterns for meaning, reader interest, and style. There are several errors in a variety of different usage categories, but these errors do not significantly affect meaning. These errors include errors in subject-antecedent agreement (“shoved down their throat,” “The student will rush through thier homework so that they can relax”), in spelling (“necessarily,” “immediately,” “thye,” “thier,” “prorastinate,” “alot,” “hoise,” “requires,” “thks,” “t,” “soemthing,” “procraditation”), in usage (“the is,” “to” for “too,” “their” for “there,” “chose” for “choose,” “Its” for “It’s”), and in capitalization.
ELAGSE8.W.1

Response Scores:
  Idea Development, Organization, and Coherence: 3
  Language Usage and Conventions: 3

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

   Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

   Be sure to use information from BOTH passages in your argumentative essay. Write your answer on the lines on your answer document.
Is procrastination always a bad thing even if you manage your time wisely? Many people think that procrastination is a bad thing all of the time because it means you are not doing what you are meant to be doing. Although, what if you managed how much you procrastinated and used your time wisely and still got your task or tasks done?

You can procrastinate for many different reasons. You could have committed to doing too many projects and now you feel overworked and you start to put off all of the work. Maybe you want your work to be perfect and you spend too much time on it then you could get overwhelmed because you’re trying to make it perfect and you can’t, or you might just not have the motivation to do the work also causing you to put off the work. A good way to stop yourself from procrastinating too much is to get rid of all distractions. For instance, turn your phone, computer, and tv off. Also make sure that you have a tidy work space that isn’t cluttered with things that can distract you from what you are meant to be working on.

There are ways that you can procrastinate a little bit but still get your work done as long as you manage your time wisely. It’s called “the theory of structured
procrastination”. This theory helps you avoid boredom and it also helps you work hard on your task or tasks. This theory states that you are free to procrastinate as much as you want but you are not allowed to do anything else except your task. Sometimes people will not choose to do their task so they end up deciding to do nothing. After a while it will get boring or even more difficult to do nothing rather than doing one of your tasks so the person will end up choosing to start one of their tasks. Also if you need to you can take breaks in between working so that you don’t get stressed or too overwhelmed.

While there may be problems procrastinating there are also benefits to it. If you manage your time by using “the theory of structured procrastination” you will still get your tasks done and they may seem easier since you are not overworking yourself and can take breaks if needed. The problem with procrastinating is if you do not manage your time you will end up not getting anything done. This can result in you failing a class, possibly losing your job, or you might have to cancel plans you have made so that you can finish your work. While procrastinating and not managing your time is definitely a problem it could also be a benefit if you think about it. Not getting your work done and...
The student has provided an argumentative essay that supports the student’s position (“procrastinating a little bit is alright as long as you manage your time wisely”).

The position is not explicitly stated in the introduction that includes two rhetorical statements (“Is procrastination always a bad thing even if you manage your time wisely,” “what if you managed how much you procrastinated”) and an alternate position (“Many people think that procrastination is a bad thing”).

The first and second body paragraphs consist primarily of source summary of the passages “A Stitch in Time” and “Structured Procrastination,” respectively. While this information serves as background and uses the passages heavily, the student’s position is still unclear at this point. It is only in the third body paragraph that the student provides original thoughts and a position takes shape. Argumentative techniques used here include concession/rebuttal (“While procrastinating and not managing your time is definitly probelm it could also be a benefit if you think about it”) and causal reasoning (“Not getting your work done and getting in trouble . . . can be a lesson . . . you will choose to do it and not procrastinate on it”).

The essay concludes with a restatement of the student’s position.

The response demonstrates full command of language usage and conventions. Considering all that is done correctly in a lengthy essay, the few errors present do not interfere with meaning.
ELAGSE8.W.1

Response Scores:
  Idea Development, Organization, and Coherence: 2
  Language Usage and Conventions: 2

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. Write your answer on the lines on your answer document.
What are the benefits for allowing oneself to procrastinate a little? I know how hard it is not to procrastinate. Sometimes I would love to be outside, read a book, or play a game. Well it’s good to do so, let me explain it for you.

You may be wondering what does procrastination mean. Procrastination means when tasks are put off till later. Before I read the passages, "A Stitch in Time" and "Structural Procrastination", I thought I was doing the wrong thing. However, when I read them I believed I was doing the right thing.

In passage one, "A Stitch in Time", it talked about how "doing something today will save you much more work later on." I found this on paragraph one, sentence two. I would have to agree and disagree. I would agree because it does put more pressure on you the next day. I disagree because it gives you more time that day to do other things.

In passage two, "Structural Procrastination", it says "Almost everyone is prone to procrastinating once in a while, and many people could even admit to procrastinating all the time." I found this information in paragraph one, sentence one. I am one of those many people who can admit I do it all the time.
The student has provided an oversimplified argumentative essay that attempts to support the student’s position (“procrastinate a little is good”).

The essay opens with an introduction that uses a rhetorical question (“What are the benefits for allowing oneself to procrastinate a little?”) and self as expert (“I know how hard it is”) before making the student’s claim.

In the body of the essay, the student at times fails to make clear arguments (“Before I read the passages, . . . I thought I was doing the wrong thing. However, when I read them I believed I was doing the right thing,” “I would have to agree and disagree”). The response does make specific reference to the passages, but not always in support of a purposeful argument. The student frequently uses a self-as-expert technique, although it is not done effectively (“it helps a lot because I get mad at stuff, like homework, all the time”).

The conclusion, while not particularly well executed, is stronger than most of the rest of the essay. The point is stated, an alternate position acknowledged (“Many people may say that it is not good to do all the time”), and audience awareness is demonstrated (“it may also seem right through yours to”).

The response demonstrates partial command of language usage and conventions. Many of the sentences formed are basic. Errors are noticeable but do not overly affect meaning. Errors include spelling errors (“procratinating,” “till,” “belived”), word usage errors (“out” for “put,” “to” for “too”), and verb tense errors (“procrastinate” for “procrastinating”).
ELAGSE8.W.1

Response Scores:

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 2

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. Type your answer in the space provided.

I think procrastination is not a bad thing, it is a good thing. When you procrastinate you give yourself time to relax from the stress you have had. Also if you wait until the last moment to do it you will have everything in order to do what you need to do.

Procrastination can also help you manage your time. You can have free time, and also get what you need to do done.

The student has provided a weak attempt at an argumentative essay in support of the student’s position (“procrastination is not a bad thing, it is a good thing”).

The essay begins with a minimal introduction that merely states the position.

The body of the essay for the most part simply lists the student’s arguments (“when you procrastinate you give yourself time to relax,” “if you wait until the last moment to do it you will have everything in order to do what you need to do,” “Procrastination can also help you manage your time”). The first argument includes a brief extension (“from the stress you have had”). The confusing second argument is not elaborated in any way. The final argument does provide a bit of elaboration (“You can have free time, and also get what you need to do done”), but as there is no support as to how this would be accomplished, the argument, like the other two, is not persuasive.

The essay lacks a conclusion entirely.

No attempt is made to support the position with information from the passages.

The response demonstrates partial command of language usage and conventions. The response contains a variety of errors, but they do not have a significant effect on meaning. Errors occur in sentence formation, lack of capitalization, omission of commas, and spelling (“relaxe,” “untill”).

ELAGSE8.W.1

Response Scores:

Idea Development, Organization, and Coherence: 1
Language Usage and Conventions: 1

4. There is an ongoing debate as to whether procrastination is always bad or whether it can be managed wisely. What are the potential problems or benefits for allowing oneself to procrastinate a little?

Weigh the claims on both sides, and then write an argumentative essay supporting either side of the debate in which you argue for or against the idea that procrastination is always bad.

Be sure to use information from BOTH passages in your argumentative essay. **Type your answer in the space provided.**

I think that procrastination is bad because it can effect you in so many types of way. like when you have to do your work it gets you and it catches you mind on something that gets your attention. when you try to do stuff and it messes you up and it can cause some stuff to go wrong.and it causes to put necessary task away and to avoid doing difficult work thats why i think that procrastination is bad for people.

The student has provided a weak attempt at an argumentative essay in support of the student’s opinion (“procrastination is bad”).

The essay begins with a minimal introduction that states the position with a slight extension (“because it can effect you in so many types of way”).

It is unclear whether the body of the essay is just giving examples of why procrastination is bad, or if they are attempts at vague arguments (“like when you have to do your work it gets you,” “when you try to do stuff and it messes you up,” “and it causes to put necessary task away”) supported only by extensions.

The essay concludes with a single statement (“thats why i think that procrastination is bad for people”) that adds nothing to the argument.

No attempt is made to use text from the passages as support in the essay.

The brief response demonstrates little command of language usage and conventions. Errors are frequent and interfere with meaning. Sentences are poorly constructed; problems include a fragment, a run-on, and over-extended sentences. There are also errors in grammar and punctuation.
Grade 8
MATHEMATICS
Sample Constructed-Response Items
CONSTRUCTED-RESPONSE ITEM

MGSE8.G.2

5. Look at ΔABC and ΔEFG on the coordinate grid.

Part A: Explain why ΔABC cannot be mapped onto ΔEFG by a reflection of ΔABC over the x-axis followed by a slide of 8 units to the left. Write your answer in the space provided on your answer document.

Part B: Describe a rigid transformation or series of transformations that maps ΔABC onto ΔEFG. Write your answer in the space provided on your answer document.
#5 Item Information

**Standard:** MGSE8.G.2  
Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.

**Item Depth of Knowledge:** 2  
Basic Application of Skill/Concept  
Student uses information, conceptual knowledge, and procedures.

## ITEM-SPECIFIC SCORING GUIDELINE

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 | Response demonstrates a complete understanding of the standard. Give 2 points for student explaining why the given series of transformations will not map ΔABC onto ΔEFG and providing a series of transformations that will map ΔABC onto ΔEFG.  
**Exemplar Response:**  
With the transformation described, angle A would align with angle G, which is not true. (1 point)  
AND  
Reflection over the x-axis followed by a reflection over the y-axis. (1 point)  
OR  
Other valid response |
| 1 | Response demonstrates partial understanding of the standard.  
Student earns 1 point for answering 1 key element. |
| 0 | Response demonstrates limited to no understanding of the standard.  
Student earns 0 points because the student does not show understanding of transformations of two-dimensional figures. |
Part A: Explain why \(\triangle ABC\) cannot be mapped onto \(\triangle EFG\) by a reflection of \(\triangle ABC\) over the \(x\)-axis followed by a slide of 8 units to the left. **Write your answer in the space provided on your answer document.**

Part B: Describe a rigid transformation or series of transformations that maps \(\triangle ABC\) onto \(\triangle EFG\). **Write your answer in the space provided on your answer document.**

---

Part A: That would not work because \(A\) should be where \(E\) is but those steps will put \(A\) where \(G\) is.

Part B: Rotate 180 degrees about the origin.
The response demonstrates a complete understanding by providing an explanation of why the transformations will not map the first triangle onto the second triangle in Part A and a description of a correct transformation in Part B. The student shows that a reflection over the x-axis followed by a slide of 8 units to the right maps point A to point G, but the corresponding point on triangle EFG should be point E. The student provides a correct description of the rotation of 180 degrees about the origin.
MGSE8.G.2

Response Score: 1

5. Look at $\triangle ABC$ and $\triangle EFG$ on the coordinate grid.

Part A: Explain why $\triangle ABC$ cannot be mapped onto $\triangle EFG$ by a reflection of $\triangle ABC$ over the $x$-axis followed by a slide of 8 units to the left. Type your answer in the space provided.

Part B: Describe a rigid transformation or series of transformations that maps $\triangle ABC$ onto $\triangle EFG$. Type your answer in the space provided.

It won’t be the same

Reflect over the y axis and then reflect over the x axis

The response demonstrates partial understanding by providing a correct description of a series of transformations in Part B. The student describes the correct transformations (reflection over the $y$-axis followed by reflection over the $x$-axis) that will map triangle $ABC$ onto triangle $EFG$. Though the student states in Part A that “It won’t be the same,” this is not detailed enough to explain why the series of transformations provided will result in triangle $ABC$ not being mapped onto triangle $EFG$. 
MGSE8.G.2

Response Score: 0

5. Look at ΔABC and ΔEFG on the coordinate grid.

Part A: Explain why ΔABC cannot be mapped onto ΔEFG by a reflection of ΔABC over the x-axis followed by a slide of 8 units to the left. Type your answer in the space provided.

Part B: Describe a rigid transformation or series of transformations that maps ΔABC onto ΔEFG. Type your answer in the space provided.

That will work

Reflect and translate

The response shows inadequate understanding of the concepts being measured. The student incorrectly asserts that the series of transformations in Part A will result in mapping triangle ABC onto triangle EFG. The series of transformations provided in Part B is not correct and is a general restatement of the transformation provided in Part A.
CONSTRUCTED-RESPONSE ITEM

MCC8.EE.8c

6. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour

   Plan 2: a flat fee of $9 plus $12 an hour

Part A: Write a system of equations that represents both pricing plans. For each equation, use x to represent the number of hours a bicycle is rented and y to represent the total cost. Write your answer in the space provided on your answer document.

Part B: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. Write your answer in the space provided on your answer document.

#6 Item Information

<table>
<thead>
<tr>
<th>Standard: MCC8.EE.8c</th>
<th>Item Depth of Knowledge: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td>Student uses reasoning and develops a plan or sequence of steps; process has some complexity.</td>
<td></td>
</tr>
</tbody>
</table>
# ITEM-SPECIFIC SCORING GUIDELINE

<table>
<thead>
<tr>
<th>Score Point</th>
<th>Description</th>
</tr>
</thead>
</table>
| **4**       | Response demonstrates a complete understanding of the standard. Give 4 points for correctly providing the two equations that represent the pricing plans, determining that at 3 hours the two plans have the same cost, and explaining how the value of 3 hours was determined.  

**Exemplar Response:**  
**Part A:** Plan 1 is \( y = 15x \) (1 point)  
AND  
Plan 2 is \( y = 9 + 12x \) (1 point)  
**Part B:** 3 hours (1 point)  
AND  
I set 15x equal to 9 plus 12x and solved for \( x \). The result is \( x \) is 3 hours for both plans to be the same. (1 point)  
OR  
Other valid response |
| **3**       | Response demonstrates nearly complete understanding of the standard.  
Student earns 3 points for answering 3 key elements.* |
| **2**       | Response demonstrates partial understanding of the standard.  
Student earns 2 points for answering 2 key elements.* |
| **1**       | Response demonstrates minimal understanding of the standard.  
Student earns 1 point for answering 1 key element.* |
| **0**       | Response demonstrates limited to no understanding of the standard.  
Student earns 0 points because the student does not show understanding of solving real-world problems leading to two linear equations in two variables. |

*If a student makes an error in Part A that is carried through to Part B (or subsequent parts), then the student is not penalized again for the same error.*
6. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour

   Plan 2: a flat fee of $9 plus $12 an hour

Part A: Write a system of equations that represents both pricing plans. For each equation, use $x$ to represent the number of hours a bicycle is rented and $y$ to represent the total cost. **Write your answer in the space provided on your answer document.**

Part B: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. **Write your answer in the space provided on your answer document.**

\[ y = 15x \quad \text{and} \quad y = 12x + 9 \]

\[
\begin{align*}
3 \text{ hours} \\
15x & = 12x + 9 \\
15x - 12x &= 12x + 9 - 12x \\
3x & = 9 \\
x &= 9/3 \\
x & = 3
\end{align*}
\]

The response demonstrates complete understanding by providing equations that represent both pricing plans in Part A, providing a correct answer in Part B, and providing a correct explanation of how to determine the number of hours for which the two pricing plans have the same cost. The student correctly shows how to model an hourly rate pricing plan as well as a fixed cost plus hourly rate pricing plan using a system of equations. The student shows that the number of hours for which the plans cost the same requires that the two expressions equal to $y$ should be set equal to each other. The student correctly solves this equation to get the answer of 3 hours.
6. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

Part A: Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. Type your answer in the space provided.

Part B: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. Type your answer in the space provided.

\[
y = 15x \quad \text{and} \quad y = 10x + 9
\]

1.8

15x = 10x + 9

5x = 9

\( x = 1.8 \)

The response demonstrates partial understanding by providing an equation that represents one pricing plan in Part A and a correct answer in Part B based on the two equations from Part A. It includes a correct explanation of how to find the number of hours for which the two pricing plans have the same cost. The student shows how to model an hourly rate pricing plan as well as a fixed cost plus hourly rate pricing plan using a system of equations, but uses an incorrect hourly rate for the fixed cost plus hourly rate plan (\( y = 10x + 9 \) rather than \( y = 12x + 9 \)). The student shows that to find the number of hours for which the costs are equal, the two expressions that represent \( y \) should be set equal to each other. The student solves this equation to get an answer of 1.8 hours, which is correct given the two equations from Part A.
Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

**Plan 1**: $15 an hour

**Plan 2**: a flat fee of $9 plus $12 an hour

---

**Part A**: Write a system of equations that represents both pricing plans. For each equation, use $x$ to represent the number of hours a bicycle is rented and $y$ to represent the total cost.  
*Type your answer in the space provided.*

**Part B**: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer.  
*Type your answer in the space provided.*

\[ y = 15x \text{ and } y = 12x + 9 \]

7.2 hours because it’s the correct answer

---

The response demonstrates partial understanding by providing equations that represent both pricing plans in Part A and an incorrect answer in Part B. The student shows how to model an hourly rate pricing plan as well as a fixed cost plus hourly rate pricing plan using a system of equations. The student does not show how to find the number of hours for which the plans have the same cost by setting the two expressions that represent $y$ equal to each other. The answer provided for Part B is not correct.
MCC8.EE.8c

Response Score: 1

6. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour

   Plan 2: a flat fee of $9 plus $12 an hour

Part A: Write a system of equations that represents both pricing plans. For each equation, use $x$ to represent the number of hours a bicycle is rented and $y$ to represent the total cost. Write your answer in the space provided on your answer document.

Part B: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. Write your answer in the space provided on your answer document.

\[
\begin{align*}
  y &= 15x \\
  y &= 12x + 9
\end{align*}
\]

The response demonstrates minimal understanding by providing an equation that represents the hourly rate pricing plan in Part A. The student shows how to model an hourly rate pricing plan, but does not account for a pricing plan with a fixed cost plus hourly rate. The student does not show how to find the number of hours for which the plans have the same cost.
MCC8.EE.8c

Response Score: 0

6. Zoe wants to rent a bicycle. Rent-A-Bicycle offers two pricing plans to rent a bicycle.

   Plan 1: $15 an hour
   Plan 2: a flat fee of $9 plus $12 an hour

Part A: Write a system of equations that represents both pricing plans. For each equation, use \( x \) to represent the number of hours a bicycle is rented and \( y \) to represent the total cost. Write your answer in the space provided on your answer document.

Part B: At what number of hours do the two plans cost the same amount? Show work or explain how you found your answer. Write your answer in the space provided on your answer document.

\[
\begin{align*}
\text{plan 1: } & 15 \text{ every hour} \\
\text{plan 2: } & 12 \text{ every hour } + $9 \\
\text{In 5 hours they are equal}
\end{align*}
\]

The response demonstrates inadequate understanding of the concepts being measured. The student restates the price plans without a system of equations using the plan information. The response of “5” in Part B is incorrect, with no supporting explanation.
END OF SAMPLER
QUESTIONS
END OF SAMPLER QUESTIONS