New England Common Assessment Program

Released Items Support Materials 2007

Grade 8 Writing

7.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying capitalization rules

1. Which word in the sentence below should be capitalized?

> My class assignment was to describe how my local government worked, so I made an appointment with mayor Demers.

A. class
B. local
C. government
D. mayor

7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning

2. Where should a comma be placed in the sentence below?

> Most goods were carried to other parts of the country by sailing ships canal barges, or wagons.

A. after *goods*
B. after *carried*
C. after *country*
D. after *ships*

7.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules

❸ How should the underlined word in the sentence below be spelled?

For vacation next summer I'm hoping my family will take a trip thorugh the desert.

A. threw
B. thru
C. thorough
D. through

7.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

❹ What is the **best** way to combine the two sentences below?

The Texas State Railroad is one of the largest steam train operations. This railroad line was built in 1893.

A. A railroad line was built in 1893, the Texas State Railroad, and is one of the largest steam train operations.
B. The Texas State Railroad, built in 1893, is one of the largest steam train operations.
C. The Texas State Railroad is one of the largest steam train operations and it was built in 1893.
D. In 1893 was built the Texas State Railroad, one of the largest steam train operations.

7.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying capitalization rules

5 Which edit is needed in the sentence below?

In the spring of 2002, an iceberg twice the size of Rhode island broke off from Antarctica.

A. Change ***spring*** to **Spring**.
B. Change ***iceberg*** to **Iceberg**.
C. Change ***island*** to **Island**.
D. Change ***Antarctica*** to **antarctica**.

7.9.5 In independent writing, students demonstrate command of appropriate English conventions by correctly spelling grade-appropriate, high-frequency words and applying conventional spelling patterns/rules

6 Which edit is needed in the sentence below?

I believe that it makes no difference weather or not we go later.

A. Change ***believe*** to **beleive**.
B. Change ***difference*** to **differance**.
C. Change ***weather*** to **whether**.
D. Change ***later*** to **latter**.

7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors

7 What is the correct form of the underlined word in the sentence below?

> They have <u>sing</u> in the chorus ever since they were in eighth grade.

A. singed
B. sang
C. sung
D. sanged

7.1.1 Students demonstrate command of the structures of sentences, paragraphs, and text by using varied sentence length and structure to enhance meaning (e.g., including phrases and clauses)

8 What is the **best** way to combine the two sentences below?

> Many writers now use computers. Computers can hold a lot more information than notebooks.

A. Many writers now use computers because computers can hold a lot more information than notebooks.
B. Unlike notebooks, many writers now use computers that can hold a lot of information.
C. Computers for many writers can hold a lot more information than notebooks.
D. Many writers now use computers, computers can hold a lot more information than notebooks.

7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning

9 Which edit is needed in the sentence below?

> I hope the school's auditorium is still full when the last group of singers performs it's last songs!

A. Change ***school's*** to **schools**.
B. Change ***singers*** to **singer's**.
C. Change ***it's*** to **its**.
D. Change ***songs*** to **song's**.

7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors

10 Which of the following is a sentence fragment?

A. Some scientists worry that the size of recent icebergs is related to global warming.
B. An iceberg part of a glacier that breaks off and then is set adrift on the ocean.
C. This process is called "calving," and people travel to cold places every year to watch it.
D. There is conflict between tour guides and people who mine glaciers for water.

Having a Ball

Writing in Response to Informational Text

(The passage for this prompt is located in Released Items 2007—Grade 8 Writing.)

7.2.3 In response to literary or informational text, students show understanding of plot/ideas/ concepts by connecting what has been read (plot/ideas/concepts) to prior knowledge, other texts, or the broader world of ideas, by referring to and explaining relevant ideas

11 Based on the passage, what helpful advice might Jenny Benson give to young soccer players? Write a paragraph describing the advice and explaining why it might be helpful.

Scoring Guide:

Score	Description
4	Response provides a clear description of advice Jenny Benson might give and an explanation of why that advice might be helpful. The paragraph maintains a focus/purpose throughout, includes relevant supporting details, and is well-organized. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response provides a general explanation of advice Jenny Benson might give and why that advice might be helpful. The paragraph maintains the focus/purpose, but there may be minor lapses. The response includes some supporting details and is generally well-organized. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response is an attempt at a paragraph that provides an explanation of what advice Jenny Benson might give and why that advice might be helpful. The response contains major lapses in focus/purpose and/or few relevant supporting details from the text. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response may be unclear and/or a minimal attempt to explain what advice Jenny Benson might give. The response includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

Scoring Notes:

Possible advice:

- Accept you can't be perfect and that you will have good and bad days.
- Concentrate on having fun.
- Try to be consistent.
- Believe in yourself.
- Be optimistic.
- Play as if you were the biggest/strongest player on the team, even if you are not.
- Be focused.
- Don't pressure yourself.
- Others that aren't mentioned

Score Point 4

11

I think some helpful advice that Jenny Benson could give to youth soccer players is to follow your dreams. Jenny might have started out playing soccer a few years later than the other kids, but she realized she loved it and worked hard to get to where she is now. It is very difficult to be able to play at a professional level, but Jenny believed in herself and followed her dream. Everyone should have dreams, and work as hard as they can to accomplish them. Even if it seems to difficult or challenging, if it is something you love it is something that you should work for. Never give up and never let go. Do not settle for anything less than the best you can do. Always set high goals for yourself and work your way up. Work as hard as you can, because it is definetly worth the climb.

Score Point 3

11

Jenny Benson should tell young soccer players to believe in themselfs, and to concentrate on having fun. Jenny Benson sounds like she has a really positive attitude and that was what made her so successful. She should tell soccer players her story so they will become self confident about their own soccer career! Jenny should tell everyone about how she knows the sun will always come up after a bad day, To show how she got help getting through the soccer seasons.

Score Point 2

11

Jenny Benson's advice is to have fun while doing something you love, and believe in yourself. If you take things too seriously, you can easily lose sight of why you started playing to begin with. Believing in yourself is important because it helps to be positive and know in your head and your heart that you can succeed if you do your best.

Score Point 1

11

As long as you believe in your you can do any thing you put your mind to. Soccer is supost to be fun. Just do your best.

Score Point 0

11

I think that the coach should be responsible for the fontle teams feeling's and the coach did the right thing. She let them play the game.

Informational Writing (Persuasive Writing)

(There is no passage that accompanies this prompt.)

7.8.2 In informational writing, students demonstrate use of a range of elaboration strategies by including facts and details relevant to focus/controlling idea, and excluding extraneous information

⓬ Do you think that people should be allowed to get their driver's license at age 14? Write a paragraph that develops **one** strong argument supporting your position.

Scoring Guide:

Score	Description
4	Response provides one clear argument that supports a position on the question of whether people should be allowed to get a driver's license at age 14. The paragraph contains a relevant focus/controlling idea and details that support the focus. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response provides one clear argument that supports a position on the question. The paragraph contains a relevant focus/controlling idea and appropriate details. There may be minor lapses in focus and/or details that lack development or specificity. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response is an attempt at a paragraph that provides a position. There may be major lapses in focus (i.e., the position and support may be unclear). The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response is undeveloped or contains an unclear focus (i.e., there is little evidence of a position or support). The response includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

Score Point 4

12

Allowing a person that is 14 years old to get their drivers license, is giving as much responsibility to them as they would have paying taxes. Most 14-year-olds are not mature enough to handle driving. An example of this is that a 14 year-old may be driving with their friends and is distracted. The driver turns around to look at something and the car crashes into the car in front. The immaturity of a driver could kill and injure other people. Another reason is that these young teenagers could drive wherever they wanted. They could easily disobey their parents. This freedom could get a 14-year-old into a dangerous situation. My final reason is that not all 14-year-olds have grown to their full adult size yet. Some people that are 14 are still to small to reach all of the pedals and brakes in a regular size car. In conclusion, I think waiting another year or two would be a safe choice for everyone.

Score Point 3

⓬

I do not think kids should get their driver's license at age 14. Firstly, they don't have the maturity. They haven't had enough experience using their own judgement. Secondly, 14 is an age where you are still a kid and shouldn't be given the responsibility to drive. Thirdly, I think, at that age, kids are going through tough changes and need to, again, experience with their own judgement because they haven't been put in tough situations. Getting your driver's license at age 14 is too young and 14 year olds are not ready for the responsibility.

Score Point 2

12

yes, because most kids now adays know the basics to driving a car because the parents teach them and also you can start driving with a perement when your 15/15 as long your with a parent guardian over the age of 18.

Score Point 2

12

No I dont think people should get their drivers License at the age of 14 because they are to irresponseible. Furthermore I dont even think people should get a drivers license until the age of 18 because befare that the people are still children and way to irresponsible.

Score Point 1

⓬

I think that they should not have there driver's lisense at age 14 I think they should have there driver's lisense at age 16.

Score Point 0

⓬

Student responses to this item included only a minimal number of zeros; an appropriate sample response could not be located.

The Cleverest Son

Narrative Writing

(The passage for this prompt is located in Released Items 2007—Grade 8 Writing.)

7.4.2	**In written narratives, students organize and relate a story line/plot/series of events by** establishing context, character motivation, problem/conflict/challenge, and resolution, and maintaining point of view

13 Describe how the youngest son filled the room and then end the story.

Scoring Guide:

Score	Description
4	Response provides relevant and descriptive details about how the son fills the room, and provides an ending that clearly continues the story line. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	Response provides general details about the moment when the son fills the room, and provides an ending that generally continues the story line. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	Response provides some details about the moment when the son fills the room but fails to provide an ending, OR the response fails to provide description but does include an ending that continues the story line. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	Response may be unclear and/or a minimal attempt to continue the story. The response includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	Response is totally incorrect or irrelevant.
Blank	No response

Score Point 4

13

The youngest son took 2 rings out of his pocket.

He said to his father, "One for each of us so we'll never be apart no matter the circumstances."

His two brothers looked at him as if he was insane.

The eldest son said, "You didn't fill the room, none of us inherit the house and possessions."

"Think again," said his father, "Your brother has outwitted you both. He's filled the room with love, not by buying the rings, but with the love he shares, he inherits it all."

The two brothers stomp out of the house.

"I know you could do it all along, you really are my cleverest son."

The End

Score Point 3

13

The youngest son reveled that he had bought paper and a pencil. Earlier that day he had drawn portrats of how loving and caring his father was. Although that is not what filled the room, the love for his father is what not only filled the room but everything in it. The fathers heart was warmed when he saw how clever his son had been. Then he said, "Ah, you my boy are indeed the cleverest, you have filled the room with the greatest thing of all, love." So the eldest and middle boy ran from the house sobbing that their youngest brother had outwited them and gotten everything father had owned.

Score Point 2

13

I think the room was filled with the rest of his families emotions. I'm thinking that he got Something that was really good and it made his two other brothers and his father smile, So I think the room was filled with Smiles and happiness.

Score Point 1

13

The Youngest Son filled the room with the two things he bought from a little Shop, and with feathers, and straw.

I would end the story with the father Dying of illness, and the three sons split the house.

Score Point 0

13

he did something that were bad and some were good. the father was kind of nice but he had some problums

Television Then and Now
Informational Writing (Reports)

(The passage for this prompt is located in Released Items 2007—Grade 8 Writing.)

Use information from the fact sheet and your own knowledge to write a report that compares television in 1965 and television today.

14 What is the focus/controlling idea of your report?

Scoring Guide:

Score	Description
1	Response contains an appropriate focus/controlling idea related to the prompt. The focus/controlling idea may or may not be developed in the response.
0	Response is totally irrelevant.
Blank	No response

15 What are the supporting details in your report?

Scoring Guide:

Score	Description
1	Response contains appropriate supporting details related to the prompt. These supporting details may or may not appear in the text, as long as they are a logical extension of the ideas presented. The supporting details may or may not be used in the response.
0	Response is totally irrelevant.
Blank	No response

Television Then and Now
Informational Writing (Reports)

16 What is the conclusion to your report?

Scoring Guide:

Score	Description
1	Response contains an appropriate conclusion related to the prompt. The conclusion may or may not be used in the response.
0	Response is totally irrelevant.
Blank	No response

7.8.3 In informational writing, students demonstrate use of a range of elaboration strategies by including sufficient details or facts for appropriate depth of information: naming, describing, explaining, comparing, use of visual images

17 Use information from the fact sheet and your own knowledge to write a report that compares television in 1965 and television today.

Scoring Guide:

Score	Description
6	• Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • Intentionally organized for effect • Fully developed details, rich and/or insightful elaboration supports purpose • Distinctive voice, tone, and style enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
5	• Purpose is clear; focus/controlling idea is maintained throughout • Well-organized and coherent throughout • Details are relevant and support purpose; details are sufficiently elaborated • Strong command of sentence structure; uses language to enhance meaning • Consistent application of the rules of grade-level grammar, usage, and mechanics
4	• Purpose is evident; focus/controlling idea may not be maintained • Generally organized and coherent • Details are relevant and mostly support purpose • Well-constructed sentences; uses language well • May show inconsistent control of grade-level grammar, usage, and mechanics
3	• Writing has a general purpose • Some sense of organization; may have lapses in coherence • Some relevant details support purpose • Uses language adequately; may show little variety of sentence structures • May contain some serious errors in grammar, usage, and mechanics
2	• Attempted or vague purpose; stays on topic • Little evidence of organization; lapses in coherence • Generalizes or lists details • Lacks sentence control; uses language poorly • Errors in grammar, usage, and mechanics are distracting
1	• Lack of evident purpose; topic may not be clear • Incoherent or undeveloped organization • Random information • Rudimentary or deficient use of language • Serious and persistent errors in grammar, usage, and mechanics throughout
0	Response is totally incorrect or irrelevant.
Blank	No response

Student Writing Sample—Score Point 6

Score Point 1

14 The idea of this report would be the basis of show in the 60's and the basis now.

Score Point 1

15 I will be talking about how TV has changed to suit the more advanced world. Also, I will write about why TV had to change to suit the "new generation" audience.

Score Point 1

16 The conclusion will be how much TV has improved or has unimproved.

Score Point 6

17 Today when we sit down and turn on the television to our favorite show, it probably isn't the same thing your parents and grandparents were watching when they were kids. TV's weren't even popular in color yet. Back then TV was about a pure and superb acting job, not special effects and computer generated images. It is amazing and shocking to see how far we've come.

Most shows on television now have special effects in them now to make them

Student Writing Sample—Score Point 6

seem more real. Back in the 60's an explosion would be created by special sound effects and the camera man shaking his camera. An explosion today however is nothing more than typing certain elements into the computer. Sometimes they will even create an actual explosion using dynomite. If people saw this in the 60's they would be shocked and surprised. Now we as Americans come to expect it.

In the 1960's you could turn on your family television and watch Dick VanDyke or Batman, etc. Most of the shows were short, simple, and to the point. Today if those were the only elements you could bet that television network would be losing some ratings. Even the way we watch TV has changed. Back then, families had made one TV and you could all fit around it if you were lucky. Today in America most households have up to 4, 5, or maybe even 6 TV's. All with men and women on the other end making notes on how many times we tune into their station or network, and what particular show we watch. Sure they probably did that in

Student Writing Sample—Score Point 6

the 60's, but I'm sure it wasn't as competitive. Today we have shows running until 9:03 just so we can get hooked and the other networks will lose for three minutes. Shouldn't it be about the viewer and not about the network?

When you turn on the television and you turn to NBC, CBS, and ABC, what is it that you are expecting to find lately? Reality shows! Everything is about competing now whether it being a race around the world, being stranded on an island, or eating bugs. it's all about reality. I guess that whats the people want. They want to see people doing this that they would never do even for a million dollars. One million dollars which will be payed to you over the course of 40 years. Some prize right?

Today TV has changed. Maybe for the better or maybe for the worse. It sure is more exciting isn't it? But maybe, just maybe TV should return to the nice, inocent, and Funny TV that they had in the 1960's. Wouldn't that be grand?

- Writing shows consistent control of grammar, usage, and mechanics.
- Writing has a clear purpose and focus with control of ideas throughout.

Student Writing Sample—Score Point 5

Score Point 1

⓮ My focus is on the pros and cons of TV changing since 1965.

Score Point 1

⓯ The top shows back then, the causes of obesity in the United States, amount of TV watched per day, political stats on how TV works for them, and the percentages back then compared to now.

Score Point 1

⓰ I conclude that overall, I think TV has changed for the better since 1965.

Score Point 5

⓱ Television back in 1965 was a lot different than it is now. Most operated in black and white screens, with only three television networks: NBC, CBS, and ABC. The oldest, NBC, began in 1926 as a radio network. Having only this many channels compares greatly to the over 100 the average channels we have today. This has both an advantage and disadvantage to it. Since there wasn't that many channels back then, people watched less television then they do

Student Writing Sample—Score Point 5

today. The difference of hours watched was 5 hours and 30 minutes on average compared the 7 hour average the TV spends operating today. I bellue this is one of the causes of obesity in our society, with Americans just sitting around being couch potatoes. on the other hand, I think the amount of information that is put out over television now keeps our country better informed on what is happening in our world.

On the subject of keeping the United States informed about things, back in 1965, it is a fact that political ads had just barely become common. This is an extreme contrast on the amount of information on political ads for presindential campaigns put on TV today. There is so much put out, most families place their votes based on the information they see on television. I think it is better now that there is so much advertising of it.

The top five shows on television in 1965 were Bonanza; Gomer Pyle, USMC; The Lucy Show, The Red Skelton Hour, and Batman.

Student Writing Sample—Score Point 5

These shows must have been good, because I know that Batman and I Love Lucy are still adequately popular today. There are a lot of junk soap operas now, which seem to just take up space that could be used for something else halfway decent. I believe there was more of an effort put in the making of shows back then.

Technology has drastically changed for the better since 1964. Back then, 7% of the TV's were in color; now 99% are. Only 2.4% of households used cable; about 70% do now. Cable was used in areas where it was difficult to get a good signal. Last, there were no VCRs and DVD players. Today, 90% of households use VCRs. They have become important objects in our lives.

In conclusion, I think the change in television since 1965 has its pros and cons. I believe it has mostly changed for the better, besides the fact that TV is one of the #1 causes of obesity. Overall, I think TV is an important feature in our lives and most families today could not possibly live without their televisions!

Student Writing Sample—Score Point 5

- Writing shows consistent control of grammar, usage, and mechanics.
- Writing is organized and coherent.

Student Writing Sample—Score Point 4

Score Point 1

14 Television today has drastically Changed from how it was in 1965.

Score Point 1

15 Only 7% of t.vs were in color, then 70% now are in color. 90% of households have access to a VCR, No DVD or VCR's then. No political ads Only 3 networks b/w

Score Point 1

16 Though television has evolved it is still the favorite past times of many people.

Score Point 4

17 Television today has greatly evolved from what it once was, 40 years ago. The shows found on t.v were much different, as well as how they appeared.

Back in 1964 only 94% of American households had a television. Now, in 2005, 98% of American households have at least one television, some even have

Student Writing Sample—Score Point 4

5. Cable, which only 2.4% of Americans had back then, was once only uses where it was difficult to get a good signal. Now we have Cable to expand our viewing pleasures, Some Cable companies give up to 300 chanels!

Almost all of the televisions in 1964 were black and white, but it wasn't like you could tell the difference because the shows were in black and white anyway. The shows they had back then are almost extinct on televisions today. The *Lucy Show*, once popular in 1965, can only be found on one or two chanels now. Not that many people are still interested in those shows. Most of them were westerns, or about detectives, and people nowadays want MODERN action shows, not cowboys having duels.

Back in 1965 if you

Student Writing Sample—Score Point 4

missed your show then you'd have
to wait untill it replays. Now, all
you have to do is set
the VCR to record it. Also
with VCR's you can watch save
your favorite movies any time
you want, as long as you have
the tape.

As you can see, television
has greatly evolved from
what it once was. Though it
has drastically changed it is
still most American's favorite
past time.

- Writing has appropriate word choice and some control of sentence structure.
- Writing has some supporting details.

Student Writing Sample—Score Point 3

Score Point 1

14 Then there was only a few channels on tv to choose from, now their are hundreds.

Score Point 1

15 Three major networks then, in 1965; NBC, CBS, and ABC. Now their are so many channels you need a special button on your remote to go up to 100 or more.

Score Point 1

16 You can see tv has changed over the years and will probably keep changing for years to come

Score Point 3

17 As you probably know TV has changed throughout the years. Technology has and is running most American households. Here is just a taste of how tv has changed over time.

In 1965 there were just three major television networks but now there are countless channels you can trust. NBC, CBS, and ABC

Student Writing Sample—Score Point 3

were the television leaders and other channels were rare. Now with the help of cable and Sadilite television you have three-hundred channels or more to choose from. TV programs and talk shows last only a half hour and are on one channel or another at any moment of the day. You can find every type of program for any person. A animal show for the pet lover, a car show for the car lover. Any age is acounted for, cartoons for children, or craft shows for the older women. If you want it you've got it!

As you can see just from this report, [redacted] television has changed over the years and will continue to change for years to come.

- Writing has some organization.
- Writing has a general purpose with attempted focus.

Student Writing Sample—Score Point 2

Score Point 1

14 I sowe born in 1990 so I had Cola tv and some people did not sowe now there is info. about it.

Score Point 1

15 They were small and black and white Not every household had a tv. They did not have a VCR or DVD then. People would wacht 5 hours and 30 minutes.

Score Point 1

16 People today like tv a lot beter then 1926 or 1965.

Score Point 2

17 I was born in 1990 and I did not like tv in till I found out that when my ghrandmother did not have coloered tv's. They did not have a tv at all.

When tv's were around they were not as big as they are now and they only had three or four Chanoles.

Student Writing Sample—Score Point 2

People hardly had televisions only 94% had them now it is 98%.

In 1964 only 4% of the television were colored and now 99% of them are.

Well all I am saying is people that had black and white tv like colored tv beter then black and white. They also like it beter because they get beter chanoles.

Well I like it beter then black and white.

- Writing has lapses in organization or coherence, which may interfere with understanding.
- Writing lacks evident purpose or focus.

Student Writing Sample—Score Point 1

Score Point 1

14 The focus of my report is to explain how tv of 1965 is to tv now.

Score Point 1

15 The facts from the fact sheet, and the information I air already know.

Score Point 1

16 There are some differences back then tv was black and white. Now we have VCR's

Score Point 1

17 In 1965 tv was black and white, real big, they had bad reception and not many channels. Now we have VCR's, DVD players, a lot of channels and big and small tv's.

- Writing lacks evident purpose or focus.
- Writing has limited word choice and/or control of sentence structure.

Score Point 0

❶❹

Score Point 0

❶❺

Score Point 0

❶❻

Score Point 0

❶❼

Student responses to this item included only a minimal number of zeros; an appropriate sample response could not be located.