

RESOURCES

STANDARIZED TESTING UNIT

ELD-1

ELD-I TESTING UNIT: INTRODUCTION

**IDENTIFY THE DIFFERENCE BETWEEN CLASSROOM TEST
AND
STANDARIZED TEST**

<p>Materials: Samples of classroom/teacher made tests and a Standardized tests such as MEPA or MCAS Chart paper/transparency and markers Chart: Differences between teacher made and Standardized tests Sentence strip: <i>"This test is an example of ___ because ___"</i> <i>"The difference between these tests is that _____"</i> Notebook</p>
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Strategy: Identify the differences between classroom tests and Standardized tests.

Let's look at each type of test in detail:

Type of Test	Purpose
Quizzes	<ul style="list-style-type: none"> • Cover small amount of material (one or two day's work) • Might take 5 or 10 minutes to complete • Teachers write all the question • Teachers give quizzes to find out what you know before moving on • Sometimes the teacher grades the papers, other times students trade the paper • It count toward your grades
Classroom tests	<ul style="list-style-type: none"> • Cover more materials (one week, one unit, one chapter) • The test might take the whole class period • Teacher write all the question on the test • Teachers give the test to make sure you understand bigger chunk of material • The teacher grade the test, it counts toward your grades.
Standardized	<ul style="list-style-type: none"> • Are special kinds of tests • Measure what you know as compared with a large group of kids your age • Many people work together to write the test. They are not from your school • Your teacher does not know what questions are on the test • The test cover a whole year of work • The test are long, may take the whole morning or few days • Machines or other people grade the tests • It can show if you are on grade level • The results matter a lot!

The following chart shows how classroom tests and standardized tests are the same and different.

Classroom Test	Standardized Test
Written by the teacher	Written by a group of people
Test one subject at a time	May test one subject or many subjects at a time
Your teacher can tell you exactly what is on the test	Your teacher has not seen the test. Your teacher can't tell you what information will be tested
Taken by your classmates only	Taken by kids all over the city, state or the country
Usually fairly short, perhaps 30 minutes or so	Often fairly long, perhaps more than one day
Can be given any time	Given at the same time everywhere
Can make-up test or do make-up assignment if you are absent at any time	May do make-up at specific day or no make-up
Grade by your teacher	Grade by machine or a group of people
Counts on your grades	May count for difference things
Low -stakes test	High-stakes test

Standardized tests help you:

- See what information you understand
- See what information you don't understand
- Compare your progress to the progress of other students your age
- Get you into special programs
- Win contest
- Feel good about yourself

ELD-I TESTING UNIT: TEXTUALLY EXPLICIT QUESTIONS

MATERIALS

Samples of Standardized tests such as MEPA or MCAS

Chart paper/transparency and markers

Sentence strip: *“One thing that I notice about **textually explicit question** is ____”*

Notebook

Strategy: Identifying Textually Explicit Questions

Textually Explicit Questions are sometime called On-the-page, Literal, Level-One, In-the-Text.

The Textually Explicit Questions can be answered directly from the reading, often by using the exact words from the text.

Examples:

Look at the picture below. Which word tells what the girls are doing?



- A. Sleeping
- B. Writing
- C. Resting
- D. Playing

This passage about the Amazon Rainforest tells us about some of the amazing things we find there. Read the passage and answer the question

The Amazon Rainforest

Picture this: you are hiking in the Amazon rainforest. You see a large, black cat and recognize it to be a panther. Suddenly you hear a sound nearby. Could it be an anaconda, a large snake that can grow to be 33-feet long? A flower up ahead is six-feet wide! It is the world's largest flower.

What is an anaconda?

- A. A rainforest
- B. A black cat
- C. A large snake
- D. A large flower

What can grow to be six-feet wide?

- A. The rainforest
- B. The panther
- C. The anaconda
- D. The world's largest flower

ELD-I TESTING UNIT: TEXTUALLY IMPLICIT QUESTIONS

MATERIALS

Samples of Standardized tests such as MEPA or MCAS

Chart paper/transparency and markers

Sentence strip: *“One thing that I notice about **textually implicit question** is ____”*

Notebook

Strategy: Identifying Textually Implicit Questions

Textually Implicit Questions are sometime called Between-the-Lines, Implicit, Interpretative, Level-Two, Within-the-Text.

The Textually Implicit Questions can be answered by going beyond the literal information in the text, to interpret meaning by drawing upon multiple pieces of information, both implicit and explicit. These questions often draw upon student’s background knowledge and sense of logic and reason in addition to information on the text.

Textually Implicit Questions may ask the readers to use information to compare and contrast, explain, identify the cause and/or effect, predict, or come to a conclusion. They may also ask for main ideas.

Examples:

Look at the picture below. Think of a title for the picture.



Read the sentences about Bella. Then answer the questions that follow.

Story:

Bella is a good soccer player. She plays every day. Someday, Bella wants to be a famous soccer player.



1. What do the sentences tell you about Bella?

- A. She is eleven years old.
- B. She likes sports.
- C. She has blue eyes.
- D. She goes to school.

2. The **main** purpose of this story is to

- A. Provide information about Bella
- B. Persuade people to play soccer
- C. Describe the game of soccer
- D. Explain how to play with Bella.

ELD-I TESTING UNIT: CRITICAL ANALYSIS QUESTIONS

MATERIALS

Samples of Standardized tests such as MEPA or MCAS

Chart paper/transparency and markers

Sentence strip: *“One thing that I notice about **critical analysis question** is ____”*

Notebook

Strategy: Identifying Critical Analysis Questions

Textually Implicit Questions are sometime called Behind-the-Page, Application, Evaluative, Level-Three, Between-the-Pages questions.

The Textually Implicit Questions ask the reader to apply information from outside the text in order to construct a reasonable answer. The answer is not in the story.

Example:

Read the sentences about Bella. Then answer the questions that follow.

Story:

Bella is a good soccer player. She plays every day. Someday, Bella wants to be a famous soccer player.



1. How might Bella improve her soccer skills?
 - A. By watching movies
 - B. By practicing more
 - C. By doing more homework
 - D. By talking on the phone

ELD-I TESTING UNIT: Structure of Questions

Test writers write questions in three parts: Stems, Options, and Distracters.

- **Stems are** the initial part of a multiple choice item, the part that poses the problem to be solved by the reader. Stems are formed either in a question form or an incomplete statement.
- **Options are** all the alternative answers or completions that are presenter to the reader. Options include the correct answer and a number of alternate's choices.
- **Distracters are** alternatives choices that seem as the right answer, the purpose is to distract the test-taker to guess or take the wrong answer.

Examples:

1. What do the sentences tell you about Bella? **(STEM)(Question)**

OPTIONS =A, B, C, or D

- | | |
|-----------------------------|-----------------------|
| A. She is eleven years old. | Distracter |
| B. She likes sports. | CORRECT ANSWER |
| C. She has blue eyes. | Distracter |
| D. She goes to school. | Distracter |

2. The **main** purpose of this story is to **(STEM)(Incomplete statement)**

OPTIONS =A, B, C, or D

- | | |
|------------------------------------|-----------------------|
| A. Provide information about Bella | CORRECT ANSWER |
| B. Persuade people to play soccer | Distracter |
| C. Describe the game of soccer | Distracter |
| D. Explain how to play with Bella. | Distracter |

ELD-I TESTING UNIT: Types of Questions

Read the passage about "Thanksgiving Celebration". Then answer the questions that follow.

Thanksgiving Celebration

Last spring, the Rodriguez family decided to take one of the turkey chicks home from the hardware home and raise it for the thanksgiving dinner. They chose one of the largest chicks, put it in a box, bought some food, and kept it in the back yard all summer. At first, he was so small that they worried about the neighborhood cats eating him. As the summer past, however, he got so big that they worried about him attacking the neighborhood cats. By the end of September, the turkey weighted 22 pounds, and was the king of the yard. Whenever cats or birds or anyone intruded on "his yard", he scared them away.

Late one night, the turkey made such a disturbance that it woke everyone up. Thinking that a cat must have come into the yard, Mr. Rodriguez went to the back door to try to make the bird quiet. He was worried about making so much noise and disturbing the neighbors. To his surprise, it was not a cat that raced across the yard and scrambled over the fence. It was a man!

Then Mr. Rodriguez noticed the burglars' tools on the ground. The turkey suddenly got quiet. Mr. Rodriguez realized that the turkey had saved the day.

The Rodriguez will be having chicken this Thanksgiving, and the turkey will continue to enjoy his food, water, and getting to bully an occasional cat.

Answer the following questions. After you answer the question identify the types of question as explicit, implicit or application questions.

1. How much did the turkey weight?
 - A. 12 pounds
 - B. 32 pounds
 - C. 22 pounds
 - D. 222 pounds

2. What kind of bird was spared from death?
 - A. A turkey
 - B. A cat
 - C. A robin
 - D. A bluebird

3. What holiday was mention on the story?
 - A. Turkey Day
 - B. Halloween
 - C. Christmas
 - D. Thanksgiving

4. Why did the Rodriguez family spare the live of the turkey?
 - A. The turkey was too skinny.
 - B. The turkey alerted the family to the present of an intruder.
 - C. The turkeys only eat cats.
 - D. The turkey was a lonely bird.

5. How might the turkey have alerted the family to the present of the intruder?
 - A. By telling them
 - B. By flying into the house
 - C. By calling them on the phone
 - D. By making loud noises

6. The month in which a magazine would most likely print the turkey story would be____
 - A. January
 - B. June
 - C. September
 - D. November

ELD-I TESTING UNIT: Tricks for Success

(Information obtains from: *AC Genre of Standardized testing* and *Be a Super Test-Taker* by L. Rozakis)

Strategy: Identify Elements for Success on Standardized Tests.

As you go through the unit write down all the ideas that students come up that will help them be successful during the testing. This chart might suggest other ideas.

Elements (General)	Why or How
Read the directions all the way through	Say the directions in your own words to make sure you know what you have to do.
Follow the directions	Read the directions. Then read them again. Listen carefully to any directions the teachers give. Make sure you understand all the directions before you make a mark on the test.
Find out what kind of test you'll be taking	<ul style="list-style-type: none"> • What is the name of the test? • Have you taken this test before? • How long was the test? • What subjects are tested? • Will there be a writing section? • Are the questions multiple-choice?
Work carefully	Read each question carefully and completely before you mark your answer. Re-read the test question if you get confused.
Use your time well	Pace yourself so you keep on working steadily. Spend the most time on the questions that count the most. If you finish early, check your work. Then check your work again.
Do your best	Always try your best and finish the test. Promise yourself to learn from your mistake. If you do, you'll feel a lot less scared.
Take practice test	Become familiar with the format and type of questions (practice, practice, practice). These test help you learn the types of questions you will have to answer. They help you build speed and confidence.
Be positive	Don't beat yourself up if your score isn't what you expected. You'll better next time.
Build reading stamina	Be patient. You need to be able to read silently for long periods of time.

ELD-I TESTING UNIT: Tricks for Success

Elements (Multiple choice)	Why or How
Circle or underline important words	This help you find the central point and get the correct answer.
Use process of elimination	Cross out answers that are silly or clearly off the topic.
Read every answer choice	Even if you're sure that choice A is correct, read all the way to the last choice. You may find that it's even better than your original choice.
Do the easy questions first	This help build confidence.
Skip questions you don't know	Mark it with an "X". You can go back to them later.
Identify the type of question	<ul style="list-style-type: none"> • Explicit – the answer is right on the page • Implicit- the answer is not exactly in the text (you need to infer- read between the lines) • Critical Analysis – the answer require you to bring information from your life, other texts, or the world.
Remember the distracters	The purpose is to distract the test-taker to take the wrong answer.
Reading a passage with multiple -choice	Why or How
Pace yourself carefully	You need enough time to read the passage and to answer the question. Plan your time. Then work steadily.
First read the entire passage (s)	This help you get an overview for a general understanding.
Reread the passage(s)	Pause at sections you find more difficult. Look for the main idea and key details. Ask "What was that about?"
Scan the multiple-choice questions without looking at the answers.	Predict the answer. Then look at the choices and find the closest match.
Find proof in the text	Return to the text to find proof for your answers. For questions on main ideas and specific details, try to find exact lines. For questions about drawing conclusions and making inferences, find details.
Main idea questions	Look at the title and the topic sentence. The topic sentence states the main idea of the passage. All the details in the passage support the topic sentence and the main idea.
Draw-a-conclusion and Make-inference questions	Use details from the passage and what you already know to find unstated (not in the passage) information.
Questions defining unfamiliar words	Use clues from prefix, suffix, roots or cognates. Also use words and phrases in a sentence that gives clues to the meaning of a difficult word.
Make-prediction questions.	Preview the title, subtitle, and headings. Look at any pictures or other visuals. Use this information to make a logical guess about what will come next in the passage.

ELD-I TESTING UNIT: **Tricks for Success**

Short-answer questions	What or How
Short-answer questions take two forms: incomplete sentences and brief statements.	Incomplete sentences: You are asked to fill in the missing part in a sentence. Brief Statements: You are asked to write a few words or sentences.
Study well	Short-answer questions are often recall test. You are being tested on knowing specific details. You must understand information to do well on these tests.
Skim the questions	When you skim a test, you read really fast. Read each questions, write down nay facts that come to your mind. You'll probably be able to use these facts to fill in the blanks.
Read carefully	Be sure you understand the statement. Underline key words. These are words that help you know what you're being asked.
Follow the rules of writing	Be sure to follow the rules of standard written English. For example, capitalize the first word in a sentence and all proper names. Use a period at the end of a complete sentence.
Write clearly	Write short, direct sentences. Give reasons, examples and proof that you understand the subject. Be sure your writing is legible.
Try to fill every questions	Try not to leave any question blank. If you don't know the answer, skip the question and return later. You might remember the answer or found a clue in another question.
Check your answers	Use common sense. If an answer doesn't seem logical, it's probably wrong. Reread the question.

ELD-I TESTING UNIT: Tricks for Success

Writing	What or How
Writing is a lot easier if you follow a few simple steps	This five-step process work especially well when you write a composition or an essay.
1. Identify the task	Figure out what you are asked to write. You will have to tell story, explain something, or argue a point.
2. Plan your essay	Decide how to arrange your details. Take a few minutes to plan what you're going to write.
3. Write	Get your ideas down on paper. Make your writing interesting and fun: use vivid words, describe things with exact language, and add words that appeal to the five senses.
4. Revise and edit	Polish your writing. Add missing details, add vivid words, cross out details that are off the topic, move words that are in the wrong place, and correct errors in spelling, punctuation, capitalization, and grammar.
5. Proofread	Fix all the errors and mistakes.

Standardized writing test ask you to respond to a **prompt**. The prompt will be a question or a statement. First read the prompt carefully to figure out what you have to do. You will have to tell a story, explain something, or argue a point. Look for key words that identify the type of writing. See the chart below:

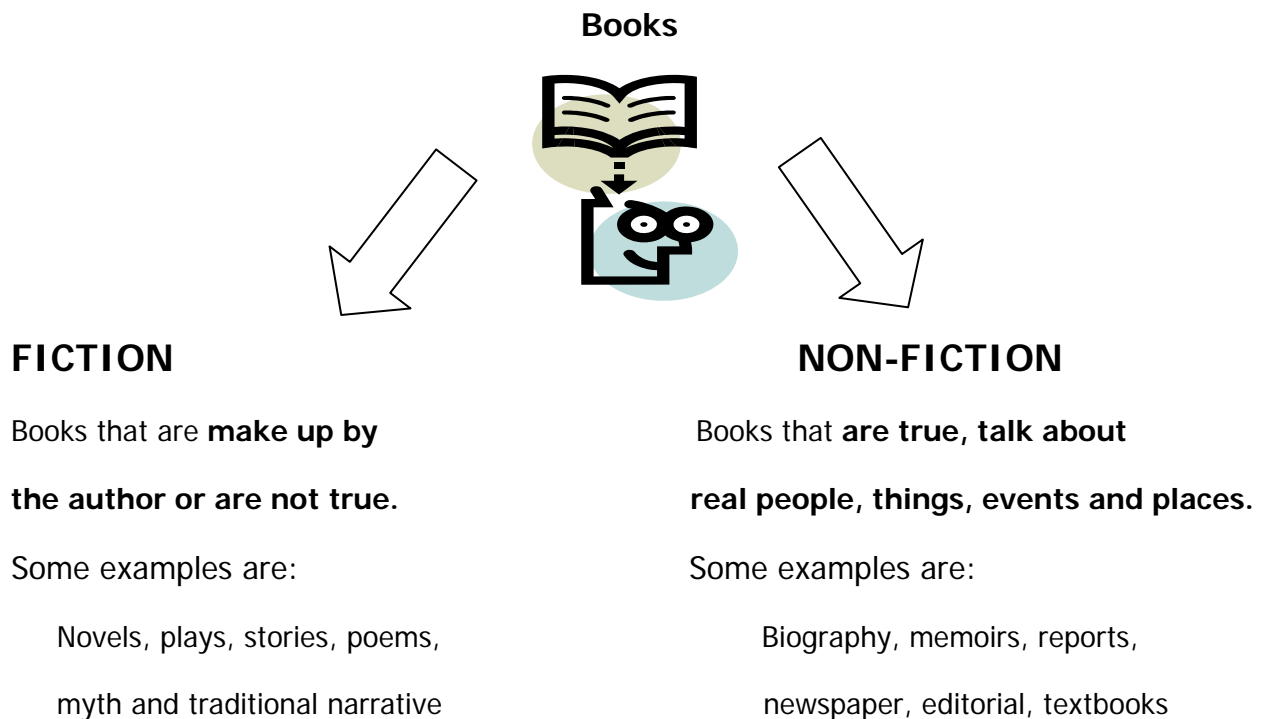
Type of writing	Use	Sample prompt	Key words	Ways to arrange ideas
Tell a story	Character, setting, suspense...	One day, a spaceship landed on the parking lot...	Story	Time order (beginning to end)
Explain something	Details, facts, examples	Create three new school rules. Then explain how these rules will help.	Explain	Alike and different Cause and effect Problem and solution
Argue a point	Details, Facts, examples	Should there be uniforms at your school? Argue for or against.	For or against	Most-to-least important reasons

ELD-I TESTING UNIT: **Which genre it is?**

A **genre** is a specific category of text, marked by a distinctive style, form or content. According to the MA Curriculum Frameworks the main literary genres are fiction, nonfiction, poetry and drama. A short list of genres might include the following:

Adventure	Horror	Thriller
Fantasy	Mystery	Poetry
Science fiction	Humor	Real life
Romance	Sports	Short stories
Historical fiction	Supernatural	Fairy tales
Legend	Autobiography	Biography

Text in a genre share similar content, ways of unfolding, key types of characters and often, styles. Texts are commonly classified as **fiction** or **non-fiction**. The distinction addresses whether a text discusses the world of **imagination** (fiction) or the **real world** (non-fiction).



Strategy: Review the elements of **fiction**.

Fiction text are texts that are **make up by the author**, they are **not true** but **imaginary**. Although fiction is made-up, some fiction can be about a person or events that really happen.

Fiction

Type or Form	Traits	Author's Purpose
Novel	<ul style="list-style-type: none"> • An extended story written in prose(usual or ordinary form) • Has a longer, more complicated plot • Has main and secondary characters • Has a setting • Has a theme (the main message of the story) • Usually is written in paragraph structure, forming chapters <p>Example: K. Di Camilo, Jean George</p>	To entertain
Short Story	<ul style="list-style-type: none"> • A brief fictional work that usually contain one major conflict and at least one main character • Explore one topic • Can be read in one setting • Have a setting, character have dialogue, there is a plot <p>Example: Mark Twain, Gary Soto, Cynthia Rylant</p>	To entertain
Poetry	<ul style="list-style-type: none"> • Differs in visual form from prose • Lines of varying length, forming stanzas • Relies on the sound of the spoken language • Relies on figurative language, symbolism, imagery, rhythm and repetition • Can tell a story, describe an object or situation, narrate an event or express feelings <p>Example: Robert Frost, Langston Hughes, Shel Silverstein</p>	To entertain
Drama	<ul style="list-style-type: none"> • A play that is intended to be performed before an audience • Arranged in scenes and acts • Has actors, set director, and a costume designer • It is about the "dramatic", about conflict and resolution, about compelling actions and reactions, conflicts and discovery <p>Example: W. Shakespeare, T. Williams, A. Miller</p>	To entertain

Type or Form	Traits	Author's Purpose
Folktales	<ul style="list-style-type: none"> • A story that has existed for many, many years. • Are created and handed down by word of mouth • Are set in any time and any place • Are stories about both human and non humans characters • Conflict between good and evil character • The nonhuman characters may have supernatural power or have magical object, spell and can transforms <p>Example: H. Christian Anderson</p>	To entertain
Fairy tales	<ul style="list-style-type: none"> • A story written for, or told to, children that includes elements of magic and magical power such as fairies or other characters with magical powers • Time is unimportant by beginning in some form version of "Once upon a time" or "Long, long ago" • It often has a royal character like a princes and princesses, and magic creatures like elves and fairies • Is a special kind of folktales/traditional literature <p>Example: Grimm's fairy tales</p>	To entertain
Fantasy	<ul style="list-style-type: none"> • A story with imaginative characters, settings, and events • Is a story that tells about events that couldn't possible happen in real life <p>Example: L. Carroll, C. Paolini</p>	To entertain
Modern Fantasy	<ul style="list-style-type: none"> • A fiction story in which the author takes the reader into a time and a setting where the impossible becomes convincingly possible in the real world <p>Examples: J.K. Rowling, Madelyn L'Engle, G. Carson Levine</p>	To entertain
Fable	<ul style="list-style-type: none"> • A short story that teaches a lesson or has a moral • It usually includes animals acting like people <p>Example: Aesop's fables</p>	To entertain
Realistic fiction	<ul style="list-style-type: none"> • A fictional story with realistic characters, settings, and events. • It could happen to real people living in today world. <p>Example: Jane Yolán, Gary Paulsen</p>	To entertain
Myth	<ul style="list-style-type: none"> • A traditional story passed down through generations that explain why the world is the way it is • Stories from ancient cultures about history, gods, and heroes • Stories take place where gods dwells, on earth or the underworld • Are considered sacred because the principal character are deities <p>Example: Greek or Roman myths</p>	To entertain

Type or Form	Traits	Author's Purpose
Legend	<ul style="list-style-type: none"> • Are similar to myths in that they are regarded as true by the narrator and his audience • They are set in a period considered less remote, when the world was much as it is today. • More secular(not religious) than sacred • Their principal character is human <p>Examples: The Legend of King Arthur or Robin Hood</p>	To entertain
Tall tale	<ul style="list-style-type: none"> • Humors story characterized by exaggeration • When details are exaggerated, they make the story impossible to believe • Someone gets fooled, to the amusement of the person who knows the truth <p>Example: J. Scieszka, M. Pope Osborne</p>	To entertain

Strategy: Review the elements of **non-fiction**.

Non-fiction text are texts that are real, it talk about real people, things, events and places.

The nonfiction texts have some common traits or elements such as:

Form	Expository text (such as essay) where it serves to explain something or informational text (such as encyclopedia) where it provides information
Text features	Title, headings, captions, pronunciation guide, key words, glossary, table of content, appendix, index, chapter summary, footnotes, bibliography as sources of information in a text.
Structural features	Paragraphs, topic sentences, concluding sentences, introduction, conclusion
Graphic features	Illustrations, labeled drawings, type size, charts, maps, diagrams, timelines, tables, captions
Organization	Logical order, cause and effect, classification, compare and contrast, chronological order and chronological order with words (using words such as before, after, finally, first, last)
Text Analysis	<ul style="list-style-type: none">• Has main idea, facts, and supporting details• Graphically represents main ideas, supporting details• Provides examples of cause and effect• Distinguish between fact and opinion• Provides multiple perspective on a given event• Compare and contrast interpretations of events over an historical period of time

Nonfiction

Type or Form	Traits	Author's Purpose
Autobiography Biography Memoir Personal Account Journal Entry	Writing about a person's life or main event Has a plot Can be read in one setting or have many chapters Is a lot like a diary, it might have dates	To inform
Encyclopedias	Information organized by topic Topics organized alphabetically The entries are short Used for research	To inform
Essay Book report	Offers an opinion on a subject Can be based on research or personal experience Can be read in one setting Written in a paragraph form	To inform To persuade To entertain To analyze
Feature story	Focuses on one topic or main idea Has a plot	To inform To entertain
Interview	Recorded word by word Can be read in one setting May be written in bullet form or like a drama	To inform To entertain
Newspaper article	Short Can be read in one setting Focuses on one topic or main idea	To inform To persuade
Textbook	Information organized by topic Used for reference Organized chronologically (by time) or by topic	To inform
Report	Information organized by topic Focuses on one topic or main idea Can be read in one setting Can be based on research or personal experience	To inform To persuade To entertain

What genre it is?

What do you know? Let's practice!

<p>Sarah Jane is my cow. Last week she told me a story about how she got her blue spots. She said when she was little; all she would do was eat blueberries. Blueberries for breakfast, lunch and dinner. One day she woke up and she had blue spots!</p> <p><i>Fiction or Nonfiction?</i></p>	<p>Cats make great pets and are easy to care of. Cats need to be fed several times a day and eat either dry or canned food. Cats keep themselves clean by washing themselves with their tongues. Cats like to play with small balls, and special cat toys that you can buy.</p> <p><i>Fiction or Nonfiction?</i></p>
<p>Today is Very Boring</p> <p>Today is very boring, it's a very boring day, there is nothing much to look at, there is nothing much to say, there's a peacock on my sneakers, there's a penguin on my head, here's a dormouse on my doorstep, I am going back to bed.</p> <p><i>Letter or Poem?</i></p>	<p style="text-align: right;">February 23, 2009</p> <p>Dear Jose,</p> <p>Chicago is amazing! O'Hare airport is huge. It's bigger than Hartford. Tomorrow I'm going to visit the Sears Tower. Can you believe that the Sears Tower is 110 stories high tall?</p> <p>I'm having a great time. I can't wait to show you my pictures when I get back.</p> <p style="text-align: right;">Your friend, Felipe</p> <p><i>Letter or Poem?</i></p>
<p>The Birds Learn How to Build a Nest</p> <p>In the ancient forest, the phoenix knew best how to build a nest. Other birds wanted to learn, so they went to see him.</p> <p>The phoenix said: "To learn this skill, you must listen carefully." The hen fell asleep.</p> <p>The phoenix started to explain how to do the nest. The crow said: "I know how to do it now." So he left. Then the sparrow got tired and left. Only the swallow stayed until the end.</p> <p>Today the hen does not know how to build a nest. The crow's nest is not sturdy. The sparrow builds his nest beneath the eaves of people's home. Only the swallow's nest is sturdy and safe from wind and rain.</p> <p>Moral: To learn you must be patience. Be like the swallow and listen to everything someone has to say.</p> <p><i>Fable or Newspaper article?</i></p>	<p>Save the Gentle Manatees</p> <p>Our manatees need protection from speeding boats. If we don't keep boat speeds slow, more and more of these gentle beasts will die.</p> <p>A few members of the City Council want to pass a law increasing the speed of boats were manatees live.</p> <p>We need to tell the City Council members that saving the manatees is important to us. Increasing the speed of boat is not!</p> <p>You can take action no matter where you live. Call, write, fax, or e-mail City Council members. Ask them to support protection for manatees, and to keep slow speed zones in our waters.</p> <p><i>Fable or Newspaper Article?</i></p>

<p>Once upon a time, there was a sweet, gentle girl named Cinderella, who wanted to go to the royal ball. Her mean stepmother told her to stay at home and scrub the floor. Cinderella wept.</p> <p>Suddenly, Cinderella's fairy godmother appeared. She changed Cinderella into a beautiful girl with glass slippers. However her cloth will change to rags again at midnight.</p> <p>When the prince saw Cinderella, he was overwhelmed by her beauty. All night the prince danced with Cinderella. But at the stroke of midnight, Cinderella ran away so quickly that she lost a glass slipper.</p> <p>The next day, the prince asked every woman to try the slipper. Only Cinderella could squeeze into it. They were soon married and live happily ever after.</p> <p><i>Tall Tales or Fairy Tales?</i></p>	<p>Paul's next job was to clear the heavily forest Midwest. He hired armies of extra woodmen and build enormous new bunk beds. The men sailed up to bed in balloons and parachuted to breakfast in the morning.</p> <p>Unfortunately the cook couldn't flip pancakes fast enough to satisfy all the newcomers. To solve the problem, Paul builds a colossal pancakes griddle.</p> <p>Every time that the griddle was flooded with batter, it blasted a delicious pancake high about the cloud.</p> <p>Paul took a few days off to dig the St. Lawrence River and the Great Lakes so that the ships of Vermont Syrup could be brought to camp.</p> <p><i>Tall Tales or Fairy Tales?</i></p>
<p>The Chinese Zodiac</p> <p>In ancient times, The Jade Emperor wanted to name each of the years in the twelve-year cycle after an animal.</p> <p>He couldn't decide which animals to honor. He invited all the animals on earth to participate in a race. The first twelve to finish the line would each have a year named for them. The rat won the race; the ox was second. The tiger, rabbit, dragon, snake, horse, sheep, monkey, rooster, dog and boar were the next ten animals to cross the finishing line.</p> <p>The Jade emperor named a year for each one of the animals in the order they finished the race, starting with the rat and finishing with the boar.</p> <p><i>Legend or Myth?</i></p>	<p>Prometheus</p> <p>In ancient Greece, the gods lived in Mount Olympus and the Greeks lived below. The gods enjoyed the best of everything. The people had the worst of everything.</p> <p>Prometheus looked around him and saw the misery of his people. He climbed to Mount Olympia and pleaded the gods to give the gift of fire to people. After a lengthy discussion, the gods told Prometheus that they will not give him the fire.</p> <p>Prometheus pretended to return but hid and waited until the gods were sleep. He walk to the fire and pulled a burning stick. He ran as fast as he could and gave the burning stick to the people and toll them how to keep the fire burning, how to cook food and keep their house warm.</p> <p>When the gods awake the next morning they were furious and punish Prometheus for what he did. They chained him to a rock on the mountain and every day a black bird come to eat his liver; but every night the gods healed his liver so that Prometheus would not dye. He would always suffer because he stole the fire and gave it to the people.</p> <p><i>Legend or Myth?</i></p>

<p style="text-align: center;">January 13, 2009</p> <p>This morning I went to the airport to say good-bye to my mother and my grandmother because they went back to Puerto Rico. My grandmother's sister died and they are going to the funeral.</p> <p>I'm going to miss my mother and grandmother. I'm very sad and I want to cry. But I know they are coming back in a week and then I'll be happy again.</p> <p><i>Historical Fiction or Journal Entry?</i></p>	<p style="text-align: center;">January 13, 1778</p> <p>Today when we returned the laundry to the army headquarters, I was astounded to see only General Washington in the parlous. The General was sharpening his quill with his penknife. He looked up at us and smiled.</p> <p>He looked at us with kind eyes, then return to his pen and paper. He writes letters mostly to Congress. He is pleading for food, clothing, and other supplies for the soldiers.</p> <p><i>Historical Fiction or Journal Entry?</i></p>
<p style="text-align: center;">The Legend of the Chinese Zodiac Acts 2- The Race</p> <p>Characters: the Jade Emperor, rat, ox, tiger, rabbit, dragon, snake, sheep, monkey, rooster, dog, boar</p> <p>Setting: Long ago, in front of the Jade Emperor's palace. There is starting line on the ground. The Jade Emperor is telling all the animals the rules of the race.</p> <p>Jade Emperor: (<i>loudly, to get everyone's attention</i>) Listen! Listen! We are going to start the race in a few minutes. First I want to explain the course and the rules. This is the starting line. You must have all your toes behind the line.</p> <p>Snake: (<i>raising his tail</i>) What if you don't have toes?</p> <p>Jade Emperor (<i>surprised</i>) Good point. You must have your whole body behind this line before I give the signal to start. Are you ready?</p> <p><i>Fantasy or Drama?</i></p>	<p style="text-align: center;">Jumanji</p> <p>At home, the children spread the game out on a card table. It looked very much like the games they already had.</p> <p>"Here", said Judy, handing her brother the dice, "you go first."</p> <p>Peter casually dropped the dice from his hand.</p> <p>"Seven," said Judy</p> <p>Peter moved his pieces to the seventh square.</p> <p>"Lion attacks, move back two spaces," read Judy.</p> <p>"Gosh, how exciting," said Peter, in a very unexcited voice. As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.</p> <p>"Peter," she whispered, "turned around very, very slowly."</p> <p>The boy turned in his chair. He couldn't believe his eyes. Lying on the piano was a lion, staring at Peter and licking his lips. The lion roared so loud it knocked Peter right off his chair. The lion jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker's length behind.</p> <p><i>Fantasy or Drama?</i></p>

ELD-I TESTING UNIT: Constructed Response

Writing to a picture, statement, passage or a prompt

Materials:

Pictures, sentence statements, prompt, short reading passages

Chart paper, transparency/ markers

Sentence strip: *"One strategy that I used while reading/writing the answer to ___ (picture, sentence statement, prompt) is_____."*

Notebooks

Students should be aware that they need to use the writing and reading skills they already know and apply it to the test.

Pictures: Directions are usually to look at the picture and write: one word, words, the title, complete sentence, names the object(s), what's happening in the picture(s).

Statements: Directions ask to name or write complete sentences or paragraph about object(s), actions (what a dog can do, what you do at recess), or about yourself.

Passage: Read a passage and name, explain or describe, and support your answer with information from the story.

Prompt: "Prompt" is a fancy word for the writing assignment that you need to do. The prompt will be a question or a statement where you need to tell a story, explain or describe something or argue a point. Writing is a lot easier if you follow some steps.

Step #1 Read and understand the task: Be sure you understand what you are asked to write.

Step #2 Plan your writing: Jot note, words, phrases or sentences you want to use. You can also do an outline.

Step #3 Write: Get your ideas down on paper

Step #4 Revise and edit: Add details, use vivid words, take out things that are not needed.

Step #5 Proofreading: Fix all errors in spelling, punctuation, capitalization and grammar.

ELD-I UNIT: Constructed Response

Writing to a picture, statement, passage or a prompt

Pictures: Look at the pictures below and answer the questions.



1.

Write a word or words about the picture.

Think of a title for the picture.

Write a complete sentence about the picture.

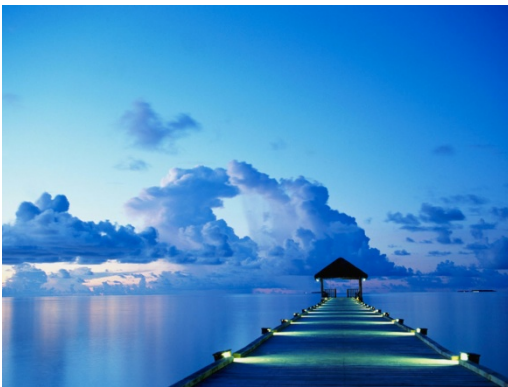


2.

Write a word or words about the picture.

Write the word that name an animal.

Write a complete sentence about the picture.



3.

Write a complete sentence about the picture.

Think of a title for the picture.



4.

Write a complete sentence about the picture.

Write a word that tells what the bird is doing.



5.



6.

Answer the same questions for 5 and 6.

Write two complete sentences that tells what is happening in the picture.

Write a word (or words) that tells what the boys are doing.



7.



8.

Answer the same questions for 7 and 8.

Write two complete sentences that tells what is happening in the picture.

Write a word (or words) that tells what the girl(s) are doing.

Extra questions for pictures 5-8

Compare and contrast two of the four pictures. Name two things they have in common and two things they are different. Be sure to name the pictures.

Compare and contrast two of the four pictures. Explain how they are the same and how are they different.

ELD-I UNIT: Constructed Response

Writing to a picture, statement, passage or a prompt

Note for the teacher: first chose what you want students to answer in the blank.

Statement: Write your answer to the question or statement.

1a. Write the name of a (an) _____ you think is interesting. (Plant, fruit, food, animal, game, movie, song...)

1b. Write a complete sentence of a (an) _____ you think is interesting. (Plant, fruit, food, animal, game, movie, song...)

2a. Write one (two, three) word (s) that tells what ____ can do. (Dog, cat, bird, friend, phone, game...)

2b. Write one (two) complete sentence(s) that tells what ____ can do. (Dog, cat, bird, friend, phone, game...)

3a. Write one (two, three) word(s) that tells what you do at _____. (Recess, home, the movies, on vacation, after school, before school, with friends...)

3b. Write one (two) complete sentence(s) that tells what you do at _____. (Recess, home, the movies, on vacation, after school, before school, with friends...)

4a. Write one (two, three) word that tells your favorite _____ (book, game, friend, movie, season...)

4b. Write one (two) complete sentence(s) that tells your favorite _____ (book, game, friend, movie, season...)

5a. Write the name(s) of _____ (food you like, food you hate, subject you study, sport you play, singer you like...)

5b. Write one (two) complete sentence(s) of _____ (food you like, food you hate, subject you study, sport you play, singer you like...)

6a. Name two (three) things you did _____ (yesterday, this morning, last week, last year...)

6b. Write two (three) complete sentences of things you did _____ (yesterday, this morning, last week, last year...)

7a. Name two (three) things you will like to do _____ (tomorrow, next year, during vacation, in five years...)

7b. Write two (three) sentences of things you will like to do _____ (tomorrow, next year, during vacation, in five years...)

8a. What kind of _____ do you like? Write a paragraph that describe your favorite _____ and explains why you like _____.

8b. Write two complete sentences about your favorite _____. Be sure to tell

- What is your favorite _____
- Why you like it.

9a. Who (or what) is special to you? Write a paragraph about a _____ (person, animal, and/or object) who is special to you. Be sure to **identify, describe, and explain why** it is special.

9b. Write three complete sentences about _____ (person, animal, object) who is special to you. Be sure to **identify** and **describe** your special person/object is and **explain why** that person/object is special to you.

ELD-I UNIT: Constructed Response

Writing to a picture, statement, passage or **a prompt**

Note for teachers: You do not have to do all the prompts.

Read the following prompt and write an answer to it.

1. Think about a special day that you remember. It might be a birthday, the day you started school, or any other special day. Think about the questions below before you write.

- What happened on your special day?
- Who was with you on your special day?
- Why do you remember this special day?

Now, write a paragraph about your special day.

2. Pretend that you found a book called *Food around the World*. Think about the questions below before you write.

- Where did you found the book?
- What do you think the book will be about?
- What might you do with the book?

Now, write a paragraph about the book you found.

3. Write a paragraph that tells about your favorite game. Your favorite game might be a sport, a board game or any other game. Think about the questions below before you write.

- What is your favorite game?
- How is the game played?
- Why is your favorite game?

Now, write a composition about your favorite game.

4. Write a paragraph that describes a person in your class. Think about the questions below before you write.

- Who is this person?
- How does this person act?
- Why did you pick this person?

Now, write a composition describing a person in your class.

5. If you could be anywhere else right now, where would you like to be? Think about the questions below before you write.

- Where would you like to be?
- What is this place like?
- Why would you like to be there?

Now, write an essay about this place and tell why you should be there.

6. Imagine that your teacher has asked you to think about classroom rules. Write a letter to your teacher in which you suggest a new rule that you think be good for your class. In the letter, be sure to tell **WHAT** the rule is and **WHY** you think it would be good for your class.

7. A new family has moved into your town. Write a letter to that family to inform them what is important and special about your town. Explain what parts they should see. Tell them what makes these places specials. **Explain each idea** and **describe what is unique** about where you live. **Use examples** from your own life with **specific details** to illustrate your points. Remember you are writing to inform a family about their new town.

8. Think about a chore you do at home. It might be washing the dishes, walking a dog, or cleaning your room. Before you begin to write, think about the steps you follow to complete this chore. Are the steps in the correct order?

Now write a composition explaining how to do this chore correctly.

9. Imagine that you are teaching a friend how to do a special ham, cheese, lettuce and tomato sandwich with a special ingredient. How do you make this sandwich? What is the special ingredient? Before you begin to write, think about the special ingredient you will be adding and the steps you need to follow to make the sandwich.

Write a composition that describes how you will teach your friend to do your special sandwich.

10. Think about a time when you had to do a school project that was difficult or challenging. What made it difficult or challenging? Write a composition that describes your project. Tell what you did, explain how you did it, and describe why it was difficult.

11. Think about a time when you thought learning another language were difficult or challenging. What made it difficult or challenging? Write a composition that identifies the new language, describes how you felt about learning a new language. Tell what you did to learn the language and why you thought it was difficult or challenging.

12. Many school principals have the right to search student's lockers and backpack. Do you think principals should have the right to search student's lockers and backpack?

Write a composition in which you state your opinion and include reasons that support your opinion.

13. Some people argue that school should be in session year-round, with only a few holidays off. People in favor of full-year school claim that students will learn more. People against full-year school argue that students need a long vacation to rest.

Write a composition in which you state your opinion in favor or against year-round school and include reasons that support your opinion.

ELD-I UNIT: Constructed Response

Writing to a picture, statement, **passage** or a prompt

Read the following passage and write an answer to it.

1. Read this story about Jamal's project. Then answer the questions that follow.

Jamal and his friend are cleaning up the park. They pick up trash on the playground. They help to plant flowers along the paths. "The park looks pretty," says Jamal. "We worked very hard."



- a. What happens in this story?
- b. Why does the park look pretty?

2. Read this passage about ants. Then answer the question that follows.

All About Ants

Ants have been on Earth for more than 100 million years. They can be found all over the world.

Ants live together in large groups called colonies. Each member of the ant colony has a job to do. Many ants live under the ground. Some ants live in trees or wood. Ants communicate with each other by using their sense of smell. One ant will make a trail that leads to food. The other ants use their sense of smell to find the food.

List TWO things that describe ants. Use information from the passage in your answer.

3. Read the passage about Animal Doctors. Then answer the question that follows.

Animal Doctor

Some doctors take care of people. Some doctors take care of animals. Doctors who care for animals are called **veterinarians** or **vets** for short. Vets help cure sick animals. They also help animals stay well.

Vets do many of the same things people doctors do. Vets give shots to animals to help them stay well. If animals are sick or hurt, vets treat them with bandages, pills, and other special care. Vets tell people how they can take care of their animals.

Vets may have offices or clinics where people bring their pets for care. Some vets may visit farms to treat any farm animal in need. A few vets even work with the animals at zoos or wildlife parks.

Give two examples of how vets care for animals. Support your answer using information from the passage.

You are about to read text that contains errors. The questions that follow the text will ask you to correct these errors.

A Fun Place to Visit

- 1 The New England Aquarium is a fun place to visit. There are
2 lots of things to see and do. It teaches you all about fish and other animals.
3 You can see hundred's of different kinds of fish. They swim in many tanks.
4 There're also penguins, sharks, sea otters, starfish, eels and stingrays!
5 You can even touch some of the starfish as long as you are gentle.
6 The Giant Ocean Tank are the biggest sight in the Aquarium. It is in
7 middle of the Aquarium. The Giant Ocean Tank is like a small piece of
8 the ocean because it shows how many sea animals must live together.
9 A giant sea turtle named Myrtle live there. Myrtle has been there since 1970.

1. What is the correct way to write the underlined word in line 3?

- A. hundreds'
- B. hundreds's
- C. hundreds
- D. hundred

2. What is the correct word to use in line 4?

- A. There
- B. Theyre
- C. Their
- 4. Thare

3. What is the correct word to write the sentence in line 6?

- A. The Giant Ocean Tank is the biggest sight in the Aquarium.
- B. The Giant Ocean Tank be the biggest sight in the Aquarium.
- A. The Giant Ocean Tank were the biggest sight in the Aquarium.
- A. The Giant Ocean Tank am the biggest sight in the Aquarium.

4. What is the correct way to write the underlined sentence in line 9?

- A. A giant sea turtle named Myrtle living there.
- B. A giant sea turtle named Myrtle be living there.
- C. A giant sea turtle named Myrtle lives there.
- D. A giant sea turtle named Myrtle to live there.

You are about to read text that contains errors. The questions that follow the text will ask you to correct these errors.

1 You may have heard of Lewis and Clark, and did you ever hear of Sacagawea?

2 She was a young Shoshone mother whom helped Lewis and Clark on their Expedition.

3 Sacagawea helping to get horses from the Shoshone people.

4 Without no horses, the Expedition could not cross the Rocky Mountains.

1. What is the correct way to write the underlined part in line 1?

- A. Lewis and Clark, but did you ever hear
- B. Lewis and Clark, so did you ever hear
- A. Lewis and Clark. Did you ever hear
- A. Lewis and Clark. Only did you ever hear

2. What is the correct way to write the underlined part in line 2?

- A. a young Shoshone mother what helped Lewis and Clark
- B. a young Shoshone mother which helped Lewis and Clark
- C. a young Shoshone mother who helped Lewis and Clark
- D. a young Shoshone mother want helped Lewis and Clark

3. What is the correct way to write the underlined part in line 3?

- A. Sacagawea helped to get horses
- B. Sacagawea helps to get horses
- C. Sacagawea been helping to get horses
- D. Sacagawea helpeds to get horses

4. What is the correct way to write the underlined sentence in line 4?

- A. Not with any horses
- B. With any horses
- C. Without any horses
- A. Not with many horses

ELD-1 TESTING UNIT: SCORING GUIDES/ RUBRICS

Materials:

Samples of standardized questions, responses and rubrics from MEPA and/or MCAS

Chart paper, transparency/ markers

Sentence strip: *"One thing that I notice between the question, the rubric, and the student sample is ___."*

Notebooks

Strategy: Understanding how questions are scored by using a scoring guide or rubric.

Responses to questions are scored using a scoring guide, or rubric, for each question. The scoring guides indicate what knowledge and skills students must demonstrate to earn 1, 2, or 4 score points. The following chart demonstrates the MEPA scoring format.

Question Format	Score
Multiple-choice (MC)	1 point
Reading short-answer questions (SA)	0-2 points
Writing short-answer question (SA)	0-1 point
Sentence-writing questions (SW)	0-2 points
Writing-prompt questions (WP)	0-4 points
Open response questions (OR)	0-4 points

Rubrics are challenging, but necessary, for all students. If rubrics are a new concept for students, you will need to spend time explaining the purpose of a rubric. It may be helpful for students to experience creating a rubric on something that is familiar and concrete such as lining-up or getting on the bus. This will allow students to grasp the concept of a rubric within the context of their daily lives.

Questions, rubrics and sample answer:

1. One or two words response – Reading (SA)

Read the words in the list below. (Vocabulary)

bread

pencil

book

soup

Which words are the names of food? Write those words in your answer booklet.

Score	Description
<u>2</u>	Student correctly identifies two words that are names of food: bread, soup.
<u>1</u>	Student correctly identifies one word that is the name of a food.

2. Read the sentences in the box below. Then answer the question that follows.

My brother Calvin is a good brother. He helps me with my homework, and he plays with me.

Write **two** words from the sentences above that are verbs.

Score	Description
<u>2</u>	Student writes two words from the sentences that are verbs.
<u>1</u>	Student writes one word from the sentences that is a verb.

Score Point 2

He helps me with my homework
and he plays with me

Score Point 1

The two word's that I found
in the sentence where "plays" and
"homework" are the two verbs I
found.

3. Short Answer Question- Reading

Read this story about Jamal's project. Then answer the questions that follow.(Comprehension)

Jamal and his friend are cleaning up the park. They pick up trash on the playground. They help to plant flowers along the paths. "The park looks pretty," says Jamal. "We worked very hard."



- a. What happens in this story?
- b. Why does the park look pretty?

Score	Description
<u>2</u>	Response explains what happens in the story AND why the park looks pretty. Response may include errors in English expression, but meaning is understandable and shows comprehension of the story. (Complete sentences are not required.)
<u>1</u>	Response explains what happens in the story OR why the park looks pretty.

2 Points Response

11. a. Jamal and his friend are cleaning up the park.
b. The park looks pretty because they picked trash on the playground and they planted flowers on the paths

1 point Response

Jamal & his friend fix the whole park

4. Short Answer Question- Reading

Read this passage about ants. Then answer the questions that follow. (Comprehension)

All About Ants

Ants have been on Earth for more than 100 million years. They can be found all over the world.

Ants live together in large groups called colonies. Each member of the ant colony has a job to do. Many ants live under the ground. Some ants live in trees or wood. Ants communicate with each other by using their sense of smell. One ant will make a trail that leads to food. The other ants use their sense of smell to find the food.

List TWO things that describe ants. Use information from the passage in your answer.

Score	Description
<u>2</u>	Response lists two correct details that describe ants, using information from the passage.
<u>1</u>	Response lists one correct detail that describes ants, using information from the passage.

Score Point 2

The first thing that I will describe
an ants is that one ant will make
a trail that leads to food.

The second thing that I will describe
ants in that many ~~ant~~ live under
the ground.

Score Point 1

Ants have been on Earth for more than
100 million years.

5. Short Answer Question- Reading

Read this passage. Then answer the questions that follow. (Comprehension)

In this story, Isaac wants to help a tree that is lonely. Read the story. Then answer the questions that follow.

Isaac and the Lonely Tree

Adapted from a Yiddish folk song by Louise Sawyer

In Isaac's yard stood a tall tree with bare branches. Isaac loved the tree, and he thought it looked lonely. All the birds that sang to the tree in the summertime had flown south for the winter.

Isaac said, "Mama, I will become a bird. I will fly up into the tree and sing to it so it won't be lonely."

"But, Isaac, it is very cold out," said Mama. "If you are going to sit in the tree, you must put on your long underwear."

Isaac put on his long underwear.

"And you must put on your long socks."

Isaac put on his long socks.

"And you must put on your heavy pants and your heavy sweater."

Isaac put on his heavy pants and his heavy sweater.

"And you must put on your warm coat and your warm cap and mittens."

On went the warm coat and the warm cap and mittens.

"And don't forget your scarf and your boots."

Isaac didn't forget his scarf and his boots.

"There," said Mama. "Now you are nice and warm, and you can go be a bird and sing to the tree."

14 But there was one problem.

15 "Mama, now I'm nice and warm, but I'm too heavy to fly," said Isaac.

Mama and Isaac walked outside and looked up at the tall tree. Mama said, "Don't worry. You are not a bird, but you are Isaac. You can still keep the tree from being lonely."

It was true. So every day Isaac sat on the ground under the tree and sang to it until the birds came.

"Isaac and the Lonely Tree" adapted by Louise Sawyer from a Yiddish folk song, as it appeared in *Highlights for Children*, December 2000. Published by Highlights. Copyright © 2000 by Highlights.

At the end of the story, Mama says, "You are not a bird, but you are Isaac. You can still keep the tree from being lonely." Explain what Mama means by that statement. Support your answer using information from the story.

Score	Description
2	Response includes a plausible interpretation of Mama's statement, referencing relevant information from the story.
1	Response includes a plausible interpretation of Mama's statement, referencing little or no information from the story.

Score Point 2

She means that you not a bird but you can still keep the tree from being lonely like visit the tree every day or sing to the tree Just be the tree's friend. Is like there are other ways to keep the tree from being lonely.

Score Point 1

that he can still keep the tree from being lonely by singing

6 Sentence Writing

Examiner says: Write a COMPLETE SENTENCE about your favorite subject at school.

Score	Description
<u>2</u>	Response is a sentence that communicates an explanation about the student's favorite subject or an explanation that is a logical extension of the prompt. The sentence includes some form of a subject and a verb. Errors in conventions are acceptable as long as they not interfere with communication and the response conveys meaning relevant to the prompt.
<u>1</u>	Response is an attempt to write a sentence that communicates an explanation about the student's favorite subject or an explanation that is a logical extension of the prompt. Response may include phrases or a list of words relevant to the prompt. Errors interfere with communication.

Score Point 2

My favorite subject is science because we get to experiment stuff and build stuff scientifically.

Score Point 1

My favorite subject at school is Math

8: Writing Prompt

Imagine that your teacher has asked you to think about classroom rules. Write a letter to your teacher in which you suggest a new rule that you think would be good for your class. In your letter, be sure to tell **WHAT** the rule is and **WHY** you think it would be good for your class.

Score	Description
<u>4</u>	<p>The student's letter shows control of:</p> <ul style="list-style-type: none">• topic and idea development;• organization;• appropriate details that support the main idea;• sentence structure, including grammar and usage; and• correct use of conventions and mechanics, including spelling, capitalization, and punctuation. <p>The letter is effective in expressing the student's ideas; minor errors do not interfere with communication.</p>
<u>3</u>	<p>The student's letter shows moderate control of:</p> <ul style="list-style-type: none">• topic and idea development;• organization;• basic details that support the main idea;• basic sentence structure, including grammar and usage; and• conventions and mechanics. <p>The letter expresses the student's ideas with moderate effectiveness; errors are noticeable, but do not interfere with communication.</p>
<u>2</u>	<p>The student's letter shows limited control of:</p> <ul style="list-style-type: none">• topic and idea development;• organization;• details;• basic sentence structure, including grammar and usage; and• basic conventions and mechanics. <p>The letter expresses the student's ideas with limited effectiveness; errors interfere with communication and are disproportionate to the length/complexity of text.</p>
<u>1</u>	<p>The student's letter shows minimal control of:</p>

<ul style="list-style-type: none">• topic and idea development;• organization;• details;• basic sentence structure, including grammar and usage; and• basic conventions and mechanics. <p>The letter expresses the student's ideas with minimal effectiveness; errors seriously interfere with communication.</p>

Score Point 4

Dear [Teacher's Name],

I think for the rules we should have homework done every day, clean when its time to clean, Keep your hands to your self, respect other peoples bounderies and, no spreading rummers. I think these rules are good for our class because these rules are always happening in school. You need to pass in your homework because you dont want to stay in after school. Clean when its time to clean because the room is always durty. Respect other bounderies because people dont want their things tacken away. No spreading rummers because people talk about things that they dont have to talk about. I think these rules are good for the class because they are usefull every day and people dont like rummers around, things tacken away, hands to yourself, and clea every day.

Sincerely,
[Student's Name]

Score Point 3

I think one of the classroom rules should be that students do not stand when the teacher is teaching because students will make more noise when they stand because a student can walk over to another student and they start talking. I think another rule should be that when a kid does something bad the teacher should not give them a punishment. The teacher should just take the kid's grade lower and will do that. The teacher should tell that kid because the kid might not care about getting a punishment but that kid is going to care about their grade and they will stop doing it. I think that another rule should be that no kid can talk to another kid. All kids should talk only to the teacher so that there is no noise because when kids talk to other kids it is mostly not about what the teacher is saying.

Score Point 2

My rule I want to put in class is that I want my teacher to give us a longer snack break and that if she wants us to be quiet by screaming we should not pay attention to her. We can instead write a letter saying instead of screaming at us you should write on the bow the people who don't know how to be quiet send them to S.A.S or the principal's office immediate without any complains, and if they do add another day for S.A.S.

Score Point 1

Do't run on the halls, and raise your hand when you have questions. Be quiet, and work until you will fished because it will be quiet and it will be more perfect