



**NEW ENGLAND  
COMMON ASSESSMENT PROGRAM**

**Released Items  
Support Materials  
2011**

**Grade 8  
Writing**

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

- 1 Which of the following is a run-on sentence?
- A. I chose the camera I liked the best it had a lot of good features.
  - B. I was trying to make up my mind about which camera to buy.
  - C. There were so many choices in the store that I was confused.
  - D. I relied on my research to help me make the best decision.

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

- 2 Which edit should be made to the sentence below?

Some of the history students were confused about the relationship between the Constitution and the Bill of rights.

- A. Change *history* to **History**.
- B. Change *Constitution* to **constitution**.
- C. Change *Bill* to **bill**.
- D. Change *rights* to **Rights**.

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

- 3 Which sentence is punctuated correctly?
- A. The keys are on the table, “he told me.”
  - B. The keys “are on the table, he told me.”
  - C. “The keys are on the table,” he told me.
  - D. “The keys are on the table, he told me.”

**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

- 4 How should the underlined word in the sentence below be spelled?

The jeweler checked carefully to see whether the diamond was genuine.

- A. genuin
- B. genuine
- C. genniuine
- D. genuine

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

- 5 Which word in the sentence below should be capitalized?

The doctor said he works at Mercy hospital on the north side of the city.

- A. doctor
- B. he
- C. hospital
- D. north

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

- 6 Where should a comma be added to the sentence below?

My cat which has a friendly and cool attitude, walked up to me and began to meow loudly.

- A. after *cat*
- B. after *friendly*
- C. after *me*
- D. after *meow*

**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**

- 7 In which sentence is the underlined word misspelled?
- A. I was upset by all the commotion outside.
  - B. I am trying to find ways to serve the community.
  - C. I really enjoyed that new commedy on television.
  - D. I think that the new program will commence tomorrow.

**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?

Tobias often misses the bus. Today he was the first person on the corner.

- A. Often missing the bus, today Tobias was the first person on the corner.
- B. Tobias often misses the bus, today he was the first person on the corner.
- C. He often misses the bus, and today the first person was Tobias on the corner.
- D. Tobias often misses the bus, but today he was the first person on the corner.

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

- 9 What is the plural form of the underlined word in the sentence below?

She went to the store and bought a few loaf of bread.

- A. loafs
- B. loafes
- C. loaves
- D. loaves'

**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)**

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

We were supposed to hand in our reports on Friday. We can hand in the reports on Monday instead.

- A. The reports we were supposed to hand in on Friday can be handed in on Monday instead.
- B. The reports that we will hand in on Monday instead we were supposed to hand in on Friday.
- C. On Friday, we were supposed to hand in our reports and we can hand them in instead of Monday.
- D. We were supposed to hand in our reports on Friday and we can hand in the reports on Monday instead.

## Narrative Writing

(There is no passage that accompanies this prompt.)

**7.5.1 Students demonstrate use of narrative strategies by** using relevant and descriptive details and sensory language to advance the plot/story line

- 11 Write the beginning of a mystery story. Use sensory language and descriptive details to set the scene for your story.

### Scoring Guide:

Score	Description
4	The response provides the beginning of a mystery story that includes relevant and descriptive details and sensory language. The response maintains a clear focus. The response includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The response provides the beginning of a mystery story that includes some relevant and descriptive details. The response may have minor lapses in focus. The response includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The response is an attempt at the beginning of a mystery story. The response includes limited details and may have major lapses in focus. The response includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The response may be unclear and/or a minimal attempt to provide the beginning of a mystery story. The response includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
Blank	No response

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

11 It all happened on a cold and windy Halloween night. Two thirteen year old girls were taking a short-cut through the woods to their favorite Trick-or-Treating spot. Their names were Staci and Shania and they were dressed as street performers, with bright neon leggings and purple feathered masks. They shivered suddenly as a chill blew through the leafless trees, and they heard a wolf howl a little ways away. Shania wanted to return home, she was freaked out by the sudden wind, the spooky branches of the bare trees, and the sound of the wolf howling. Staci wanted to keep going though, so they headed off in different directions. But as Shania walked around a curve of trees she heard Staci scream and then silence. She ran towards where she had heard it but no one was there. All she saw was Staci's purple feathered mask on the ground in the middle of the path.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

11

Getting up earlier than the rest of the girls in our hall is what I like to call my "morning strategy". When everyone is rushing to and from bathrooms last minute, I'm laying in my bed until breakfast.

It is 5:45, and as always, I'm in the third shower-stall on the left trying to wash myself as best as one could in water pressure like a light April shower. The only thing on my mind is the geometry test today and how I've forgotten how to find the area of a trapezoid. At least my early habits will allow me time to study a little before classes start.

Suddenly, slicing through the heavy silence is a scream so shrill my eardrums reverberate. After it comes the heavy slam of one of the dormitory doors that go to the staircases.

So I leap out of the shower with my robe on and sprint into the hallway to investigate.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

11

This story starts out normal but believe me, you will be shocked at the results.

It all started on a hot, humid, July afternoon. Michelle and Kassie were going down to their grandmothers for a quick dip in the lake before softball practice. When they got there they ran into the water like two race horses right out of the starting line.

Everything was fine, just splashing around and soaking up the sun when, Kassie felt something strange hit her foot. At first she thought it was Michelle just playing a trick on her but no, Michelle had gone in to get a drink 20 minutes ago and still hasn't returned.

Kassie knows something is different than any other time she's been at the lake but she's not quite sure what is happening.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

11 It was eleven-o'clock at night at the Barnea mansion. Just ten minutes ago, the worst crime was committed. The dark, foggy air had blindsighted the Barneas, unleashing a powerful storm of wind to destroy their home. But right afterwards, the oddest thing happened. Lucy, 8 years old, was gone. They thought the wind had scared her, so they called out for her over and over again. Still nowhere.

There were no fingerprints or things left behind. All there was left was a note:

"Who's next?"

A scream came from the library. When they went in, what they saw amazed them.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

11 It was a dark eerie night. The cresant moon was just sitting there in a circle of clouds. Mary was having her regularly walk after dinner, when shots rung out in the ally near Sam's Convenience store. Dogs started to bark and Mary sprinted towards the ally. There she found a woman, probably in her 20's laying dead next to the brick wall at the end of the ally with two shot right in her head. What had just happend? Who could have done this?

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

11 One dark and stormy night sitting in the house watching television, I heard a bang come from outside. I went to the door to see what it was, when I opened the door nobody was there. Two minutes later, I heard it again. This time I was really wondering what it was so I walked outside and sit on my front step. The noise comes back, it's getting closer. Oh NO what's going to happen next? It's a mystery because nobody knows. It would be nice if someone could find out what happens after the sound getting closer to me.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

11 Someone took a shoe from the shoe rack and they don't know where it is. Where did they put and why.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

11 It was a 'Dark Stormy' night A guy had a knife sticking his leg like a lion.

STUDENT WRITING SAMPLE – SCORE POINT 0

11 7:00 PM Writing for my meal at Applebee's.

## A Bundle of Sticks Response to Literary Text

(The passage for this prompt is located in Released Items 2011 – Grade 8 Writing.)

**7.3.2 In response to literary or informational text, students make and support analytical judgments about text by** making inferences about the relationship(s) among content, events, characters, setting, theme, or author’s craft **EXAMPLES:** Making links between characterization and author’s choice of words; making links to characteristics of literary forms or genres

- 12 What lesson is the chieftain trying to teach the young men? Write a paragraph using details from the story to support your response.

**Scoring Guide:**

Score	Description
4	The paragraph thoroughly explains a lesson the chieftain is trying to teach. The paragraph maintains a focus/purpose throughout, includes relevant supporting details, and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph explains a lesson the chieftain is trying to teach. The paragraph has a focus/purpose, but there may be minor lapses. The paragraph includes some supporting details and is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph attempts to explain a lesson the chieftain is trying to teach. The paragraph contains major lapses in focus/purpose and/or few relevant supporting details from the text. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph may be unclear and/or a minimal attempt to answer the prompt. The paragraph includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
<b>Blank</b>	No response

**Training Notes**

The lesson taught will be related to the idea that the young men together are much stronger than they are individually. Other messages are acceptable if supported by the text.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

12 Together, a group of people is stronger than a single man alone. In the short story 'A Bundle of Sticks' by Sam Bratney, the lesson that the Chieftan is trying to teach the youth is to stay together and be strong, because a group of people is more powerful and strong than every man for himself. In the story, it stated that the youth called each other names, quarried over work, and fought at the dinner table like sparrow's fir crumb's. Although, when the chieftan gave each person a stick, and had them break it, each stick broke. But, when the chieftan lashed the sticks together with twine, everyone was unable to break it. The sticks symbolized everyone working together as one, and respecting each other, and their idea's.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

12 The chieftain is trying to teach the young men that if they're not working together, they will fail at life. The young men agreed on nothing, and fought over everything. The chieftain wanted to show them what would happen if they didn't pull their act together. He tied a bundle of sticks with twine and had each youth try to break the bundle across his knee, none of them could. Then he untied the bundle and had them each break a single stick across their knee. They all could do that. You see, the chieftain used a simile of sticks and people to show that alone, they are broken men; but together, they are unstoppable.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

12 The chieftain is trying to show the young men what they need to do. If the men get along and stick together then they will be strong. But if the men don't get along then they will be weak and easily broken. The men need to stop being mean to each other and work together so that they will be strong and no one will be able to break them. Also if they live peacefully with each other, then the tribe will be peaceful.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

12 I believe the lesson being taught is that you have to work together as one and you will do better to succeed. The cheiftain uses a bundle of sticks to think of the group. He does this as a metaphor. You can break a single stick meaning a person but you can't break a bundle meaning many people. I think this was a very good lesson to teach the young man because it really helps you see the value of a bunch of people helping and being together.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

12 The chieftain is trying to tell them that if they try to do something alone that requires help they will fail. But if they have help and work together they will do good. He doesn't want them to fight anymore.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

12 I think the lesson that the chieftain was trying to teach was that if they work together & get along that they'll be harder to break. But if they hate each other & don't get along then the tribe will be easier to break.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

12 the lesson the chief made was one can not do it alone but working together they could get through anything.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

12 The chief was trying to teach his people a valuable lesson. The lesson was stick together, cooperate and you won't fail.

STUDENT WRITING SAMPLE – SCORE POINT 0

12 To be polite and use manners at the dinner table and restaurants.

## Nature Photographers Report Writing

(The organizer for this prompt is located in Released Items 2011 – Grade 8 Writing.)

**7.7.2 In informational writing, students effectively convey purpose by stating and maintaining a focus/controlling idea**

- 13 Write a paragraph that explains what it is like to be a nature photographer. Select **appropriate** information from the organizer to support the focus of your paragraph.

**Scoring Guide:**

Score	Description
4	The paragraph thoroughly explains what it is like to be a nature photographer. The paragraph maintains a focus/purpose throughout, includes relevant facts from the organizer, and is well-organized. The paragraph includes a variety of correct sentence structures and demonstrates sustained control of grade-appropriate grammar, usage, and mechanics.
3	The paragraph explains what it is like to be a nature photographer. The paragraph maintains a focus/purpose but there may be minor lapses. The paragraph includes mostly relevant facts from the organizer, and is generally well-organized. The paragraph includes some sentence variety and demonstrates general control of grade-appropriate grammar, usage, and mechanics.
2	The paragraph attempts to explain what it is like to be a nature photographer. The paragraph contains major lapses in focus/purpose and/or few relevant facts from the organizer. The paragraph includes some attempt at sentence variety and may demonstrate inconsistent control of grammar, usage, and mechanics.
1	The paragraph may be unclear and/or a minimal attempt to answer the prompt. The paragraph includes little or no sentence variety and may demonstrate lack of control of grammar, usage, and mechanics.
0	The paragraph is totally incorrect, irrelevant, or does not include a complete sentence.
<b>Blank</b>	No response

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

13

Being a nature photographer is easy, right? Just walk into the woods, snap a few pictures of some animals, and bam! you're done.

If you think it's that easy, my friend, you are very much wrong. As the article states, you need to have love, respect, and appreciation for nature. You also are going to need a lot of patience. Most animals aren't going to waltz into a clearing and wait to be photographed. Being a nature photographer is a difficult and time consuming job.

It's also hard to get noticed in this line of work. To get started, the article recommends to create projects, and make every picture a learning opportunity. You also need a particular set of skills, writing and tolerance included. You also need, as I mention above, infinite patience.

Photographing is a difficult job but if you wait it out, you could see your work show up in places like magazines and greeting cards.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

13

A nature photographer is someone who takes pictures of plants, animals, or anything else in nature. Most importantly, nature photographers need to care and have appreciation for what they are taking pictures of. Another characteristic a nature photographer must have is patience, because a lot of animals may hide from you. Every picture that is taken should be a learning experience for the photographer and appreciated. These pictures cannot be changed or corrected to be considered nature photography. The cameras that are used to take pictures have been changed from film cameras to digital cameras. Nature photographers also need to have good skills in writing so they can write about their photos. Once the pictures have been developed they can be used in a number of different ways. Nature photographers are also hired by many companies. Although, nature photographers may have to travel to unfamiliar and harsh places, it is a rewarding experience for the nature they see.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

13 When you are a nature photographer, you have more than just a digital camera. You have patience, to wait for animals to come out and things to be, well, natural. Also, you have love, respect, and appreciate for the nature around. That is, overall, the reason you're out there taking pictures, even if the weather's bad or it's hard place to get to. Once you take a photo, in no means must it be edited or changed from your computer or anything else. Otherwise it is not considered nature photography. And to go with these photos, you can write articles that call for your writing skills. These elements are what nature photographers are like.

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

- 13 Being a photographer may sound easy, but it's not, especially being a nature photographer. They need tons of patience to be able to capture a good picture of wildlife. A lot of times animals can be scared of humans and it may take a while for something to come out for a good picture. A photographer not only has to be patient, but they need to have care for their work and environment. They cannot get mad just because a picture does not come out right. Photographers have to take each day as a new one with different experiences and a number of learning opportunities.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

- 13 Nature photographers are people who have love, respect, and appreciation for nature, so they take pictures of it. Many nature photographers use digital cameras. Their photographs are not changed by computer or any other means also. They have patience for animals because animals hide when humans get near. Nature photographers work is on greeting cards, magazines, and outdoor sporting goods.

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

13 Being a nature photographer would be awesome, you would have so much to do. You would have to love and respect to appreciate nature. You have to be a very outdoors kind of person, and not computerize pictures. You would also have to have patience, because animals tend to hide when humans are around. So overall, It would be very fun to be a nature photographer

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

13 It would be nice to see all the natural things in the world. It would test to see your picture taking skills.

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

13 to be a Photographer you mostly need  
Patience and dedication need to  
love nature you need to handle bad  
weather not fatter with Pictures

STUDENT WRITING SAMPLE – SCORE POINT 0

13 need to have love and respect  
and the last appreciation for nature.  
need patience animals may hide  
when human are around.

## **A Different Way to Wake Up Response to Informational Text**

(The passage for this prompt is located in Released Items 2011 – Grade 8 Writing.)

### **7.2 Writing in Response to Literary or Informational Text – Showing Understanding of Ideas in Text**

- 7.2.1** In response to literary or informational text, students show understanding of plot/ideas/ concepts by selecting and summarizing key ideas to set context
- 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

### **7.3 Writing in Response to Literary or Informational Text – Making Analytical Judgments about Text**

- 7.3.1** In response to literary or informational text, students make and support analytical judgments about text by stating and maintaining a focus (purpose), a firm judgment, or point of view when responding to a given question
- 7.3.2** In response to literary or informational text, students make and support analytical judgments about text by making inferences about the relationship(s) among content, events, characters, setting, theme, or author's craft EXAMPLES: Making links between characterization and author's choice of words; making links to characteristics of literary forms or genres
- 7.3.3** In response to literary or informational text, students make and support analytical judgments about text by using specific details and references to text or relevant citations to support focus or judgment
- 7.3.4** In response to literary or informational text, students make and support analytical judgments about text by organizing ideas, using transition words/phrases and writing a conclusion that provides closure

**7.1 Structures of Language –  
Applying Understanding of Sentences, Paragraphs, Text Structures**

- 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)**
- 7.1.2 Students demonstrate command of the structures of sentences, paragraphs, and text by using the paragraph form: indenting, main idea, supporting details**
- 7.1.3 Students demonstrate command of the structures of sentences, paragraphs, and text by recognizing organizational structures *within* paragraphs or *within* texts** EXAMPLES (of text structures): description, sequential chronology, proposition/support, compare/contrast, problem/solution EXAMPLE: When given a paragraph or text and a description of text structures, students identify structure used or their purposes
- 7.1.4 Students demonstrate command of the structures of sentences, paragraphs, and text by applying a format and text structure appropriate to the purpose of the writing**

**7.9 Writing Conventions –  
Applying Rules of Grammar, Usage, and Mechanics**

- 7.9.1 In independent writing, students demonstrate command of appropriate English conventions by applying rules of standard English usage to correct grammatical errors** EXAMPLES: Clear pronoun referent, subject-verb agreement, consistency of verb tense, irregular forms of verbs and nouns
- 7.9.2 In independent writing, students demonstrate command of appropriate English conventions by applying capitalization rules**
- 7.9.4 In independent writing, students demonstrate command of appropriate English conventions by applying appropriate punctuation to various sentence patterns to enhance meaning** EXAMPLES: colons, semicolons
- 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** EXAMPLES: consonant doubling, consonant patterns, units of meaning – common roots, base words, pre/suffixes

**NECAP 2011 RELEASED ITEMS GRADE 8 WRITING**

- 14** Explain how Sallin’s invention creatively combines art, technology, and usefulness. Use details from the article and your own ideas to support your response.

**Scoring Guide:**

<b>Score</b>	<b>Description</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• Purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing</li> <li>• Intentionally organized for effect</li> <li>• Fully developed details, rich and/or insightful elaboration supports purpose</li> <li>• Distinctive voice, tone, and style enhance meaning</li> <li>• Consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Purpose is clear; focus/controlling idea is maintained throughout</li> <li>• Well-organized and coherent throughout</li> <li>• Details are relevant and support purpose; details are sufficiently elaborated</li> <li>• Strong command of sentence structure; uses language to enhance meaning</li> <li>• Consistent application of the rules of grade-level grammar, usage, and mechanics</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Purpose is evident; focus/controlling idea may not be maintained</li> <li>• Generally organized and coherent</li> <li>• Details are relevant and mostly support purpose</li> <li>• Well-constructed sentences; uses language well</li> <li>• May have inconsistent control of grade-level grammar, usage, and mechanics</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Writing has a general purpose</li> <li>• Some sense of organization; may have lapses in coherence</li> <li>• Some relevant details support purpose</li> <li>• Uses language adequately; may show little variety of sentence structures</li> <li>• May contain some serious errors in grammar, usage, and mechanics</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Attempted or vague purpose; stays on topic</li> <li>• Little evidence of organization; lapses in coherence</li> <li>• Generalizes or lists details</li> <li>• Lacks sentence control; uses language poorly</li> <li>• Errors in grammar, usage, and mechanics are distracting</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Lack of evident purpose; topic may not be clear</li> <li>• Incoherent or undeveloped organization</li> <li>• Random information</li> <li>• Rudimentary or deficient use of language</li> <li>• Serious and persistent errors in grammar, usage, and mechanics throughout</li> </ul>
<b>0</b>	Response is totally incorrect or irrelevant.
<b>Blank</b>	No response

## STUDENT WRITING SAMPLE – SCORE POINT 6

14 The shrill ring of an alarm clock as it drags you out of bed is an extremely unpleasant feeling that we know all too well. But on Sunday morning, as your family is in the kitchen making a big breakfast, the scent alone is enough to get you up and floating downstairs to the platters of bacon, eggs and pancakes. So what could be better than an alarm clock that cooks bacon? Maty Sallin was clever enough to make such an invention, combining art, technology and usefulness.

An alarm clock with an adorable face and a delectable smell is enough to get anyone out of bed. Sallin configured the clock to have the face of a pig, complete with the legendary snout. When bacon is placed in the cooking tray, the smell comes out through the nostrils, an artistic and clever technique. The cooking itself is an art, as all forms of it are. Luckily, once the bacon is done, it's bon appétit!

Technology plays a large role in the play of our life. From the computer to the cell phone, we use it every day of our lives. This

## STUDENT WRITING SAMPLE – SCORE POINT 6

alarm clock's technology is both spectacular and simple. If you set the alarm for 8:00, the bacon sitting in the tray begins cooking under halogen lights at 7:50. The bacon will be hot and ready by the time you need to be getting up. The halogen bulbs play a large role in the cooking of the bacon. The alarm clock does not catch fire, because halogen bulbs do not flame. They automatically shut off after ten minutes, so the bacon is cooked perfectly. Once it has completed its proposed cooking time, a fan begins to blow the scent through the nostrils, an attribute that astonishes me. The fan immediately begins its job once the bacon is done. Technology never ceases to amaze me. Not only is this invention artistic and technologically advanced, but the usefulness it would apply to is immense in any person's every day life. As mentioned before, not one person I have encountered finds the mind-twisting shriek that is your alarm clock. This alarm clock would take away the emotional

## STUDENT WRITING SAMPLE – SCORE POINT 6

pain that applies to a Monday morning wake-up call. The major upside of this marvelous invention is the fast and easy breakfast you received. If you find yourself running late, you can pull out a drawer on the side and you have a delicious breakfast on the go.

The upsides of this product are endless, but the biggest satisfaction is the happiness of the customers. Before embarking on his invention journey, Sallin made sure to find out what other people wanted to wake up to. And by combining art, technology, and usefulness, he gave the people what they deserved.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE A)

14

Matty Sallins' idea of a bacon alarm clock is very unusual, but is potentially popular. Most of the people he asked "what would you rather wake up to instead of a noisy alarm" said "bacon." It demonstrates three main points: art, technology, and usefulness. This writeup will focus on these three ideas.

The first, art. The alarm shows being artistic in many ways. The idea of using a pig as the housing of the clock is very creative. Also, using the nostrils as passageways for wafting the smell out of the clock is very functional and original. It's like electronic bubble blowers using their own appendages to hold the bubbles and wand or glasses lenses that adjust automatically to light exposure. It's an idea that's never been expressed that way before. Having a door in the side to retrieve and devour the same bacon you wake up to is the same concept. The alarm is very different and there's probably never been such a strange and wonderful alarm clock as this.

STUDENT WRITING SAMPLE - SCORE POINT 5  
(EXAMPLE A)

The second, technology. This invention could've been hazardous and dangerous to use. Like some electric blankets, it could've caught on fire rarely. Rarely, yet still dangerous. Matty was prepared to meet that challenge, though. He used an array of items to prevent the risk of fire. Skellin used halogen light bulbs instead of a flame. That avoids the problem altogether. Also, the bulbs turn off automatically after ten minutes of cooking. Only a simple door is involved with preparing the alarm. All you do is buy some bacon and freeze it. Then, you place a couple of the frozen strips in the side and set the alarm. If you set is for 6:00, the bacon will start cooking at 5:50, then at 6:00, the bacon is done and a fan turns on to blow the smell out of the pig's nostrils. Quite an ingenious invention.

The third and last point, usefulness. I think that the alarm is fairly simple and easy to use. Nothing is

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE A)

complicated enough to make use for a few handful of people with degrees in pig/bacon smelling alarms. Bacon is it too expensive and it's easily accessible. Most people would be able to buy, use, and keep up with buying the bacon needed. Even though a specific price wasn't placed on it, I wouldn't think that it would be much more than a normal alarm clock. I could see myself using one frequently.

The only down of this creation that I can see is the mess. Bacon produces grease, and that grease doesn't just disappear. It drips to the bottom of the pig and what if you bump into it or your excited puppy Fido decides to see you early and knocks it over? What then? Hot, smelly bacon grease in your bed or your new carpet. Or if you use it so much that the hot rising fumes stain your bedroom ceiling the color of your dog's business outside? Yuck! Like they say, you give one, you get one I guess.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE B)

14

Sallin's invention creatively combines art, technology, and usefulness. The invention was an alarm clock that would wake you with the smell of bacon.

His invention uses art for a few reasons. First, he made a pig face on the clock to make it look more attractive. Also, the fact that he made the alarm be the smell of bacon was art, because art is creating and inventing. Art was used in the creating of this alarm clock.

Using technology was also a very big part of this alarm clock. Since people told him that they would like to wake up to the smell of cooking bacon, he had to think about how to make the alarm clock. Sallin and two of his classmates worked on the invention and began by building a wooden box for part of the clock. For the clock to look better, they added a pig face to the front of the clock. Although the bacon could burn if there were flames, he used halogen lightbulbs, which would just slow cook the bacon for ten minutes. Next, a fan would come on and blow the smell of bacon out of the pig's nostrils. This uses technology because to begin, he has to plan out exactly how the alarm clock is going to work. Sallin had to make plans and make sure that he could produce the clock with the materials that he had. Technology

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE B)

was also used because he had to make the wooden box, which is also the base of the clock, so that it would be just the right, useful size. When Sallin was figuring out how to make the bacon cook, he was also using technology. He had to set the timer just right so that the bacon would cook on time. For example, if Sue turned the alarm on for 7:00, it would start cooking at 6:50 so that it would be ready by 7:00. Although technology was used for figuring out how much time it took for the bacon to cook, there was also experimenting. Sallin and his classmates' had to try to find how long it would take halogen light bulbs to cook bacon. Technology was used in the building of the alarm clock.

Usefulness was a very big part of this clock. It had to be something that would not take up too much space, and it had to be practical, which is just what it was. All that you had to do, like it says in the article is put a few frozen strips of bacon in the night before. Luckily, bacon is cured, and has many preservatives in it so that the bacon will not go bad after being out all night. In the morning, you will be awakened by the smell of cooking bacon. Although it does take a few more steps for this alarm clock than a normal one, the steps are quite simple, and you get to

STUDENT WRITING SAMPLE – SCORE POINT 5  
(EXAMPLE B)

wake up to the smell of fresh bacon, which is much more pleasant than a loud beep-beep-beep. As you can see, usefulness is very well used in this invention.

When ever I wake up to my alarm clock in the morning, it is like someone shaking me and yelling at me to get up. It does not make me want to get up. If I had the smell of bacon, waking up would be so much more pleasant and relaxing. And, I would have bacon to look forward to, without having to go to the kitchen and cook it myself. This invention would please many people and make waking up a lot easier. Therefore, Salin made an invention that would be liked and appreciated by many. This very clever invention was created using art, technology, and usefulness, and overall, it would be very helpful.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

14

Have you ever woken up to the smell of bacon? Matty Sallin came up with a new way to wake up from an alarm clock that wakes you up with the smell of bacon.

Sallin's invention creatively combines art, technology, and usefulness to waking up in the morning.

Matt Sallin's invention makes creative art in many ways. You have to be a good artist to be able to design not only a scented alarm clock but just the pig on the outside and being able to construct a working wooden clock takes talent. Having an alarm clock actually designed to cook and blow out the smell of the bacon, you must have a lot of creativity and artistic ability to come up with something like that, then actually make it. It probably took Sallin lots of time to create the clock and you would need to be good at art to do so.

Sallin used technology in many ways while making the bacon smelling alarm clock. He would need to be really good at designing working clocks. He combined technology into his invention by making it a clock and having to create one inside, also putting in the halogen bulbs

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

to cook the bacon, and putting in the fan so you will smell the bacon to wake you up. Sallin was getting a degree in art and technology at New York University when he created this invention, so he had to have put technology into his invention somehow.

Sallin's invention created usefulness by waking you up in the morning. Sallin's assignment was to create something for the household so he chose an alarm clock because it is extremely useful in a household. An alarm clock helps you wake up in the morning. Since normal alarm clocks are loud and unpleasant Sallin made one that would be much more pleasant and useful because it wakes you up still and it makes you breakfast too.

In conclusion Sallin's invention creatively combines art because designing an alarm clock to blow out the smell of cooked bacon for you, you must have some artistic ability to come up with something like that and actually make it efficiently. His invention creatively combines technology from knowing how to construct a clock, fan and cooking system to make your bacon in all the same invention. He combined

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE A)

usefulness in his clock because all alarm clocks are useful but a bacon smelling one is much more useful to be waking you up and make you breakfast. Therefore Sallin's invention creatively combines art, technology, and usefulness to waking up in the morning.

- 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 have inconsistent control of grade-level grammar, usage, and mechanics

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

14

The alarm clock Matty and his friends built combines art, technology, and usefulness. First of all, they use art because they have to construct the clock. If you think about it, it's just like when artists create a statue. They also use technology because they had to make it so the bacon would cook ten minutes before the time they set it to.

And lastly, they, of course, used usefulness because they got two things out of it, food and getting up on time.

Matty was very clever to bring art into this matter. He started the project off with his artsy talent. Like an artist, he had to construct the clock in order for it to work. It says, "Create something for the household. He decided to create an alarm clock." "Just in that sentence I knew he had to use art because of the word creates." Next he used technology to build the alarm clock.

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

The two subjects he used technology for were to make it so that the bacon cooks ten minutes before the time you set it and the use of halogen light bulbs.

"There's no danger of burning, because I built it carefully.<sup>2</sup> It uses halogen light bulbs instead of a flame for cooking, and turns off automatically after ten minutes.<sup>3</sup>"

This proves both of my reasons because it explains the use of the halogen light bulbs and how it only cooks for ten minutes.<sup>4</sup> They had to come up with ways for the clock to work like it does and they did really good with the technology.<sup>5</sup>

Most people who think of an alarm clock that wakes you up to the smell of bacon instead of the ring, probably think, what's the point?<sup>1</sup> This clock actually has several uses.<sup>2</sup> The alarm clock lets us wake up on time to the smell of bacon, which most people would love.<sup>3</sup> Also after we wake to the smell, you get to eat it.<sup>4</sup> It won't be spoiled after one night too.<sup>5</sup>

STUDENT WRITING SAMPLE – SCORE POINT 4  
(EXAMPLE B)

So, as I have explained, the alarm clock was a very clever invention. It used art technology, and the usefulness of it. They had to build it, make it work, and give it use.

- 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 have inconsistent control of grade-level grammar, usage, and mechanics

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

14

Sullin's alarm clock invention combines art, technology, and is useful in different ways.

It has art in it from the shape of the alarm clock and it has a pig face on it. It has the pig face on it because it's not an ordinary alarm clock, it's an alarm clock that wakes you up from the smell of bacon.

The alarm clock has halogen bulbs that heat up inside of the alarm clock. You put a couple pieces of bacon in the alarm clock the night before. Sullin said, "Bacon is cured, or preserved, so there is no danger of it spoiling overnight." Then if you set the alarm clock for 8:00 the halogen bulbs will turn on at 7:50 to slowly cook the bacon. At 8:00 the bulbs will turn off and a fan will turn on blowing the smell of the bacon out of the pig's

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE A)

nostrils. When you wake up from the smell of the bacon you can take the bacon out of the alarm clock and eat it because it will be cooked.

Sallin said, "so instead of an alarm or beep or radio, you smell yourself awake." Then the next time you go to bed, put a couple pieces of frozen bacon in the alarm clock before you go to bed. Then you will wake up to the smell of bacon and will be able to eat some too.

Sallin got an A in class for his alarm clock project. "Now people every day email him asking where they can buy his alarm clock."

- 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

STUDENT WRITING SAMPLE – SCORE POINT 3  
(EXAMPLE B)

14 Sallins invention creatively combines art, technology and usefulness because the alarm clock looks like a pig which is very artistic. Any alarm clock that is in the shape of something else is extremely artistic. Another way, the alarm clock is artistic is because, when the bacon is done cooking, the smell blows through the nostrils of the pig. The alarm clock is technological because all alarm clocks are technology. Also, technology is anything that makes peoples lives easier. That brings us to why it is ... useful. What is the purpose of an alarm clock? The most common use is to wake people up right? So that is the first way the new alarm clock is useful. The second way is because after you wake up, you can eat the bacon. That way it is easier for you to make breakfast in the morning. This alarm clock is perfect for people that arent exactly morning persons.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE A)

14

Matty Sallin use both art and technology because with the art part of his project was when he made the pig. The pig was a good idea because that is what most bacon is made out of. The technology aspect of the project is the clock, installing the lights to cook the bacon, and to make the fan blow after that. I would like to see this alarm clock because I think the mechanics would be cool to look at.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 2  
(EXAMPLE B)

14 How Salton combined all three pieces for the alarm clock like the art in the alarm clock is the pig body he design and the technology was the digital clock and the usefulness is the Bacon already cooked for you when you wake up in the morning. Why I think this is a good idea is because I have a hard time waking up in the morning. So I think I would buy but also I like bacon so I could have it when I get up too.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE A)

14 Sallin's pig face on his clock was art. And the clock is the tech and the bacon being cook to you to wake up to and eat was the usefulness.

- 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

STUDENT WRITING SAMPLE – SCORE POINT 1  
(EXAMPLE B)

14 Sallin's inventions creatively combines art, technology, and usefulness. Because he made it out of the smell of bacon. It was created to wake up people. And it was usefulness for people, or kids. He also wanted to invent an elevator and tree house in his backyard.

- 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

## STUDENT WRITING SAMPLE – SCORE POINT 0

14

when you are an inventor you have to have skill  
and parents. You also need to have arty mind.  
The third thing that an inventor need to think  
about is its use in the house. IF  
it ~~dosnt~~ have a use than there need to improve  
it.

Response is totally incorrect or irrelevant.

## Grade 8 Writing Released Item Information – 2011

Released Item Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Content Strand <sup>1</sup>	SC	NW	LR	RW	IR									
GLE Code	7-9	7-9	7-9	7-9	7-9	7-9	7-9	7-1	7-9	7-1	7-5	7-3	7-7	7-2, 7-3, 7-1, 7-9
Depth of Knowledge Code	1	1	2	1	1	1	1	2	1	2	2	2	2	3
Item Type <sup>2</sup>	MC	CR	CR	CR	ER									
Answer Key	A	D	C	B	C	A	C	D	C	A				
Total Possible Points	1	1	1	1	1	1	1	1	1	1	4	4	4	12

<sup>1</sup>Content Strand: SC = Structures of Language & Writing Conventions. Short Responses — NW = Narrative Writing, LR = Response to Literary Text, RW = Report Writing. Extended Response — IR = Response to Informational Text

<sup>2</sup>Item Type: MC = Multiple Choice, CR = Constructed Response, ER = Writing Prompt