

8ELA-L



***New York State
Testing Program***

**English Language Arts Test
Listening/Writing**

Grade **8**

**2009 Scoring Guide
Scorer Training Materials**

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Music to His Ears

by Joli Allen

What do you do when a silverback mountain gorilla grabs you and hurls you into a clump of stinging nettle bushes? If you are Bernie Krause, you get up, brush yourself off, and continue tape recording gorillas and all the other jungle sounds you love.

Bernie Krause is a naturalist who records sounds for research and pleasure. He has scrambled down ice crevices in Alaska to record ice masses moving. He's sloshed through slithering leeches and mud in the rain forest. He's stood among crocodiles to record the sounds on earth that are disappearing. His collection of sounds includes green ants singing in the high desert, a curious jaguar growling into his microphone, and snapping shrimp. Bernie says every living creature has a "sound signature"—from the smallest microorganism to the largest animal. Even plants make sounds! He caught the sound of corn growing after sitting for two nights in an Iowa cornfield.

The science of listening to and understanding what the sounds in nature mean is an ancient skill that few people know how to do anymore. Jivaro tribesmen in the Amazon still have this skill. They use animal sounds to guide them as they creep through the rain forest at night in total darkness. When Bernie was invited to hunt with them one night, they found their way through the jungle by listening to the nighttime symphony of frogs, insects, and birds as their only guide.

Bernie makes the science of listening a wild experience. After he has recorded his sounds, he creates "sound sculptures." Like an artist, he creates an image—for our ears to hear. It takes many hours of recorded sounds to blend into a one-hour recording. "One 60-minute sound sculpture (our CD *Whales, Wolves, and Eagles of Glacier*), for example, took 15 years to record and three or four months to get just right in the studio mix," he says. His sound sculptures are heard in museums,

aquariums, and zoos all over the world. When you listen to one, the wild choruses of orangutans, birds, frogs, and insects surround you, and for a moment, you are in their habitat.

When he is not recording sea urchins burping or insects humming, Bernie teaches people how to listen to and respect their environment. Not all sounds we listen to are beneficial. In his latest book, he describes how elk and wolves get stressed from snowmobile noise. Desert kit foxes lose their ability to hear prey when noises like overhead jets distract their attention. A study in England found that some birds can't nest or find a mate because the songs they use to communicate with each other can't be heard over traffic noise. Their population is declining, and they may soon be extinct. Bernie is working to teach people how to keep our sound environment healthy by taking care of it so that we don't lose it. That sounds like sound advice to me!

Grade 8 English Language Arts Rubric

Listening/Writing (Questions 27, 28, 29, 30)

5 points

Taken as a whole, the responses

- fulfill the requirements of the tasks
- address the theme or key elements of the text
- show a thorough interpretation of the text
- make some connections beyond the text

- develop ideas fully with thorough elaboration
- make effective use of relevant and accurate examples from the text

In addition, the extended response

- establishes and maintains a clear focus
- shows a logical sequence of ideas through the use of appropriate transitions or other devices

- is fluent and easy to read, with a sense of engagement or voice
- uses varied sentence structure and some above-grade-level vocabulary

4 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address some key elements of the text
- show a predominantly literal interpretation of the text
- make some connections

- may be brief, with little elaboration, but are sufficiently developed to answer the questions
- provide some examples and details from the text
- may include minor inaccuracies

In addition, the extended response

- is generally focused, though may include some irrelevant details
- shows a clear attempt at organization

- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

Grade 8 English Language Arts Rubric (continued)

3 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address a few key elements of the text
- show some gaps in understanding of the text
- make some connections

- may be brief, with little elaboration or development
- provide few examples and details from the text
- may include minor inaccuracies

In addition, the extended response

- shows an attempt to maintain focus, though may include some tangents
- shows an attempt at organization

- is readable, with some sense of engagement or voice
- primarily uses simple sentences and basic vocabulary

2 points

Taken as a whole, the responses

- fulfill some requirements of the tasks
- address basic elements of the text
- show little evidence that the student understood more than parts of the text
- make few connections

- provide very few text-based examples and details
- may include some inaccurate details

In addition, the extended response

- may show an attempt to establish a focus
- may include some irrelevant information
- shows little attempt at organization

- is readable, with little sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

Grade 8 English Language Arts Rubric (continued)

1 point

Taken as a whole, the responses

- fulfill very few requirements of the tasks
- address few elements of the text
- show little evidence that the student understood more than parts of the text
- make few to no connections

- provide almost no text-based examples and details
- may include inaccurate information

In addition, the extended response

- shows little attempt to establish a focus
- may be repetitive, focusing on minor details or irrelevant information
- shows little attempt at organization

- is difficult to read, with little or no sense of engagement or voice
- uses minimal vocabulary
- may indicate fragmented thoughts

0 points

The responses are completely incorrect, irrelevant, or incoherent.

Grade 8 English Language Arts Rubric Chart
Listening/Writing (Questions 27, 28, 29, 30)

	5	4	3	2	1
Quality <i>Meaning:</i> The extent to which the response exhibits understanding and interpretation of the task and text(s)	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill the requirements of the tasks address the theme or key elements of the text show a thorough interpretation of the text make some connections beyond the text 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address some key elements of the text show a predominantly literal interpretation of the text make some connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address a few key elements of the text show some gaps in understanding of the text make some connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill some requirements of the tasks address basic elements of the text show little evidence that the student understood more than parts of the text make few connections 	Responses at this level: <i>Taken as a whole:</i> <ul style="list-style-type: none"> fulfill very few requirements of the tasks address few elements of the text show little evidence that the student understood more than parts of the text make few to no connections
Development: The extent to which ideas are elaborated, using specific and relevant evidence from the text(s)	<i>Taken as a whole:</i> <ul style="list-style-type: none"> develop ideas fully with thorough elaboration make effective use of relevant and accurate examples from the text 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may be brief, with little elaboration, but are sufficiently developed to answer the questions provide some examples and details from the text may include minor inaccuracies 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> may be brief, with little elaboration or development provide few examples and details from the text may include minor inaccuracies 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> provide very few text-based examples and details may include some inaccurate details 	<i>Taken as a whole:</i> <ul style="list-style-type: none"> provide almost no text-based examples and details may include inaccurate information
Organization: The extent to which the response exhibits direction, shape, and coherence	<i>The extended response:</i> <ul style="list-style-type: none"> establishes and maintains a clear focus shows a logical sequence of ideas through the use of appropriate transitions or other devices 	<i>The extended response:</i> <ul style="list-style-type: none"> is generally focused, though may include some irrelevant details shows a clear attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> shows an attempt to maintain focus, though may include some tangents shows an attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> may show an attempt to establish a focus may include some irrelevant information shows little attempt at organization 	<i>The extended response:</i> <ul style="list-style-type: none"> shows little attempt to establish a focus may be repetitive, focusing on minor details or irrelevant information shows little attempt at organization
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	<i>The extended response:</i> <ul style="list-style-type: none"> is fluent and easy to read, with a sense of engagement or voice uses varied sentence structure and some above-grade-level vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice primarily uses simple sentences and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with some sense of engagement or voice primarily uses simple sentences and basic vocabulary 	<i>The extended response:</i> <ul style="list-style-type: none"> is readable, with little sense of engagement or voice uses minimal vocabulary may indicate fragmented thoughts 	<i>The extended response:</i> <ul style="list-style-type: none"> is difficult to read, with little or no sense of engagement or voice uses minimal vocabulary may indicate fragmented thoughts

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric

Each description below represents the cluster of responses typically found at that score point level. Anchor papers (sample student responses) as well as the generic English language arts rubric should be used with the specific rubrics to help you determine the appropriate score point level for each student's cluster of responses. If you still have questions, please consult your scoring table leader.

Listening/Writing Task (Questions 27, 28, 29, 30) “Music to His Ears”

5 Points

The 5-point responses fulfill the requirements of the tasks and demonstrate a thorough understanding of the article. The student makes some connections beyond the text, using relevant and accurate text-based examples to fully support the responses. The student demonstrates an understanding of how Bernie Krause's skills and dedication to his work allow him to help people and the environment. The graphic organizer (Question 27) is accurate, complete, and thorough. The student lists two noises humans make and tells how those noises harm the environment. The first short response (Question 28) includes text-based details to support an explanation of what a sound signature is. The second short response (Question 29) includes text-based details to support an explanation of how Bernie Krause's work with people is important to the environment. The extended response (Question 30) is organized, focused, and addresses all parts of the task. The student uses ample text-based details to describe three challenges Bernie Krause faced when creating his recordings and explains what his reactions to those challenges reveal about him. The writing is fluent and has a sense of engagement or voice.

4 Points

The 4-point responses fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the article. The student makes some connections, but the responses may be brief with little elaboration. The student uses some relevant text-based examples to support the responses but may generalize or present facts without synthesizing them. The graphic organizer (Question 27) is essentially correct. The first short response (Question 28) may be somewhat general or may not include much text-based support. The second short response (Question 29) may include an explanation of how Bernie Krause's work with people is important to the environment but may not be fully elaborated. The extended response (Question 30) shows a clear attempt at organization but may occasionally include extraneous information. The student may describe the challenges Bernie Krause faced when recording sounds from nature without fully explaining what his reactions to those challenges reveal about him.

Listening/Writing Specific Rubric (continued)

3 Points

The 3-point responses fulfill some requirements of the tasks but demonstrate some gaps in the student's understanding of the article. The student makes some connections, but the responses may be brief with little elaboration or development. The student may use a few relevant text-based examples to draw some accurate conclusions about how Bernie Krause's skills and dedication to his work help people and the environment, but the responses may be sketchy or include some inaccurate information. The graphic organizer (Question 27) may be very brief or may contain some inaccuracies. The short responses and the extended response may contain some accurate information, but they may be incomplete or may include unrelated, unsustained ideas. For example, the first short response (Question 28) may include a generalization of what a sound signature is but lacks text-based examples and details. The second short response (Question 29) may include minimal text-based support to suggest how Bernie Krause's work with people is important to the environment. The extended response (Question 30) may include an attempt to address all parts of the task but may be incomplete or weakly organized.

2 Points

The 2-point responses fulfill some requirements of the tasks but demonstrate little evidence that the student has understood more than sections of the article. The student makes few connections and provides very few text-based examples as support. The responses may also include some inaccurate information. The graphic organizer (Question 27) is incomplete or contains inaccuracies. The short responses and the extended response may address only parts of the tasks or show a misinterpretation of the tasks. The responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions. For example, the first short response (Question 28) may show that the student has difficulty explaining what a sound signature is. The second short response (Question 29) may include a description of Bernie Krause's work with people but fail to include support for why it is important to the environment. The extended response (Question 30) may be very brief or not sustain focus. The student may only concentrate on the challenges Bernie Krause faced without explaining what his reactions to those challenges reveal about him.

1 Point

The 1-point responses fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the article. The student provides almost no text-based examples as support and may include some inaccurate information. The graphic organizer (Question 27) is incomplete or inaccurate. The short responses (Questions 28 and 29) show that the student has some confusion and misunderstanding of the article. The extended response (Question 30) is unfocused or focuses solely on minor details or extraneous information. The student's description of the challenges Bernie Krause faced and his reactions to those challenges may not be based on ideas contained in the article.

0 Points

The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Specific Rubric Chart
Listening/Writing Task: “Music to His Ears” (Questions 27, 28, 29, 30)

	5	4	3	2	1
Points	Responses at this level: fulfill the requirements of the tasks and demonstrate a thorough understanding of the article. The student makes some connections beyond the text, using relevant and accurate text-based examples to fully support the responses. The student demonstrates an understanding of how Bernie Krause’s skills and dedication to his work allow him to help people and the environment.	Responses at this level: fulfill some requirements of the tasks and demonstrate a predominantly literal understanding of the article. The student makes some connections, but the responses may be brief with little elaboration. The student uses some relevant text-based examples to support the responses but may generalize or present facts without synthesizing them.	Responses at this level: fulfill some requirements of the tasks but demonstrate some gaps in the student’s understanding of the article. The student makes some connections, but the responses may be brief with little elaboration or development. The student may use a few relevant text-based examples to draw some accurate conclusions about how Bernie Krause’s skills and dedication to his work help people and the environment, but the responses may be sketchy or include some inaccurate information.	Responses at this level: fulfill some requirements of the tasks but demonstrate little evidence that the student has understood more than sections of the article. The student makes few connections and provides very few text-based examples as support. Responses may also include some inaccurate information.	Responses at this level: fulfill few requirements of the tasks and demonstrate that the student has understood only sections of the article. The student provides almost no text-based examples as support and may include some inaccurate information.
Overall	are accurate, complete, and thorough. The student lists two noises humans make and tells how those noises harm the environment.	are essentially correct.	may be very brief or may contain some inaccuracies.	are incomplete or contain inaccuracies.	are incomplete or inaccurate.
Graphic Organizer (Question 27)	include text-based details to support an explanation of what a sound signature is.	may be somewhat general or may not include much text-based support.	may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may include a generalization of what a sound signature is but lack text-based examples and details).	may address only parts of the tasks or show a misinterpretation of the tasks. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may show that the student has difficulty explaining what a sound signature is).	show that the student has some confusion and misunderstanding of the article.
Short Response (Question 28)	include text-based details to support an explanation of how Bernie Krause’s work with people is important to the environment.	may include an explanation of how Bernie Krause’s work with people is important to the environment but may not be fully elaborated.	may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may include minimal text-based support to suggest how Bernie Krause’s work with people is important to the environment).	may address only parts of the tasks or show a misinterpretation of the tasks. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may include a description of Bernie Krause’s work with people but fail to include support for why it is important to the environment).	show that the student has some confusion and misunderstanding of the article.
Short Response (Question 29)	are organized, focused, and address all parts of the task. The student uses ample text-based details to describe three challenges Bernie Krause faced when creating his recordings and explains what his reactions to those challenges reveal about him. The writing is fluent and has a sense of engagement or voice.	show a clear attempt at organization but may occasionally include extraneous information. The student may describe the challenges Bernie Krause faced when recording sounds from nature without fully explaining what his reactions to those challenges reveal about him.	may contain some accurate information but may be incomplete or may include unrelated, unsustainable ideas (e.g., may include an attempt to address all parts of the task but may be incomplete or weakly organized).	may address only parts of the tasks or show a misinterpretation of the tasks. Responses may contain some accurate details, but the student may not make meaningful connections or draw conclusions (e.g., may be very brief or not sustain focus; the student may only concentrate on the challenges Bernie Krause faced without explaining what his reactions to those challenges reveal about him).	are unfocused or focus solely on minor details or extraneous information. The student’s description of the challenges Bernie Krause faced and his reactions to those challenges may not be based on ideas contained in the article.
Extended Response (Question 30)					

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

Listening/Writing Rubric Key Points

Listening/Writing Task: “Music to His Ears”

Question 27

According to the article, Bernie Krause believes humans make noises that harm the environment. Complete the chart below by naming **two** noises humans make that harm the environment. Then explain how each noise harms the environment.

Possible Exemplary Responses:

Human Noise / *How the Noise Harms the Environment*

- snowmobiles / stressful to elk and wolves
- traffic / birds cannot communicate with each other [OR birds cannot nest OR birds cannot find mates]
- jets / desert kit foxes cannot hear prey when they hunt
- other relevant text-based response

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Music to His Ears”

Question 28

*What does Bernie Krause mean when he states that every living thing has a “sound signature”? Give **two** examples of animals that have sound signatures. Use details from the article to support your answer.*

Possible Exemplary Response:

A sound signature is a sound that is unique to a certain living thing. According to the article, all living things, even plants and the smallest organisms, make their own unique sounds. For example, green ants in the desert sing, and sea urchins burp.

Possible details to include in answer:

- Each living creature makes a sound.
- Green ants sing.
- Jaguars growl.
- Shrimp snap.
- Plants make sounds, such as corn growing.
- Sea urchins burp.
- Insects hum.
- other relevant text-based detail

NOTE: Other acceptable examples of living things mentioned in the article that have a sound signature are: gorillas, leeches, crocodiles, frogs, insects, birds, orangutans, whales, wolves, eagles, and (desert kit) foxes.

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Music to His Ears”

Question 29

Explain how Bernie Krause’s work with people is important for the environment. Use details from the article to support your answer.

Possible Exemplary Response:

Bernie Krause’s recordings teach people to be more aware of the environment. When people learn that airplane noise can keep foxes from catching prey or that traffic noise keeps birds from being able to nest or find a mate, people will want to change what they do. Because of Bernie’s work, people will want to help the environment, instead of hurting it.

Possible details to include in answer:

- Bernie teaches people how to listen to and respect their environment.
- He raises awareness about how not all sounds we listen to are beneficial.
 - In his latest book, he describes how elk and wolves get stressed from snowmobile noise.
 - Desert foxes lose their ability to hear prey when noises like overhead jets distract their attention.
 - Some birds can’t communicate over traffic noise so they aren’t able to make nests or find mates.
- Bernie is working to teach people how to keep our sound environment healthy by taking care of it so that we don’t lose it.
- other relevant text-based detail

Listening/Writing Rubric Key Points (continued)

Listening/Writing Task: “Music to His Ears”

Question 30

Write an essay in which you describe **three** challenges Bernie Krause has faced when recording nature sounds. Explain Krause’s responses to the challenges. Then explain what his responses reveal about him. Use details from the article to support your answer.

In your answer, be sure to

- describe **three** challenges Bernie Krause faced
- explain his responses to the challenges
- explain what his responses reveal about him
- use details from the article to support your answer

Possible Exemplary Response:

Bernie Krause has faced several challenges when recording his nature sounds. For example, he was thrown by a gorilla, crawled down ice crevices, and recorded corn growing in a cornfield. When he tried to record gorilla sounds, he was hurled into a nettle bush. But Bernie just got up and continued taping the gorillas. He crawled down an ice crevice to record the sound of ice masses moving. That is very dangerous and he could have slipped into the icy water and hurt himself, but he still did it. He wanted to record the sound of plants, so he sat in a cornfield for two nights just to record the sound of corn growing!

All of these challenges show that Bernie is very brave and committed to his work. His studies have shown that some noises are harmful to the environment. And he is not afraid to do anything that will help people respect the environment.

Possible details to include in answer:

- Krause was tossed by a gorilla into a stinging nettle bush.
- Krause got up after being tossed by a gorilla, brushed himself off, and continued to record.
- Krause climbed down ice crevices to record ice masses moving.
- Krause sloshed through leeches and mud in the rain forest.
- Krause stood among crocodiles.
- Krause caught the sound of corn growing after sitting for two nights in a corn field.
- Krause hunted with Jivaro tribesmen at night using only the sounds of creatures as a guide.
- other relevant text-based detail

ELA Grade 8 Scoring Considerations

Reading/Multiple Choice (Questions 1-26)

- In the multiple-choice segment of the test, a student receives credit only for those questions that are answered correctly. An answer left blank receives no credit. There is no additional penalty for not answering questions.

For the Listening/Writing and Reading/Writing sections of the test, first apply the English Language Arts scoring rubric. Then apply the following rules as appropriate. The lowest score a student can receive is zero.

Listening/Writing (Questions 27, 28, 29, 30)

- Deduct one point if any two short-response questions (27 and 28 *or* 28 and 29 *or* 27 and 29) are not answered.
- If none of the short-response questions (27, 28, 29) is answered, the total maximum Listening/Writing score possible is 2.
- If Question 30 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Listening/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended response (Question 30), the score is zero.
- If none of the questions is answered, condition code A (blank) should be applied.

Reading/Writing (Questions 31, 32, 33, 34)

- Deduct one point if any two short-response questions (31 and 32 *or* 32 and 33 *or* 31 and 33) are not answered.
- If none of the short-response questions (31, 32, 33) is answered, the total maximum Reading/Writing score possible is 2.
- If Question 34 (the extended-response question) is not answered *or* is not responsive to the task, the total maximum Reading/Writing score possible is 2.
- If the student answers only one question, and that question is *not* the extended response (Question 34), the score is zero.
- If none of the questions is answered, condition code A (blank) should be applied.

For Writing Mechanics score, check for sufficient response before applying the appropriate rubric.

Writing Mechanics (Questions 30 and 34)

- Students must answer both extended-response questions for the responses to be scored for Writing Mechanics. If the student answers only one extended-response question, the score is zero.

**New York State Testing Program
English Language Arts Condition Codes**

Score of Zero

Responses to the Listening/Writing cluster, Reading/Writing cluster, or Writing Mechanics cluster are scored a zero if the entire response:

- is illegible or may be only scribbling, or
- consists of an indication of the student's refusal to respond, or
- is written in a language other than English, or
- corresponds to a description of a score of zero in the English Language Arts Scoring Considerations, or
- corresponds to a description of a score of zero in the English Language Arts scoring rubrics.

Condition Code A

Condition Code A is applied to the Listening/Writing cluster, Reading/Writing cluster, or the Writing Mechanics cluster when a student who is present for a test session leaves all of the questions in that section blank.