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# 2-Point Rubric—Short Response

<table>
<thead>
<tr>
<th>Score</th>
<th>Response Features</th>
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</thead>
<tbody>
<tr>
<td><strong>2 Point</strong></td>
<td>The features of a 2-point response are</td>
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<tr>
<td></td>
<td>• Valid inferences and/or claims from the text where required by the prompt</td>
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<td></td>
<td>• Evidence of analysis of the text where required by the prompt</td>
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<tr>
<td></td>
<td>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</td>
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<tr>
<td></td>
<td>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</td>
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<td></td>
<td>• Complete sentences where errors do not impact readability</td>
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<tr>
<td><strong>1 Point</strong></td>
<td>The features of a 1-point response are</td>
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<tr>
<td></td>
<td>• A mostly literal recounting of events or details from the text as required by the prompt</td>
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<td>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</td>
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<td>• Incomplete sentences or bullets</td>
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<tr>
<td><strong>0 Point</strong></td>
<td>The features of a 0-point response are</td>
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<tr>
<td></td>
<td>• A response that does not address any of the requirements of the prompt or is totally inaccurate</td>
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<td>• A response that is not written in English</td>
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<td></td>
<td>• A response that is unintelligible or indecipherable</td>
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</table>

*If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 1.*

*Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).*
### New York State Grades 6–8 Writing Evaluation Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>CCLS</th>
<th>SCORE</th>
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</thead>
<tbody>
<tr>
<td>CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</td>
<td>W.2 R.1–9</td>
<td>4 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose</td>
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<td></td>
<td></td>
<td>—demonstrate insightful analysis of the text(s)</td>
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<td>3 Essays at this level:</td>
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<td></td>
<td></td>
<td>—clearly introduce a topic in a manner that follows from the task and purpose</td>
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<td></td>
<td></td>
<td>—demonstrate grade-appropriate analysis of the text(s)</td>
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<td>2 Essays at this level:</td>
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<td></td>
<td></td>
<td>—introduce a topic in a manner that generally follows from the task and purpose</td>
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<td></td>
<td></td>
<td>—demonstrate a literal comprehension of the text(s)</td>
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<td>1 Essays at this level:</td>
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<td></td>
<td></td>
<td>—introduce a topic in a manner that does not logically follow from the task and purpose</td>
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<tr>
<td></td>
<td></td>
<td>—demonstrate little understanding of the text(s)</td>
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<td></td>
<td></td>
<td>0* Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—demonstrate a lack of comprehension of the text(s) or task</td>
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<tr>
<td>COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided text to support analysis and reflection</td>
<td>W.2 R.1–8</td>
<td>4 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</td>
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<td></td>
<td></td>
<td>—sustain the use of varied, relevant evidence</td>
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<td>3 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</td>
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<td></td>
<td></td>
<td>—sustain the use of relevant evidence, with some lack of variety</td>
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<td>2 Essays at this level:</td>
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<td></td>
<td></td>
<td>—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant</td>
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<td></td>
<td>—use relevant evidence with inconsistency</td>
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<td>1 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</td>
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<td>0* Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—provide no evidence or provide evidence that is completely irrelevant</td>
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<tr>
<td>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td>W.2 L.3 L.6</td>
<td>4 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—exhibit clear organization, with the skillful use of appropriate transitions to create a unified whole and enhance meaning</td>
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<td></td>
<td>—establish and maintain a formal style using precise language and domain-specific vocabulary with a notable sense of voice</td>
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<td>—provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</td>
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<td>—establish and maintain a formal style using precise language and domain-specific vocabulary</td>
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<td>—provide a concluding statement or section that follows from the topic and information presented</td>
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<td>2 Essays at this level:</td>
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<td></td>
<td>—exhibit some attempt at organization, with inconsistent use of transitions</td>
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<td></td>
<td></td>
<td>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</td>
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<td>—provide a concluding statement or section that follows generally from the topic and information presented</td>
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<td>1 Essays at this level:</td>
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<tr>
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<td></td>
<td>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
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<td>—lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</td>
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<td></td>
<td>—provide a concluding statement or section that is illogical or unrelated to the topic and information presented</td>
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<td>0* Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—exhibit no evidence of organization</td>
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<td></td>
<td></td>
<td>—use language that is predominantly incoherent or copied directly from the text(s)</td>
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<tr>
<td></td>
<td></td>
<td>—do not provide a concluding statement or section</td>
</tr>
<tr>
<td>CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td>W.2 L.1 L.2</td>
<td>4 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—demonstrate grade-appropriate command of conventions, with few errors</td>
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<td></td>
<td></td>
<td>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
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<td></td>
<td>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
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<td></td>
<td>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
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<td>3 Essays at this level:</td>
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<tr>
<td></td>
<td></td>
<td>—are minimal, making assessment of conventions unreliable</td>
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</tbody>
</table>

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).
In this Japanese fairy tale, Urashima Taro, a young fisherman, has saved the life of a tortoise. The tortoise then offers to take him to the underwater Rin Gin, the Palace of the Dragon King of the Sea. Urashima is willing to go, but tells the tortoise that he cannot swim to the bottom of the sea.

Excerpt from *The Story of Urashima Taro, The Fisher Lad*

by Yei Theodora Ozaki

1. “What? You need not swim yourself. If you will ride on my back I will take you without any trouble on your part.”

2. “But,” said Urashima, “how is it possible for me to ride on your small back?”

3. “It may seem absurd to you, but I assure you that you can do so. Try at once! Just come and get on my back, and see if it is as impossible as you think!”

4. As the tortoise finished speaking, Urashima looked at its shell, and strange to say he saw that the creature had suddenly grown so big that a man could easily sit on its back.

5. The tortoise, with an unmoved face, as if this strange proceeding were quite an ordinary event, said:

6. “Now we will set out at our leisure,” and with these words he leapt into the sea with Urashima on his back. Down through the water the tortoise dived. For a long time these two strange companions rode through the sea. Urashima never grew tired, nor his clothes moist with the water. At last, far away in the distance a magnificent gate appeared, and behind the gate, the long, sloping roofs of a palace on the horizon.

7. “Ya,” exclaimed Urashima. “That looks like the gate of some large palace just appearing! Mr. Tortoise, can you tell what that place is we can now see?”

8. “That is the great gate of the Rin Gin Palace, the large roof that you see behind the gate is the Sea King’s Palace itself.”

9. “Then we have at last come to the realm of the Sea King and to his Palace,” said Urashima.
“Yes, indeed,” answered the tortoise, “and don’t you think we have come very quickly?” And while he was speaking the tortoise reached the side of the gate. “And here we are, and you must please walk from here.”

The tortoise now went in front, and speaking to the gatekeeper, said:

“This is Urashima Taro, from the country of Japan. I have had the honor of bringing him as a visitor to this kingdom. Please show him the way.”

Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger.

“Urashima Sama, Urashima Sama! Welcome to the Sea Palace, the home of the Dragon King of the Sea. Thrice welcome are you, having come from such a distant country. And you, Mr. Tortoise, we are greatly indebted to you for all your trouble in bringing Urashima here.” Then, turning again to Urashima, they said, “Please follow us this way,” and from here the whole band of fishes became his guides.

Urashima, being only a poor fisher lad, did not know how to behave in a palace; but, strange though it was all to him, he did not feel ashamed or embarrassed, but followed his kind guides quite calmly where they led to the inner palace. When he reached the portals a beautiful Princess with her attendant maidens came out to welcome him. She was more beautiful than any human being, and was robed in flowing garments of red and soft green like the under side of a wave, and golden threads glimmered through the folds of her gown. Her lovely black hair streamed over her shoulders in the fashion of a king’s daughter many hundreds of years ago, and when she spoke her voice sounded like music over the water. Urashima was lost in wonder while he looked upon her, and he could not speak. Then he remembered that he ought to bow, but before he could make a low obeisance the Princess took him by the hand and led him to a beautiful hall, and to the seat of honor at the upper end, and bade him be seated.

“Urashima Taro, it gives me the highest pleasure to welcome you to my father’s kingdom,” said the Princess. “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise. Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes, and I will be your bride if you will, and we will live together happily forever afterwards!”
Possible Exemplary Response:

The sentence, “Urashima never grew tired, nor his clothes moist with the water,” makes the tone even more mysterious and fantastic than it already is. Taro has already questioned whether it is possible to ride on the tortoise’s back to the bottom of the sea and the creature has already magically grown in size to let Taro sit on its back. The tortoise replies to Taro’s doubts, “It may seem absurd to you, but I assure you that you can do so. Try at once! Just come and get on my back, and see if it is as impossible as you think!” These words increase the fantasy or fanciful tone even more. Now, Taro is riding to the bottom of the sea and is miraculously unaffected by fatigue, “Urashima never grew tired” and the sea, “nor his clothes moist with the water.” The tone of intrigue and wonder in this sentence sets the tone that sustains throughout the rest of the text.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
Read this sentence from paragraph 6.

Urashima never grew tired, nor his clothes moist with the water.

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

It makes the story seem more like a fantasy. He can just be in the water all day. In the text it says, "At last, far away in the distance a magnificent gate appered, and behind the gate, the long, sloping roofs of a palace on the horizon." This is stated in paragraph six. They have palaces and it's like a dream world. Also in paragraph 13 it says, "Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger." They had a gatekeeper as a fish, and they had a Dragon King. Adding on to what I said before, this isn't real life. It makes the story more interesting because it's something that can never happen in real life.

Score Point 2 (out of 2 points)

This response provides valid inferences from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (It makes the story seem more like a fantasy and It makes the story more interesting because it's something that can never happen in real life). The response provides evidence of analysis (They have palaces and it's like a dream world and They had a gatekeeper as a fish, and they had a Dragon King. Adding on to what I said before, this isn't real life). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“At last, far away in the distance a magnificent gate appered, and behind the gate, the long, sloping roofs of a palace on the horizon” and “Then the gatekeeper, who was a fish, at once led the way through the gate before them. The red bream, the flounder, the sole, the cuttlefish, and all the chief vassals of the Dragon King of the Sea now came out with courtly bows to welcome the stranger”). This response includes complete sentences where errors do not impact readability.
Read this sentence from paragraph 6.

Urashima never grew tired, nor his clothes moist with the water.

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

This sentence has an effect on the tone of the story. The effect is that it makes the story even more magical. The text shows off a tortoise talking to Urashima and the boy understands the tortoise and the tortoise grew in size. So Urashima could ride on its shell. This shows the effect of this sentence.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (The effect is that it makes the story even more magical). The response provides a sufficient number of relevant details from the text for support as required by the prompt (The text shows off a tortoise talking to Urashima and the boy understands the tortoise and the tortoise grew in size, so Urashima could ride on its shell). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (It gave it a wonderus and magical feeling). The response provides evidence of analysis (This shows that somehow Urashima couldn’t get wet, which was magic and he never grew tired which was also magical, and gave a happy, wonderus tone to the story). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Urashima never grew tired, nor his clothes moist with water.” and “Now if you like you sha’ll live here forever of eternal youth, where summer never dies, and sorrow never come’s.”). This response includes complete sentences where errors do not impact readability.
Read this sentence from paragraph 6.

Urashima never grew tired, nor his clothes moist with the water.

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

This affected the story because Urashima never gave up or was afraid. Urashima was a poor fisher lad, when she went to the palace as a visitor urashima didn't know how to act in a palace. the qoute "cloths moist with the water. Is maybe the tone of Urashima not being nervous or accomplishing her dream. Goingo to the palace was probably a big for him,he got the feeling of excitement

Score Point 1 (out of 2 points)

This response provides valid inferences from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story (the tone of Urashima not being nervous and he got the feeling of excitement); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.
Read this sentence from paragraph 6.

*Urashima never grew tired, nor his clothes moist with the water.*

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

The effect is on the tone is bad because the way it said it* Urashima never grew tired, nor his clothes moist with the water. For example, in the test in paragraph 6 it states*At last, far away n the distance a magnificent gate appeared. Also in the test in paragraph 6 it states* Sloping roofs of a palace on the horizon. My evidence is that Urashima is strong like he does not give up. Also, he doesn't care if their is something in front of him he will get pass it and Urashima had a lot of challenges.

**Score Point 1 (out of 2 points)**

This response provides a sufficient number of concrete details from the text for support as required by the prompt (*At last, far away n the distance a magnificent gate appeared* and *Sloping roofs of a palace on the horizon*); however, the response does not provide a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story. This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response only provides one relevant fact from the text for support (she could ride all day and she won’t get tired). The response does not provide a valid inference from the text to explain what effect the sentence, “Urashima never grew tired, nor his clothes moist with the water,” has on the tone of the story. This response includes complete sentences where errors do not impact readability.
Read this sentence from paragraph 6.

Urashima never grew tired, nor his clothes moist with the water.

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

The effect that this sentence have on the tone of the story is that it’s showing that urashima never grew tired when he got to go under the sea. And that his clothes never grew tired even doe that it was wet.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (The effect that this sentence have on the tone of the story is that it’s showing that urashima never grew tired when he got to go under the sea. And that his clothes never grew tired even doe that it was wet).
Read this sentence from paragraph 6.

**Urashima never grew tired, nor his clothes moist with the water.**

What effect does the sentence have on the tone of the story? Use two details from the story to support your response.

One man said to a boy if u want to swim but u don`t want to touch water sit on my back the man said but the boy said no becuse he think he big but the man said it ok sit on my back i will swim and u can sit on my back.

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**Score Point 0 (out of 2 points)**

This response does not address any of the requirements of the prompt (One man said to a boy if u want to swim but u don`t want to touch water sit on my back the man said but the boy said no becuse he think he big but the man said it ok sit on my back i will swim and u can sit on my back).
Possible Exemplary Response:

Paragraph 15 helps develop Urashima’s point of view by emphasizing that Urashima is in an unusual situation and does not know exactly what is happening to him. Urashima does not “know how to behave in a palace” and finds the situation “strange,” but follows his guides into the inner palace. When he meets the Princess, he is “lost in wonder” and forgets to bow. These details show that Urashima feels out of place and is not sure how to react to what is happening.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
In the excerpt from 'The Story of Urashima Taro, The fisher lad,' paragraph 15 helps develop Urashima's point of view. It helps develop his point of view because it describes Urashima's experience when he goes to this royal palace. For example, in paragraph 15 it states, 'being just a poor young fisher lad, did not know how to behave in a palace; but, strange though it was all to him, he did not feel ashamed or embarrassed, but followed his guides quite calmly where they led to the inner palace.' Another example I found in paragraph 15 is, 'Uraçhima was lost in wonder while he looked upon her, and he could not speak.' Then he remembered that he ought to bow, but before he could make a low obedience the princess took him by the hand and led him to a beautiful hall, and to the seat of honor at the upper end, and bade him to be seated. To conclude, in paragraph 15 Urashima shows mixed emotions when entering the sea palace as a poor fisher lad.
How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

Paragraph 15 helps develop Urashima's point of view by showing that he was in awe of the palace and the princess. I know this because, in the text, it states, "Urashima, being only a poor fisher lad, did not know how to behave in a palace." Also, "Urashima was lost in wonder as he looked upon her, and he could not speak."

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima’s point of view (by showing that he was in awe of the palace and the princess). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Urashima, being only a poor fisher lad, did not know how to behave in a palace” and “Urashima was lost in wonder as he looked upon her, and he could not speak.”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima’s point of view (because he was poor and did not know how to act in somewhere so fancy but he was not embarrassed). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("Urashima, being only a poor fisher lad, did not know how to behave in a palace..." and "...strange though it was all to him, he did not feel ashamed or embarrassed."). This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain how paragraph 15 helps to develop Urashima’s point of view (because it shows that he sees a princess and he thinks she is beautiful by expressing the way she looks); however, the response only provides one concrete detail from the text for support (“her lovely black hair streamed over her shoulders”). This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt ("urashima, being only a poor fisher lad." and "He did not feel ashamed or embarrassed"); however, the response does not provide a valid inference from the text to explain how paragraph 15 helps to develop Urashima’s point of view. This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (When urashimas saw the prinses he felt wunder and he kood not spek). The response does not provide a valid inference from the text to explain how paragraph 15 helps to develop Urashima’s point of view. This response includes complete sentences where errors do not impact readability.
How does paragraph 15 help develop Urashima’s point of view? Use two details from the story to support your response.

She or he is trying to get more people to call her when they call her or things like that. I know this because it says "beging only a poor fisher lad." so that means that they need to get more and more people.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (She or he is trying to get more people to call her when they call her or things like that. I know this because it says "beging only a poor fisher lad." so that means that they need to get more and more people).
How does paragraph 15 help develop Urashima's point of view? Use two details from the story to support your response.

She wants to be human and she doesn't understand the stuff at were she is. Also, she though stuff was great.

Score Point 0 (out of 2 points)

This response is totally inaccurate (She wants to be human and she doesn't understand the stuff at were she is. Also, she though stuff was great).
Possible Exemplary Response:

This sentence brings the story ‘full circle’ by lending insight to the meaning of events up to this point. For most of the story, Urashima does not know that the tortoise that he saved was actually the Princess. He, and even the “chief vassals of the Dragon King of the Sea,” refer to the Princess as “Mr. Tortoise” until her true identity is revealed. When the Princess finally tells him the truth, the importance of Urashima’s actions becomes clear. The Princess’s statement also explains why Urashima has been invited to the Sea King’s Palace—so that he can be rewarded for saving her life, “Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes.”

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (by telling the readers why Urashima was at that palace). The response provides evidence of analysis (Urashima did a selfless act and he got a big reward and Urashima had no idea he would get a reward for saving a tortoise, he just had a good heart). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.” and “Now if you like you shall live here forever in the land of eternal youth, where summer never dies and where sorrow never comes...”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (by showing that if you help others you will get reward in amazing ways). The response provides a sufficient number of relevant details from the text for support as required by the prompt (in the story Urashima gets to marry a beautiful princess and Urashima gets to live in a land were it is always summer and where their is no sorrow). This response includes complete sentences where errors do not impact readability.
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Score Point 2 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (Its helps show the reason for the tortoise bringing him to the underwater Rin Gin instead of just swimming away and backs up the idea of the tortoise being magical. Proof of this is "He saw that the creature had suddenly grown so big that a man could easily sit on its back." Showing the magical abilities of the tortoise. Another reason it backs up bringing Urashima to the Rin Gin is the qwen saying "Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise." This shows that the tortoise brought him here to cangradulate Urashima for saving the qwen. This proves that this sentence concludes unsolved questions about the fairy tale.)
Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (by telling the reader that Urashima saved the tortoise and so he is being rewarded for it); however, the response only provides one concrete detail from the text for support (“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.” This means that since Urashima saved the tortoise, the tortoise is giving the favor back). This response includes complete sentences where errors do not impact readability.
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Read this sentence from paragraph 16.

“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

This contributes to the structure of the story by showing a small act (saving a turtles life) is something that will reward you for doing good, because that line set up the main idea at the end with showing he will receieve a reward for doing good so it set up the end of the story.

Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (that line set up the main idea at the end with showing he will receieve a reward for doing good); however, the response only provides one relevant detail from the text for support [(saving a turtles life)]. This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

The response provides a valid inference from the text to explain how the sentence, “Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise,” contributes to the structure of the story (she is saying thank you to the person that saved her life because she almost lost her live); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.
Read this sentence from paragraph 16.

“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

Score Point 0 (out of 2 points)

This response is unintelligible [Now we are all set out leisurwith words he lepted in to the sea urashima on his backdown through the torise)2) I don't think we com very quiltyin speaking the tories you must walk this w]
Read this sentence from paragraph 16.

“Yesterday you set free a tortoise, and I have sent for you to thank you for saving my life, for I was that tortoise.”

How does this sentence contribute to the structure of the story? Use two details from the story to support your response.

The story is supposed to sound old. The language is supposed to make it feel like it was a long time ago.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (The story is supposed to sound old. The language is supposed to make it feel like it was a long time ago).
The Thirst for First Is the Worst

by Reilly Blum

About a decade ago, I swam competitively. It was serious stuff. We 6-year-olds had a lot to remember like keeping track of all the strokes, but most importantly, we had to swim faster than everyone else.

I cultivated quite the collection of ribbons, even a few for first and second place. But winning was not my ultimate goal.

Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink—One day I was furious after winning a first place blue ribbon. I already had a few of those, and what I really needed was a green one. I should have finished in sixth place.

I didn’t understand the competitive aspect of the team—I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals.

For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.

Here’s a case in point. Last summer I tried being more competitive in cross-country. It wasn’t very fun, and I didn’t run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors) than when I was running with them.

My experience is fairly typical. One study published in the Journal of Personality and Social Psychology highlights this. It grouped children in three ways: two kids competing against each other, two players working for a high combined score, and two kids cooperating to land more free throws than another team.

The kids cooperating to beat another team got the highest scores.

While winning can be gratifying, it certainly isn’t everything. For some people, extreme competition may be conducive to excellence, and that’s perfectly OK. For me, however, it just leads to stress.
My 6-year-old self didn’t see the value in winning. Sure, I may have won a few first-place blue ribbons, but that doesn’t mean much. I was far more satisfied to finally get the sixth-place ribbon that rounded off my rainbow collection.

Though I have certainly evolved from my preadolescent self, I retain that spirit.
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

Possible Exemplary Response:

In paragraphs 1 through 4, the author reveals her experience as a 6-year-old on a competitive swim team. It is made clear early on that she swam for a different reason than her teammates and competitors likely did, “I completely ignored the competition to focus on my own goals.” The author provides this personal experience to show that it was more important to get “a ribbon of every color” than to win or to acquire just the top-place ribbons. This reveals to the reader a central idea that winning isn’t everything. In fact, the author states in paragraph 4 that she “didn’t understand the competitive aspect of the team” and that winning was not her ultimate goal.

Possible Details to Include:

• Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

Paragraphs 1 through 4 develop a central idea in the article. I know this because in paragraphs 1 to 4 it talks about how the person in the story always swam against other swimmers and that now they want to swim for their own goals. For example, in paragraph 1 it states, "About a decade ago, I swam competitively. It was serious stuff." but in paragraph 4 it states, "I worked to improve my times, but I completely ignored the competition to focus on my own personal goals." The main idea of focusing on their personal goals was how they didn't always want to win and mostly wanted to be creative and have fun. In paragraph 2 it states, "But winning was not my ultimate goal." Also in paragraph 3 it states, "Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink." This is how paragraphs 1 through 4 develop a central idea of the article.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (it talks about how the person in the story always swam against other swimmers and that now they want to swim for their own goals). The response provides evidence of analysis (The main idea of focusing on their personal goals was how they didn't always want to win and mostly wanted to be creative and have fun). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“About a decade ago, I swam competitively. It was serious stuff.”; “I worked to improve my times, but I completely ignored the competition to focus on my own personal goals.”; “But winning was not my ultimate goal.”; “Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink.”). This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

In (“The Thirst for First is the Worst”) paragraphs 1 through 4 develop a central idea of the article. In the text it states “I didn’t understand the competitive aspect of the team.” In the text it also states “But winning was not my ultimate goal. Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, pink—one day I was furious after winning first place blue ribbon. This means it’s always not about winning, you don’t need to win all of the time as long as you have fun.”

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (This mean’s it’s always’s not about winning. You don’t need to win all of the time as long as you have fun). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“I didn’t understand the competitive aspect of the team.”) and “But winning was not my ultimate goal. Instead, I wanted a ribbon of ever color. Blue, red, orange, white, green, pink—one day I was furious after winning a first place blue ribbon). This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

It develops a central idea of the article by telling us how the narrator didn’t have a thirst for winning all she wanted was to achieve different ribbons. I can prove this because on paragraph 2 it states the narrator saying that “winning was not my ultimate goal”. Also on paragraph 3 it states she only “wanted a ribbon of every color. Blue, red, orange, white, green, pink” etc. This evidence shows the narrator’s thirst for different places and different experiences.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (by telling us how the narrator didn’t have a thirst for winning all she wanted was to achieve different ribbons). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“winning was not my ultimate goal” and she only “wanted a ribbon of every color. Blue, red, orange, white, green, pink” etc.). This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response provide a sufficient number of concrete details from the text for support as required by the prompt (about decade ago, I swam competitively and I cultivated quite the collection of Ribbons, even a few for first and second place); however, the response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article. This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text (Paragraphs 1 though 4 it develop a central idea by the kid in the story he wanting to Make a rainbow collection but he had to get the Green one but he won the race and he got a blue one he got of lot of those. He had to get sixth place. He had to Make the team happy). The response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article. This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how paragraphs 1 through 4 develop a central idea of the article (He didn want to win, he wanted all of the colors of ribbons); however, the response does not provide two concrete details from the text for support as required by the prompt. This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

The central idea of the story is to never go for first all the time. If you go for all of the ribbons or medals it would be better on your reputation.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (The central Idea of the story is to never go for first all the time. If you go for all of the ribbons or medals it would be better on your reputation).
In “The Thirst for First Is the Worst,” how do paragraphs 1 through 4 develop a central idea of the article? Use two details from the article to support your response.

because there based on the same thing and TALKS ABOUT how the team got a ribbin

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (because there based on the same thing and TALKS ABOUT how the team got a ribbin).
Possible Exemplary Response:

In paragraph 6, the author explains that she tried to become more competitive in cross-country, but that “it wasn’t very fun, and I didn’t run any faster.” The author also states in paragraph 9 that attempting to become more competitive did not lead to excellence, but instead just “leads to stress” for her. Attempting to become competitive made the author realize that it is more important for her to enjoy sports because focusing on competition had a negative effect on her.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

The author was affected poorly when he tried to be competitive. He said when he tried to be competitive, that it wasn't fun. He said "Last summer I tried being more competitive in crosscountry. It wasn't very fun." That shows how he doesn't want to be competitive, he wants to be himself. Another detail is "Many of my times were slower when I set out to run against my teammates." That is how the author was affected poorly when he tried to be competitive.

Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive (The author was affected poorly when he tried to be competitive). The response provides evidence of analysis (That shows how he doesn't want to be competitive, he wants to be himself). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Last summer I tried being more competitive in crosscountry. It wasn't very fun.” and “Many of my times were slower when I set out to run against my teammates.”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive (she would get stressed). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“I tried being more competitive in cross-country. It wasn’t very fun, and I didn’t run any faster.” and “For some people, extreme competition may be conducive to excellence, and that’s perfectly ok. For me, however, it just leads to stress.”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive (The author did worse when he tried to be competitive). The response provides a sufficient number of concrete details from the text for support as required by the prompt (he had worse times than when “running with my teammates” and he had a lot less fun “I wasn’t very fun”). This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

In "The Thirst Is The Worst", the author was affected by attempting to become more competitive. In swimming, the author really wasn't being competitive and was meeting her personal goals. When she tried to be competitive in cross country her times were even slower and it wasn't very fun. Clearly, in "The Thirst Is The Worst", the author was affected by attempting more competitive.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (When she tried to be competitive in cross country her times were even slower and it wasn’t very fun); however, the response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

When the author was trying to be more competitive and ran against his team mates, he realized that his times were slower than when he ran with them. The author also read a study in and it said that the teams you cooperate together get better scores.

Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support (When the author was trying to be more competitive and ran against his team mates he realized that his times were slower than when he ran with them and the teams you cooperate together get better scores); however, the response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.
In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

The author was affected by being more competitive. He just tried to get out of the pool. The author tried to get out of the chilly pool and not really think about winning. He tried to be more competitive in crosscountry. Many times he was slower so he couldn't outrun his opponents and competitors.

Score Point 1 (out of 2 points)

This response only provides one concrete detail from the text for support (He tried to be more competitive in crosscountry. Many times he was slower so he couldn't outrun his opponents and competitors). The response does not provide a valid inference from the text to explain, in “The Thirst for First Is the Worst,” how the author was affected by attempting to become more competitive. This response includes complete sentences where errors do not impact readability.
Score Point 0 (out of 2 points)

This response is totally inaccurate (in “The thirst is the worst” The author was affected by Attempting to become More competitive because his Main goal wasn’t to win. his goal was to get six colors. therefore he didn't need to be first in place nor second nor third. his goal was to get in last place to get his last color. how I know? Well in paragraph two the author stated that "but winning was not My ultimate goal.” Then it stated that winning wasn’t his goal because he wanted all the Ribbon colors; "paragraph 3 “Instead, I wanted a ribbon of every color. Blue, red, orange, white, green, and pink).
In “The Thirst for First Is the Worst,” how was the author affected by attempting to become more competitive? Use two details from the article to support your response.

The author want us to know that they needed to swim faster than everyone else. He or she wanted to know that they are 6 years old and had a lot to remember and also keeping track of all strokes.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (*The author want us to know that they needed to swim faster than everyone else. He or she wanted to know that they are 6 years old and had a lot to remember and also keeping track of all strokes*).
Excerpt from *The Importance of Winning*

by Andy Jobanek and Billy Low

1. The way sports are watched, the way sports are played, the uniforms athletes wear and the money athletes make all change over time. But sports’ nature as competition, whether recreational or serious, remains constant. The whole point of shooting the basketball at the basket or running fast in a race is to improve chances of winning. So how important is winning in sports? More specifically, to what extent should winning be emphasized at the many levels of organized sports?

2. For those who see sports as outlets for recreation and exercise, the answer is fairly straightforward: winning should take a backseat as long as participants enjoy playing the game.

3. But for athletes, coaches and parents who see sports as more than a casual hobby, the answer is less clear. Let’s think in terms of parents who would very much like to see their child reach the highest levels of sport. My argument is that beginning levels should develop in youths a genuine passion for sports that fosters, at the high school level and above, the necessary emphasis on winning.

4. Few will deny that fun is more important than winning in youth leagues. But to focus on developing enthusiasm for sports requires more than turning off the scoreboard. Kids will have fun running around carefree anywhere. Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports.

5. However, once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.
A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and "bonding with teammates," why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their game or season or career ends.

That emphasis does not mean throwing a chair in response to a loss. It means an athlete puts in the work to turn a "good try" into a made basket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.
Possible Exemplary Response:

The central idea is that winning should become more important as an athlete gets older and reaches a higher level of skill. The authors state that “beginning levels should develop in youths a genuine passion for sports.” As these youths get older, this passion should drive them to devote their energies to achieving excellence. “Once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.” Also, in paragraph 6, “A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning.” These details suggest winning is a priority for those athletes at a more advanced level.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 2-point holistic rubric.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from The Importance of Winning” is (youth groups should just have fun playing sports and once they get older like high school sports they should care more about winning). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports” and “However, once an athlete reaches high school level, winning should be a priority”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from The Importance of Winning” is (when your a kid enjoy the sport and don’t worry about winning, but when your older its nice to win a game). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“In short, a desire to win pushes an athlete to be his or her best” and “But to focus on developing enthusiasm for sports requires more than turning off the scoreboard”). This response includes complete sentences where errors do not impact readability.
Score Point 2 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from The Importance of Winning” is (sports are naturally competition). The response provides a sufficient number of concrete details from the text for support as required by the prompt (“The whole point of shooting the basketball at the basket or running fast in a race is to improve chances of winning.” and “But sports’ nature as competition, whether recreational or serious, remains constant.”). This response includes complete sentences where errors do not impact readability.
"Excerpt from The Importance Of Winning" has a central idea. For example, the central idea is that winning is a good thing. It states in paragraph 7 it says "a desire to win pushes an athlete to be his or her best."
The central idea from the pass is that athletes do a lot just to be athletes "but for athletes coaches abs parents who see sports as more than a casual hobby". Also "however once an athlete reaches the high school level, winning should be prioritized; they work hard to reach a high score.

Score Point 1 (out of 2 points)

This response provides a valid inference from the text to explain what the central idea of “Excerpt from The Importance of Winning” is (athletes do a lot just to be athletes [...] they work hard to reach a high score); however, the response only provides one concrete detail from the text for support (“however once an athlete reaches the high school level, winning should be priority”). This response includes complete sentences where errors do not impact readability.
Score Point 1 (out of 2 points)

This response provides a sufficient number of concrete details from the text for support as required by the prompt (“athletes put in the work to turn a good try into a made basket or completed pass.” and “A player showes up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.”); however, the response does not provide a valid inference from the text to explain what the central idea of “Excerpt from The Importance of Winning” is. This response includes complete sentences where errors do not impact readability.
What is the central idea of “Excerpt from The Importance of Winning”? Use two details from the article to support your response.

The Excerpt from The Importance of Winning central idea is its about a sport and that is basketball. Another idea is its talking about basketball and the plays.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt, and is inaccurate (The Excerpt from The Importance of Winning central idea is its about a sport and that is basketball. Another idea is its talking about basketball and the plays).
What is the central idea of “Excerpt from The Importance of Winning”? Use two details from the article to support your response.

The central idea of excerpt from the importance of winning is talking about what people think about sports and what sports are really about.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (The central idea of excerpt from the importance of winning is talking about what people think about sports and what sports are really about).
EXEMPLARY RESPONSE

The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response
Possible Exemplary Response:

The author of “The Thirst For First Is the Worst” and the authors of “Excerpt from The Importance of Winning” have differing opinions on the competitive aspect of sports, specifically on how winning should be prioritized as an athlete. While one set of authors’ points of view sheds winning in the most positive of lights, the other author feels that achieving personal goals set for yourself is just as important as winning, if not more. The authors reveal these points of view throughout the texts, using personal experiences and anecdotal evidence to support their arguments.

The author of “The Thirst For First Is the Worst” holds the point of view that winning is not the “ultimate goal” (paragraph 2) for athletes to achieve. She reveals this point of view by describing her personal experiences with sports. To support her point of view, she uses an example of when she was on a competitive swim team. She chose “to focus on my own personal goals” (paragraph 4) of attaining a full spectrum of colored ribbons rather than to win. To her, completing this task made her “far more satisfied.” (paragraph 10). In short, she “didn’t see the value in winning.” (paragraph 10). The author also shares a personal experience in how trying to be more competitive in cross-country did not have the expected positive result—“It wasn’t very fun, and I didn’t run any faster” (paragraph 6)—when she set out to run against teammates. She also uses evidence from a study that supports the point of view that cooperating with other players leads to better success than competing against other players. The details the author of “The Thirst For First Is the Worst” provides from her personal experiences with sports are all in support of her point of view that winning isn’t everything.

The authors of “Excerpt from The Importance of Winning” hold the point of view that the further an athlete advances in skill, the more they should be committed to winning. They reveal their point of view by clearly stating this in paragraph 3: “My argument is that beginning levels should develop in youths a genuine passion for sports that fosters, at the high school level and above, the necessary emphasis on winning.” (paragraph 3). This passion or “desire to win pushes an athlete to be his or her best.” (paragraph 7). To attain this high level of skill, the authors cite “self-discipline and work ethic” which are qualities that “develop out of a commitment to winning.” (paragraph 6). They also argue with those who have a conflicting point of view: “If athletes only value having a good time and ‘bonding with teammates,’ why should they bother to wake up early to lift weights or choose to get rest instead of partying?” (paragraph 6). The authors think that this sacrifice of time and energy are all in effort to “turn a ‘good try’ into a made basket or completed pass.” (paragraph 7). The authors of “Excerpt from The Importance of Winning” clearly believe in the competitive aspect of sports and their points of view focus on a commitment to winning and “achieving the highest level of sport.” (paragraph 3).

In conclusion, each article outlines a different view on the importance of being committed to winning. For one, winning isn’t everything. For the others, it is a priority.

Possible Details to Include:

- Other relevant text-based details

Score Points:

Apply 4-point holistic rubric.
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

There are a lot of things that come from sports. There are many different perspectives on the games. Two stories with different authors see things differently.

In "The Thirst for First Is the Worst" the author believes winning is not important. That your side goals in the game are what you should achieve, and first place isn’t everything. For example, the text states "For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others." In "Excerpt from The Importance of Winning" winning is important. Sports are a competition. For example, the text says "Once an athlete reaches the high school level, winning should be a priority. It should be assumed that high school athletes have developed the passion that draws them to spend so much time playing their sport." In the first article, Reilly Blum believes that its not all about winning. In the second article, by Andy Jobanek and Billy Low believe that winning should be emphasized. Two different perspectives.

This point is revealed in each article in different ways. In The first article, "The Thirst for First is the Worst" the author takes from her expirence and branches off of it to show why she believes sports are not just about getting that first place ribbon. In the second article, "Excerpt from The Importance of Winning" The authors reveal their opinion by stating facts, and using both perspectives on peoples views of sports in their article. They show that as you go up by age, your goals and mindset should change.

There are a lot of things that come from sports. Is winning everything? or is it not important? there are many different perspectives. Its up to you how you decide to play the game, with your own goals or the first place ribbon, right there in your hands.
This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (There are alot of things that come from sports. There are many different prespectives on the games. Two stories with different authors see things differently). The response demonstrates insightful analysis of the texts (your side goals in the game are what you should achive, and first place isnt everything; Winning is important. Sports are a compitition; the author takes from her expireance and branches of it to show why she belives sports are not just about getting that first place ribbon; The authors reveal their opinion by stating facts, and using both prespectives on peoples vets Its not all about winning; The authors reveal their opinion by stating facts, and using both prespectives on peoples vets Its not all about winning; The authors reveal their opinion by stating facts, and using both prespectives on peoples vets Its not all about winning;). The response develops the topic with relevant details from the texts (“For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others.”; “Once an athlete reaches the high school level, winning should be a priority. It should be Assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport.”). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (For example, the text says, In the first article, In the second article, they show). The response establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice (prespectives, see things differently, side goals, its not all about winning, emphisized, takes from her expireance, branches of, mindset, Its up to you how you decide to play the game). The response provides a concluding statement that is compelling and follows clearly from the topic and information presented (There are alot of things that come from sports. Is winning everything? or is it not important? there are many different prespectives. Its up to you how you decide to play the game, with your own goals or the first place ribbion, right there in your hands). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (prespectives, differently, belives, achive, isnt, compitition, emphisized, expireance, branches of, ribbion, capitalization).
GUIDE PAPER 2a

The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

Both stories show the same lesson, winning isn't everything. But, still they have different perspectives on winning. In "The Thirst for First Is the Worst" it is showing that, he didn't really want to win, he just wanted a ribbon of every color. While, in "Excerpt from The importance of Winning" it shows that as a kid you should be focused on developing enthusiasm for sports. Then, when you reach high school level then your main priority should be winning. Both stories show the same thing but it different ways. In the text "The Thirst for First Is the Worst" it shows that the boy didn't want winning to be his main priority. He just wanted to follow his dreams of getting a ribbon of every color. Most 6 year olds wouldn't be focused on winning. In the text, paragraph 2 it states "But winning was not my ultimate goal". So, as he is saying this, he is stating winning isn't his goal. Getting a ribbon of every color is. In the text "Excerpt from The Importance of Winning" it is basically saying, if you are young you shouldn't be worried about winning you should be worried about having fun and gaining happiness and knowledge while doing the sport(s). In the text, paragraph 4 it states "But to focus on developing enthusiasm for sports requires more than turning off the scoreboard...Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sport". Those two sentences show that as a kid winning shouldn't be a priority. Fun and knowledge should be. Another sentence from paragraph 5 states, "However, once an athlete reaches high school level, winning should be a priority". The authors revealed their point of view by having the experience of each author. In the text "The Thirst for First Is the Worst" it shows how the author didn’t want to win in swimming. The ribbons were important. In the text, paragraph 10 it states "My 6 year old self didn't see the value in winning". In the text "Excerpt from The Importance of Winning" they show you should not be focused on winning as a kid. They should be focused about learning in sports. In the text, paragraph 4 it states "Few will deny that fun is more important than winning in youth leagues". To wrap this all up, both texts show that winning SHOULDN'T be a priority as a kid, you should focus on the fun and knowledge you can gain. But also, as you grow more in the sports then that is the time winning should be important. So basically, both texts show winning isn't everything. So if your a kid take the time to realize to focus on fun and knowledge not winning.
Score Point 4 (out of 4 points)

This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (Both stories show the same lesson, winning isn’t everything. But, still they have different perspectives on winning. In “The Thirst for First Is the Worst” is showing that, he didn’t really want to win, he just wanted a ribbon of every color. While, in “Excerpt from The importance of Winning” it shows that as a kid you should be focused on developing enthusiasm for sports. Then, when you reach high school level then your main priority should be winning. Both stories show the same thing but in different ways). The response demonstrates grade-appropriate analysis of the texts [it shows that the boy didn’t want winning to be his main priority. He just wanted to follow his dreams of getting a ribbon of every color. Most 6 year olds wouldn’t be focused on winning; it is basically saying, if you are young you shouldn’t be worried about winning you should be worried about having fun and gaining happiness and knowledge while doing the sport(s); by having the experience of each author; it shows how the author didn’t want to win in swimming. The ribbons were more important; they show you should not be focused on winning as a kid. They should be focused about learning in sports]. The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“But winning was not my ultimate goal”; “But to focus on developing enthusiasm for sports requires more than turning off the scoreboard...Organized sports will create real interest in sports if they show a youth athlete how much he or she can learn about playing sports”; “However, once an athlete reaches high school level, winning should be a priority”; “My 6 year old self didn’t see the value in winning”; “Few will deny that fun is more important than winning in youth leagues”). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (But, is showing that, While, Then, In the text, So, Another sentence, To wrap this all up, But also, So basically). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (lesson, perspective, main priority, follow his dreams, focused, happiness, knowledge, experience, To wrap this all up, that is the time, take the time to realize). The response provides a concluding statement that follows from the topic and information presented (To wrap this all up, both texts show that winning SHOULDN’T be a priority as a kid, you should focus on the fun and knowledge you can gain. But also, as you grow more in the sports then that is the time winning should be important. So basically, both texts show winning isn’t everything. So if your a kid take the time to realize to focus on fun and knowledge not winning). The response demonstrates grade-appropriate command of conventions, with few errors (it different ways, grow more in the sports, punctuation).
The authors of "The Thirst for First is the Worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The author of "The Thirst for First is the Worst" believes that the importance of competition and winning shouldn't really matter, while the other believes winning should be a priority.

The author of "The Thirst for First is the Worst" believes that the importance of competition and winning shouldn't really matter, and you should focus on your own goals. The text says, "I didn't understand the competition aspect of the team- I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals." The text also says, "For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game or swim meet than to constantly compare myself to others." The point of view is revealed in this article by the author telling us about his experience with trying to be competitive. The text says, "Last summer I tried being more competitive in cross-country. It wasn't very fun, and I didn't run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors than when I was running with them)."

The author of "Excerpt from The Importance of Winning" believes that winning should be a priority of yours and you are wasting your time if you are only focused on having a fun time. The text says, "A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and 'bonding with teammates,' why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their game or season or career ends." The text also says, "It means an athlete puts in the work to turn a 'good try' into a mad basket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best." The point of view is revealed because the author explains that as you become older you should make winning more of a priority.

In conclusion, the authors of the two articles have different point of view on winning.
This response clearly introduces the topic in a manner that is compelling and follows logically from the task and purpose (The author's of “The Thirst for First Is the Worst” and “excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. One thinks that the importance of competition and winning shouldn't really matter, while the other believes winning should be a priority). The response demonstrates grade-appropriate analysis of the texts (you should focus on your own goals; by the author telling us about his experience with trying to be competitive; you are wasting your time if you are only focused on having a fun time; as you become older you should make winning more as a priority). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“I didn’t understand the competition aspect of the team- I swam fast so I could exit the chilly pool, not so I could win. I worked to improve my times, but I completely ignored the competition to focus on my own personal goals.”; “For someone focused on winning, losing can be hard to stomach. In my experience, it is far more fulfilling to enjoy the work, game, or swim meet than to constantly compare myself to others.”; “Last summer I tried being more competitive in cross-country. It wasn’t very fun, and I didn’t run any faster. Many of my times were slower when I set out to run against my teammates (and my competitors than when I was running with them.”; “A league title may pale in comparison to the self-discipline and work ethic athletes gain from competitive sports, but such qualities develop out of a commitment to winning. If athletes only value having a good time and ‘bonding with teammates,’ why should they bother to wake up early to lift weights or choose to get rest instead of partying? Emphasis on winning points an athlete or team to a goal they must continue to chase until their game or season or career ends.”; “It means an athlete puts in the work to turn a ‘good try’ into a mad ebasket or completed pass. It means a player shows up to practice on time and ready to play. In short, a desire to win pushes an athlete to be his or her best.”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (One thinks […] while the other believes, The text says, The text also says, In conclusion). The response establishes and maintains a formal style, using precise language and domain-specific vocabulary (shouldn't really matter, telling us about his experience, wasting your time). The response provides a concluding statement that follows generally from the topic and information presented (In conclusion, the authors of the two articles have different point of view on winning). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (author's, winning, shoud, Th etext, dar, compeitive, Th eauthor, mad ebasket, have different point of view, grammar).
GUIDE PAPER 4a

The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to:

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

In this essay, you will be learning about the authors’ different opinions about whether athletes should be committed to winning and how I will explain how the point of view is revealed in the articles with evidence from both articles.

In the article “The Thirst for First Is the Worst”, the author does not think athletes should be committed to winning because in his story, the narrator has own achievements for himself, which does not include winning. The narrator wants a colorful collection of ribbons. The text states: “I didn’t understand the competitive aspect of the team—I swam so fast that I could exit the chilly pool, not so... I could win: “I worked to improve my...”
Conclusion

These times, but I completely ignored the competition to focus on my own goals. In the other passage however, the author’s believe that winning is important because while you develop different opinions of whether or not an athletic youth has a genuine passion for sports, that should foster at high school level and above, the necessary emphasis of winning should be. Emphasis on winning makes the athletes committed to winning and continue to achieve their goals until their game, season, or career ends.

Their point of views are revealed in the articles. In “Thirst For First Is the Worst”, it’s revealed by the title and how the narrator reacts and feels about the competition. He says that he works to improve on personal goals. In the other story, it’s revealed by the title and how an athlete’s passion would make them want to win. That’s the author’s point of view described in the whole article.
Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (In this essay, you will be learning about the authors’ different opinions about whether athletes should be committed to winning and how I will explain how the point of view is revealed in the articles with evidence from both articles). The response demonstrates grade-appropriate analysis of the texts (the author does not think athletes should be committed to winning because in his story, the narrator has own achievements for himself, which does not include winning The narrator wants a colorful collection of ribbons; the author’s believe that winning is important because while you develop and focus on your passion, all you’d desire would be wanting to win; it’s revealed by the title and how the narrator reacts and feels about the competitions. He says that he works to improve on personal goals; it’s revealed by the title and how an athlete’s passion would make them want to win). The response develops the topic with relevant, well-chosen details from the texts, and sustains the use of varied, relevant evidence (“I didn’t understand the competitive aspect of the team – I swam so fast that I can exit the chilly pool, not so I could win.”; “I worked to improve my times, but I completely ignored the competition to focus on my own goals.”; “Beginning levels should develop in youths a genuine passion for sports that fosters at highschool level and above, the necessary emphasis of winning.”; Emphasis on winning wants the athlete’s to continue to achieve their goal untill their season, or career ends). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (In the article, in his story, The text states, In the other passage). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (whether, which does not include winning, desire, react). The response provides a concluding statement that follows from the topic and information presented (These are the author’s different opinions of whether or not athletes should stay committed to winning and how the point of views are revealed with evidence from the two passages). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (how I will explain how, has own, achieve-ments, ribbons, the author’s believe, Emphasis on winning wants the athlete’s, the author’s point of view describe in the whole article, committed, run-on sentences).
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning.

In “The Thirst for First” the authors point of view about this topic is it doesn’t matter if you win just work hard for your own goals. One detail from the text is “I swam fast so I could exit the chilly pool, not so I could win.” This shows that she does not really care about winning she just wanted to get out of the pool fast because it was cold. Another detail from
The text is: "I worked to improve my time. But I completely ignored the competition to focus on my own personal goal." This shows that she tries her hardest but doesn't think of the competitions because she wants to work on her own goals. And get a

In "Excerpt From The Importance of Winning" the author's point of view is winning should be a priority when you get older. One detail from the text is "Once an athlete reaches the high school level, winning should be a priority." This shows that you should be focused on winning and only winning." Another detail from the text is "A desire to win pushes an athlete to be his or her best." This shows that trying to win pushes you to become better and better each time you do your sport.

The opinions of the authors from "The Thirst For First is The Worst" and "Excerpt From The Importance of Winning" are different. One is you should try to win the other is try to beat your own goals. These articles are very good life lessons on how to treat sports."
Score Point 3 (out of 4 points)

This response clearly introduces the topic in a manner that follows from the task and purpose (The authors of “The Thirst for First is the worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning). The response demonstrates a literal comprehension of the texts (it doesn’t matter if you win just work hard for your own goals; This shows that she does not really care about winning she just wanted to get out of the pool fast because it was cold; This shows that she tries her hardest but doesn’t think of the competions because she wants to work on her own goals; This shows that you should be focused on winning and only winning; This shows that trying to win pushes you to become better and better each time you do your sport). The response develops the topic with relevant details from the texts, with some lack of variety (“I swam fast so I could exit the chilly pool, not so I could win.”; “I worked to improve my time but I completely ignored the competition to focus on my own personal goal.”; “Once an athlete reaches the high school level, winning should be a priority.”; “A desire to win pushes an athlete to be is or her best.”). The response exhibits clear organization, with the use of appropriate transitions to create a unified whole (One detail from the text, This shows, Another detail from the text, One is […] the other is). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (whether, doesn’t matter, winning and winning only, life lessons). The response provides a concluding statement that follows from the topic and information presented (The opinions of the authors from “The Thirst for First is The Worst” and “Excerpt from The Importance of winning are different. One is you should try to win the other is try to beat your own goals. these articles are very good life lessons on how to treat sports). The response demonstrates grade-appropriate command of conventions, with few errors (commited, competions, do your sport, run-on sentences).
The authors of "The Thirst for First is the Worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The authors of both "The Thirst for First is the Worst" and "Excerpt from The Importance of Winning" have very different opinions on winning and loosing and what the priorities of sports are. First off, the author of "The Thirst for First is the Worst" says that 'While winning can be gratifying, it certainly isn't everything' While the author of 'Excerpt from The Importance of Winning' says '...Winning should be a priority' This shows that the priorities of both authors are very different. The author of First is the Worst thinks winning should not be a priority and would rather just further him/her self than compete against other people. On the other-hand, the author of Importance of Winning that once you get to high school level that winning is a priority.

The authors points of view are both revealed quite simply in both texts, they just come right out and basically tell you their opinion. In First is the Worst, the author comes right out and says "While winning can be gratifying, it certainly isn't everything." And in Importance of Winning the author says" winning is a priority" they just comes right out and say it, clearly stating his mind.

As you can see, both articles portray different opinions but reveal their topic in the same way: simply and basically
This response clearly introduces the topic in a manner that follows from the task and purpose (The authors of both “The Thirst for First is the Worst” and “Excerpt from The importance of Winning” have very different opinions on winning and loosing and what the priorities of sports are). The response demonstrates a literal comprehension of the texts (The author of First is the Worst thinks winning should not be a priority and would rather just further him/her self than compete against other people; the author of Importance of Winning that once you get to high school level that winning is a priority; The authors points of view are both revealed quite simply in both texts, they just come right out and basically tell you their opinion). The response partially develops the topic with some textual evidence, with inconsistency (“While winning can be gratifying, it certainly isn’t everything” and “... Winning should be a priority”). The response exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning (First off, says that, While, This shows, On the other-hand, In [...] and in, As you can see). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (further him/her self, quite simply, portray, basically). The response provides a concluding statement that follows generally from the topic and information presented (As you can see, both articles portray different opinions but reveal their topic in the same way: simply and basically). The response demonstrates grade-appropriate command of conventions, with few errors (loosing, the author of Importance of Winning that, authors points, topic in).
The authors of "The Thirst for First Is the Worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to:

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The author of "The Thirst for First Is the Worst" opinion is that thinking about winning is only going to stress you out. The authors of "Excerpt from The Importance of Winning" opinion is that winning is important.

The author of "The Thirst for First Is the Worst" opinion is that athletes shouldn't be committed to winning because it causes stress. The text says "it just leads to stress". That detail shows that being committed to winning leads to you being stressed out. The text also says "For someone focused on winning, losing can be hard to stomach." That detail shows that if you are committed to winning and end up losing, you will feel very upset that you
didn’t win, so you never get over that you didn’t win, and so you never want to play that sport again. This author believes that being committed to winning will stress you out. This opinion is revealed by the author pain and saying his/her opinion. The text says “for someone focused on winning, losing can be hard to stomach” and “it just leads to stress.” Those details shows that for someone focused/committed to winning, losing can be hard to stomach, and leads to being stressed out.

The authors of “Except from the importance of winning” opinion is that being committed to winning is important. The text says “spend so much time playing their sport”. That detail shows being committed to winning. The text also says “a commitment to winning”. That detail is how the author introduces their opinion to the readers.

One author’s opinion is being committed to winning leads to stress and the other authors’ opinion is being committed to winning is important. Both authors introduced their opinion to the readers by pain out telling us.
This response clearly introduces the topic in a manner that follows from the task and purpose (The author of “The Thirst for First Is the Worst” opinion is that thinking about winning is only going to stress you out. The authors of “Excerpt from The Importance of Winning” opinion is that winning is important). The response demonstrates a literal comprehension of the texts (That detail shows that being committed to winning leads to you being stressed out; That detail shows that if you are committed to winning, and end up losing you will feel very upset that you didn’t win, so you never get over that you didn’t win, and so you never want to play that sport again; This opinion is revealed by the author plain out saying his/her opinion; Those details show that for someone focused/committed to winning, losing can be hard to stomach, and leads to being stressed out; That detail shows being committed to winning; That detail is how the author introduces their opinion to the reader). The response partially develops the topic with some textual evidence, with inconsistency (“it just leads to stress”; “For someone focused on winning, losing can be hard to stomach”; “spend so much time playing their sport”). The response exhibits some attempt at organization, with inconsistent use of transitions (The text says, That detail shows, Those details shows). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (end up, upset you didn’t win, never get over, plain out). The response provides a concluding statement that follows from the topic and information presented (One author’s opinion is being committed to winning leads to stress and the other authors’ opinion is being committed to winning is important. Both authors introduced their opinion to the readers by plain out telling us). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (The author of […] opinion is, committed, committed, believes, Those details shows, a run-on sentence, spacing).
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The authors of The Thirst for First Is the Worst says that winning as an athlete shouldn’t be the reason that you wanted to do the sport but to just have fun. The text says "My 6 year old self didn’t see the value in winning." While winning can be gratifying, it certainly isn’t everything." The authors of The Importance of Winning says that winning as an athlete makes you a stronger person because you want to work for the sport you play and that you want to get better at the sport you play. The text says "It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing their sport." "In short, a desire to win push an athlete to be his or her best." They explain this point of view in The Thirst for First is the Worst by saying the person doesn’t want to win. The text says: I didn’t understand the competitive aspect of the team I swam fast so I could exit the chillly pool not so I could win." In The Importance of Winning the authors explain by saying that it makes an athlete stronger when they win. The text says "If athletes only value having a good time why should they bother to wake up and lift." This shows the opinion of winning between the two articles.
Score Point 2 (out of 4 points)

This response introduces the topic in a manner that follows generally from the task and purpose (The authors of The Thirst for First Is the Worst says that winning as an athlete shouldn’t be the reason that you wanted to do the sport but to just have fun […] The authors of The Importance of Winning says that winning as an athlete makes you a stronger person because you want to work for the sport you play and that you get better at the sport you play). The response demonstrates a literal comprehension of the texts (They explain this point of view in The Thirst for First is the Worst by saying the person doesn't want to win and In The Importance of Winning the authors explain by saying that it makes an athlete stronger when they win). The response develops the topic with relevant details from the texts (“My 6 year old self didn’t see the value in winning.”; While winning can be gratifying, it certainly isn't everything.”; “It should be assumed that high school athletes have developed that passion that draws them to spend so much time playing thier sport.”; “In short, a desire to win pushes an athlete to be his or her best.”; I didn't understand the competitive aspect of the team I swam fast so i could exit the chillly pool not so I could win.”; “If athletes only vaule having a good time why should they brother to wake up and lift.”). The response exhibits some attempt at organization, with inconsistent use of transitions (The text says and This shows). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (do the sport, work for the sport, the person doesn’t want to win, This shows the opinion of winning). The response provides a concluding statement that follows generally from the topic and information presented (This shows the opinion of winning betwwen the two articles). The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (Thrist, The authors […] says, thier, chillly, vaule, brother, betwwen).
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

Both of the articles had different points of view. Each quite different.

The author of “The Thirst for First is the Worst,” thinks it is about setting goals, “…but I completely ignored the competition to focus on my own goals.” (p4) The author of The Importance of winning, thinks it’s about older kids having to want to win. “…Once a student reaches highschool level, winning should be a priority.

The author reveals this by saying there point at the beginning and giving examples.
This response introduces the topic in a manner that follows generally from the task and purpose (Both of the articles had different points of view. Each quite different). The response demonstrates a literal comprehension of the texts (The author of “The thirst for First is the Worst,” thinks it is about setting goals; The author of The Importance of winning, thinks it’s about older kids having to want to win; The authour reaveals this by saying there point at the beginning and giving examples). The response partially develops the topic of the essay with the use of some textual evidence (“... but I completly ignored the compitition to focus on my own goals.” and “... Once a student reaches highschool level, winning should be a priority.”). The response exhibits some attempt at organization. The response lacks the use of linking words and phrases. The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (it’s about older kids and saying there point). The response does not provide a concluding statement. The response demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension (completly; compition; highschool; authour; reaveals; there point; capitalization).
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

• describe the authors’ different opinions about whether athletes should be committed to winning
• explain how this point of view is revealed in each article
• use details from both articles to support your response

The pont of view is revealed in each article because in The thirst for first is the worst a 6 year old keeps winning a race but she dosen’t want to because she want all the colorful ribbons but she keeps get the blue ribbon because she keeps winning every time and that’s only because she wants to get out of the cold water. In Excerpt from the important of winning is that when you get to high school you are always gonna want to win but when you lose that doesn’t mean throw a chair across the room it mean try again some other time u might win next time who knows.

Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose (The pont of view is revealed in each article because in The thirst for first is the worst a 6 year old keeps winning a race but she dosen’t want to […] In Excerpt from the important of winning is that when you get to high school you are always gonna want to win). The response demonstrates a literal comprehension of the texts (she keeps winning every time and it mean try again some other time u might win next time who knows). The response partially develops the topic of the essay with the use of some textual evidence (she want all the colorful ribbons but she keeps get the blue ribbon because she keeps winning every time and when you lose that doesn’t mean throw a chair across the room), some of which is irrelevant (that’s only because she wants to get out of the cold water). The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (a 6 year old, she keeps winning every time, gonna, u). The response does not provide a concluding statement. The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension (pont, inThe, dosen’t, she want, ribbons, she keeps get, important of winning, gonna, across, u, run-on sentences).
The authors of "The Thirst for First Is the Worst" and "Excerpt from The Importance of Winning" have different opinions about whether athletes should be committed to winning. What are the authors' different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors' different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

Athletes should be committed to winning if they are in high school. What grade you are in if you are in high school it is all about winning and when you are not in high school it is all about having fun. The point of the game is about it doesn't matter if you win or not.
Score Point 1 (out of 4 points)

This response introduces the topic in a manner that does not logically follow from the task and purpose. (Athletes shouldent be commeded to winning it all depends What grade you are in). The response demonstrates little understanding of the texts. The response demonstrates an attempt to use evidence, but only develops the topic with minimal, occasional evidence (if you are in high school it is all about winning and when you are not in 1 Grade through 6 Grade it is all about having fun). The response exhibits little attempt at organization (it is all about). The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (1 Grade, 6 Grade, it is all about). The response provides a concluding statement that is illogical to the topic and information presented (The point of view in each artical is about it dosent mader if you win or not). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The author’s point of view is that an athlete should try their best because all athletes want to come in first place and beat the record for anything. Athletes want to do it for themselves, beat the record for example: like you run track and we have a relay race and the record is 35.2s and so athletes are try their best to beat the time and they beat the time. The new record is 34.98 that’s why athletes have to try their best not just track every sport in the book.
This response introduces the topic in a manner that does not logically follow from the task and purpose (The author’s point of view is a athlete should try there best). The response demonstrates little understanding of the texts (all athletes want to come in first place and beat the record for anything). The response provides no evidence. The response exhibits little attempt at organization. The response lacks a formal style, using language that is imprecise or inappropriate for the texts and task (want to do it foR there time, like you run track, in the book). The response provides a concluding statement that is illogical to the topic and information presented (that’s why athletes have to try there best Not Just Track every sport in the book). The response demonstrates a lack of command of conventions, with frequent errors that hinder comprehension.
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

In both Articles "The Thirst for First Is the Worst" and "Excerpt from The Importance of Winning" the authors both have different points of views on whether athletes should be committed to win or not. In the article "The Thirst for First Is the Worst" the author thinks that you should always win if you win at what you do. In the text it says "I have to win to get the blue ribbon."
This response demonstrates a lack of comprehension of the texts (In the article “The Thirst for First is the Worst” the author thinks that you should always win if you're a winner at what you do). The response provides evidence that is completely irrelevant (“I have to win to get the blue ribbon”).
The authors of “The Thirst for First Is the Worst” and “Excerpt from The Importance of Winning” have different opinions about whether athletes should be committed to winning. What are the authors’ different points of view about this topic? How is this point of view revealed in each article? Use details from both articles to support your response.

In your response, be sure to

- describe the authors’ different opinions about whether athletes should be committed to winning
- explain how this point of view is revealed in each article
- use details from both articles to support your response

The Thirst for is worst and Excerpt from the Importance of winning is first point of view because they talk about their selves 'It should be a priority'.

Score Point 0 (out of 4 points)

This response demonstrates a lack of comprehension of the texts and task (The Thirst for is worst and Excerpt from the Importance of winning is first point of view because they talk about their selves). The response provides evidence that is completely irrelevant (“It should be a priority”).