



MAAP

Grade 6

Writing Prompt



Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) Grade 6 writing assessment. It will provide knowledge of the scoring process for local and/or regional professionals to help guide classroom instruction.

The purpose of this document is to:

- provide a retired writing prompt and passage
- clarify scoring decisions as determined by the rangefinding process
- suggest additional prompts to be used with each passage

Below are some additional online resources/training:

- [Questar Writing Scoring Training Grades 3-4](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 5-6](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 7-8](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training End-of-Course](#) (open in Internet Explorer or Firefox)

Rubric

Standard ID: W.6.1-3

Standard: Development of Ideas

Score of				
4 points	3 points	2 points	1 point	0 points
The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID: W.6.1-3

Standard: Writing Organization

Score of				
4 points	3 points	2 points	1 point	0 points
<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Standard ID: L.6.1 and 6.3

Standard: Language Conventions of Grammar and Usage

Score of				
4 points	3 points	2 points	1 point	0 points
		<p>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i></p>	<p>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i></p>	<p>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i></p>

Standard ID: L.6.2

Standard: Language Conventions of Mechanics

Score of				
4 points	3 points	2 points	1 point	0 points
		The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in mechanics but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning.

DIRECTIONS: Read the following passage. Write a response to the prompt that follows the passage.

The Exodermis Protection Suit

by Michael Sismondo

- 1 Bobby wasn't very good at making up things, but he wasn't sure the truth would work on his mom either. He tried the truth anyway, offering in his most sincere voice, "I swear, Mom. I *did* finish my report, but then Oscar got hold of it and chewed it up. I think he buried it outside."
- 2 Mom turned the laundry basket upside down, emptying Bobby's clean clothes onto the couch. The expression on her face meant that she wasn't buying it.
- 3 "It sounds a little hard to believe," she said, shaking her head. "I mean, Oscar's a Chihuahua. Your notebook is bigger than he is."
- 4 "Really, Mom. I was playing with Oscar up in my room, and he grabbed the report right out of my hand."
- 5 "I'm sorry, but if Oscar chewed up your report, you'll just have to do it over."
- 6 Bobby sighed as he grabbed a shirt from the pile and began to fold it.
- 7 "I have to run to the store now, hon," Mom said. "Finish folding your clothes. The whites are in the dryer." She wagged a finger. "Then get to work on that report!"
- 8 The screen door slammed shut, and Mom was gone. Bobby grumpily folded his shirts, saving the socks for last. He was irked that he would have to write his report again. He had better things to do on a Saturday afternoon.
- 9 After matching up his socks in pairs, he found one sock left over with no match. How does that happen? He was always losing socks. He could swear he put two blue socks in the hamper. He remembered taking them off, then rolling them into little basketballs and shooting them into the hamper from the three-point line. It was Tuesday when he wore his blue pants to school—blue pants, blue socks.
- 10 He walked into the kitchen for a drink and with relief immediately discovered the missing blue sock on the floor. Mom must have dropped it carrying the clothes out to the living room. He opened the fridge and was reaching for a bottle of juice when he realized the dryer was much louder than usual. What was that clunking noise? Had Mom put his sneakers in there? Where was Oscar?

- 11 Bobby raced over to the dryer and twisted the dial to Off. As the cylinder slowed to a stop, there was another clunk, followed by the sound of movement. He swung open the dryer door.
- 12 A faint blue light shimmered from the opening. Five or six skinny arms, several elbows on each, reached slowly outward and then bent back upon themselves to the edge of the circular opening. Dozens of slender fingers gripped the edges of the dryer door. Then a round, blue head with a doglike snout popped out. It wasn't Oscar.
- 13 Bobby stumbled back and stood frozen in his sneakers as a slit in the side of the thing's snout opened.
- 14 "Sorry to trouble you," the thing said in a friendly tone, "but could you kindly reengage the cycloteleporter?"
- 15 "Reengage the what?" Bobby muttered.
- 16 "I was afraid of this," it said. "I don't want to miss my window, you know. If that happens, I may have to wait another millennium to continue my journey."
- 17 Bobby didn't know whether to scream or laugh.
- 18 "My apologies," the thing explained, making pleading gestures with several of its hands. "I cannot impress upon you enough the gravity of the situation. I can see by your puzzled expression you may not be aware that *your* cycloteleporter happens to be situated in at least four of the same dimensions as mine. Both have nearly identical ionization frequencies, and when you happen to be using yours at precisely the same moment as I'm using mine, well, sometimes I end up in your dimension instead of in D-9. Worse, the transcendental leap vaporizes my exodermis protection suit. As you know, one leap, one suit. I confess, it has happened several times now. But thanks to the plentiful supply of exodermis protection suits you keep available in your cylinder, for which I am eternally grateful," here it held up one of Bobby's white tube socks, "I have always been able to continue my journey."
- 19 "You mean our dryer is a teleporter," Bobby blurted, "and you need one of my socks to transport out of here?"

- 20 "Precisely. Of course, one cannot expect to traverse the rigors of interdimensional travel without an exodermis protection suit. Your exodermis protection suits are much more comfortable than the ones we have in D-9." Here it rubbed the tube sock along the side of its snout. "Ours are designed more for utility than for comfort." It rotated its head and eyed the dryer from top to bottom. "What did you call this model? Dryer? Interesting. But I must be on my way."
- 21 Bobby watched in amazement as the thing spread the sock opening wide with two of its hands and quickly stuffed in its body down to the toe. Only its snout protruded from the top as it backed into the dryer cylinder.
- 22 "I promise to repay you for the exodermis protection suits I have been, um, borrowing. Now, if you'll be so kind as to close the hatch and reengage the cycloteleporter, I'll be on my way."
- 23 Bobby closed the door and pushed the button. The dryer whirred to action. He heard a loud *clunk*, then a second *clunk*. Then just the usual whirring sound.
- 24 Mom was never going to believe this, either.



"The Exodermis Protection Suit" by Michael Sismondo, from *Cricket Magazine*, Feb. 2016, copyright © 2016, Cricket Media. Used by permission.

Standard W.6.2

Read the following prompt and write your complete response in the answer document.

You have just read "The Exodermis Protection Suit," a passage about a character's encounter with an alien from another dimension. Based on the initial conflict between Bobby and his mother, how will the interaction between Bobby and the alien create more conflict between Bobby and his mother? Use key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Have you ever come across an alien in your dryer? Bobby did! This fictional story was written by Micheal Sismondo. The author had included at the beginning of the story a conflict between Bobby, the main character, and his mother. The conflict involved Bobby telling his mother that his dog had eaten an assignment that had been assigned to him. Later, near the end of the story, Bobby discovers a blue alien in his dryer. This alien claims that he has been using Bobby's socks and dryer as telaportation devices. This section of the story will add more conflict between Bobby and his mother because earlier that day, Bobby gave a quite unbelievable answer to why his report was not finished, and if Bobby told his mother this, it would seem outrageous and Bobby would possibly be punished for lying, and the encounter may seem like an excuse for not starting the report over again sooner. Bobby may also get into trouble because one of his socks is currently missing, because the alien is using the sock as an " exodermis protection suit."

Bobby had already claimed that his chihuahua, Oscar, had chewed up the report, which was already a cliché answer said to teachers and students parents. Bobby's mother didn't believe him that much, but she did not punish him, only telling him to redo the report as soon as he finished folding his clothes. Bobby then encountered an alien in his dryer who seemed to be using the dryer as a telaportation device. The alien had apologized for stealing Bobby's exodermis protection suit, which are called socks to the human race. If Bobby had told his mother this, which us readers did not see in the story, she would be upset with Bobby because he continues to give statements that sound hard to believe. Bobby was aware of his mother not believing his encounter, as the author states in the last sentence of the text, "Mom was never going to believe this, either." What this means is that Bobby knew his mother would not believe a word that he said, as aliens have been thought to be fake. Bobby may have been punished for lying twice to his mother, even though both times, his encounters were very much real, in this story and timeline, of course.

Before Bobby's mother left the house to go shopping, she had told him to finish folding his clothes and work on the report that his dog ate. This is stated in paragraph seven as, " I have to run to the store now, hon,' Mom said. Finish folding your clothes. The whites are in the dryer.' She wagged a finger. 'Then get to work to finish that report!'" After Bobby finished folding his clothes, he had discovered the alien that had been in his dryer. This encounter had to have lasted seven to twenty minutes long. In this time period, Bobby could have worked on his report and might have been close to halfway done. Bobby's mother would be upset that he had made little advancement in the

writing process when she arrived home, thus her possibly punishing Bobby for his actions.

Bobby's mother seems to care about her son's clothes, as she washes them and tells him to properly fold them. When Bobby encountered the alien in his dryer, the alien had used one of his socks as an exodermis protection suit that will protect it during the telaportation process. Bobby's mother may seem upset after she finds out that his socks were not properly put together properly. The alien had taken only one sock, which left another without a match. This may cause an advance in punishment, although it may not be a large punishment, such as only working on his report the rest of the week, or she may give Bobby only a small warning. The alien states that, "...The transcendental leap vaporizes my exodermis protection suit.", which is why the alien needed a sock to go back to his dimension, D-9.

In conclusion, the encounter with the alien may create more conflict between Bobby and his mother because Bobby had given an outrageous statement that had seemed like a lie, and that Bobby had not started his report like his mother told him to, and because he had a sock without a matching pair which could, although unlikely, make Bobby's mother extremely angry. This fictional story was very interesting and could have possibly made someone rethink their actions and change their behavior.

Development of Ideas: 4

This response demonstrates a complete understanding of the task by analyzing how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. The writing is consistently clear and focused, providing thoughtful explanations and sophisticated analysis. The writing is particularly effective when making logical inferences based on ideas found in the passage (e.g., *If Bobby had told his mother this, which us readers did not see in the story, she would be upset with Bobby because he continues to give statements that sound hard to believe.*) and synthesizing textual evidence (e.g., *...because earlier that day, Bobby gave a quite unbelievable answer to why his report was not finished, and if Bobby told his mother this... the encounter may seem like an excuse for not starting the report over again sooner.*). Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text. Overall, this response provides a clear claim that is comprehensively supported by pertinent textual evidence and nuanced analysis.

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. The response opens with an effective introduction that engages the reader (e.g., *Have you ever come across an alien in your dryer? Bobby did!*), contextualizes the content of the response (e.g., *The author had included at the beginning of the story a conflict...*), and provides direction to the remainder of the response (e.g., *This section of the story will add more conflict between Bobby and his mother...*). Transitions are unique and varied, effectively contributing to flow while also clarifying the relationships among claims, reasons, details, and evidence (e.g., *Bobby had already claimed that...; Bobby then encountered an alien...; etc.*). This response is particularly effective in comprehensively examining the entire passage, selecting appropriate evidence to support their claims, and identifying nuanced and thoughtful connections between textual evidence to analysis that is both accurate and focused. The writing contains an effective conclusion that effectively summarizes the content of the response and refers back to the introduction (e.g., *In conclusion, the encounter with the alien may create more conflict between Bobby and his mother...*). This response successfully utilizes a traditional five-paragraph format. However, it is important to note that a five-paragraph format is not required to earn a score point of 4 nor is it the only organizational strategy that can earn a score point of 4.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, enhancing the response with clear and detailed explanations and analysis (e.g., *...which was already a cliché answer...; Bobby's mother would be upset that he had made little advancement in the writing process when she arrived home, thus her possibly punishing Bobby for his actions.; etc.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *The author had included at the beginning of the story a conflict between Bobby, the main character, and his mother.*). However, there are occasional run-on sentences throughout the response. The writing contains a few minor errors in grammar and usage (e.g., the use of the plural *students* instead of the possessive "student's") that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in punctuation (e.g., lack of punctuation to break up run-on sentences) and spelling (e.g., *telaportation, dicovered, dimention*, etc.). However, these errors do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

Parents don't always believe what kids say. That was shown in The Exodermis Protection Suit. Honestly, I don't blame them. Kids can say some crazy things. What would happen if you told your mom that an alien came out of the dryer? Well, lets find out.

In the beginning of the passage, Bobby says that his dog took his report for school. Of course, his mother doesn't believe him. Why would she? That seems farfetched. If she didn't believe that, what would make her believe Bobby saw an alien?

The alien says strange things. In the text, the alien asks for a sock. That's a very odd demand from an extra-terrestrial being. If movies have taught me anything, the alien would probably try to take over the planet. This is all just more reason for Bobby's mom not to believe the things he says. It's doubtful that anybody would believe that.

All these crazy things that Bobby says could lead to conflict between him and his mom. In the fable, The Boy Who Cried Wolf, a boy died because of the unbelievable things he said. In real life, Bobby would most likely be grounded, and his mom wouldn't trust him. I'm sure my parents wouldn't trust me if I told them about an alien in the dryer. Who would, anyway? And out of all the things an alien would need, a sock? Really?

In conclusion, Bobby would be in trouble for lying, despite the fact that he told the truth. In the last paragraph, Bobby even says his mom wouldn't believe that. Aliens are a thing of science fiction, and they will be until they are proven to be real. Sure, people will always believe different things, no matter what. But really, what's life without a little mystery? Even if it does get you grounded, wait ... nevermind, I'm good. Who needs mystery anyway?

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task, providing an adequate analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. While there are some thoughtful and original ideas included to support the claims made (e.g., *If movies have taught me anything, the alien would probably try to take over the planet.*), the engagement with the passage is not as comprehensive. For example, the analysis provided is repetitive, emphasizing the difficulty in believing the encounter between Bobby and the alien (e.g., *If she didn't believe that, what would make her believe Bobby saw an alien?; This is all just more reason for Bobby's mom not to believe the things he says.; and Who would, anyway? And out of all the things an alien would need, a sock? Really*). Overall, this response represents the high end of the “3” score point and would be strengthened by greater engagement with the passage in support of their argument.

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. The response opens with an effective introduction that relates to the reader (e.g., *Parents don't always believe what kids say.*), establishes an appropriate and authentic voice (e.g., *Honestly, I don't blame them. Kids can say some crazy things.*), and provides direction to the remainder of the response (e.g., *What would happen if you told your mom that an alien came out of the dryer? Well, lets find out.*). Transitions are unique and varied, effectively contributing to flow while also clarifying the relationships among claims, reasons, details, and evidence (e.g., *This is all just more reason for Bobby's mom not to believe the things he says., All these crazy things that Bobby says could lead to conflict between him and his mom., etc.*). This response is particularly effective in making connections to appropriate outside content to support their claims. The writing contains an effective conclusion that effectively summarizes the content of the response (e.g., *...Bobby would be in trouble for lying, despite the fact that he told the truth.*) and engages the reader with appropriate humor (e.g., *Even if it does get you grounded, wait ... nevermind, I'm good. Who needs mystery anyway?*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, enhancing the response with engaging rhetorical questions (e.g., *Of course, his mother doesn't believe him. Why would she? That seems farfetched.*), clear and detailed explanations and analysis (e.g., *All these crazy things that Bobby says could lead to conflict between him and his mom. In the fable, The Boy Who Cried Wolf, a boy died because of the unbelievable things he said.*), and appropriate humor (e.g., *Even if it does get you grounded, wait ... nevermind, I'm good. Who needs mystery anyway?*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *If she didn't believe that, what would make her believe Bobby saw an alien?*). The writing contains a few minor errors in grammar and usage (e.g., use of *nevermind* instead of “never mind”) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains one error in punctuation (e.g., missing apostrophe in the contraction *lets*). This error is minor, does not interfere with meaning, and is relatively insignificant in comparison to the length of writing and what the student did correctly.

I believe that because of Bobby's interaction with the alien, it will create more conflict between him and his mother because his mother may have a harder time trusting him after the initial conflict because she might think that he is lying, and that he might get in trouble with his mother again for being irresponsible and making up excuses for why he keeps losing his socks.

First off, if Bobby tells his mother about the alien in their dryer, Bobby might lose her trust because his mother might think that he is lying. After all, Bobby is a child, and most parents know that children love to use their imagination, and that it's very unlikely that there was actually an alien in their dryer. Besides, if I was an adult, I would be quite suspicious. I mean, if aliens did really exist, why would they use a dryer and a sock as modes of interdimensional transport? If Bobby chooses to tell his mother about the alien, she might be more suspicious of him in the future after the initial conflict about Oscar eating his homework. The passage says that her facial expressions showed that she didn't believe Bobby with his excuse that the dog ate his homework, and if he decides to tell her about the alien in the dryer, he might lose her trust for good. If he decides not to tell her, he'll have to make up some other excuse as to why his socks are going missing, and she'll know that he's lying because in the beginning of the passage, it states, "Bobby wasn't very good at making up things, but he wasn't sure the truth would work on his mom either."

Lastly, his mother might be upset with him for being irresponsible and losing something as small and simple as a sock. I know from personal experience that most parents don't appreciate it when their child loses something, and they end up having to buy more of that item to replenish what was lost. I also know that they also don't like when someone makes up excuses for their actions, instead of owning up to them. Bobby might end up in some hot water with his mother for "lying," and being irresponsible. Because of the beginning conflict, she might have trouble trusting him with bigger responsibilities if he loses something as small and simple as a sock, or losing something as important as a school assignment.

In conclusion, Bobby's interaction with alien might damage his relationship with his mother and cause potential conflict between them because his mother may have a hard time trusting him in the future because she'll think he is being dishonest, and she will have a harder time trusting him with larger responsibilities in the future because she'll think that he is so irresponsible that he can't own up to his actions. After all, the idea of your dryer as an interdimensional teleportation device is quite unbelievable, no matter if it actually happened or not.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task, providing an adequate analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. While the response accurately identifies a wealth of evidence to support each of their ideas, the analysis provided is repetitive (e.g., *...his mother might think that he is lying. and Bobby might end up in some hot water with his mother for "lying," and being irresponsible. or ...he'll have to make up some other excuse... and ...they also don't like when someone makes up excuses...*). Overall, this response provides an adequate response to the given task that would be strengthened with additional original analysis.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction that provides context and direction for the remainder of the response (*I believe that because of Bobby's interaction with the alien, it will create more conflict between him and his mother because...*). However, errors in the introduction impede clarity. Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence (e.g., *First off, After all, Lastly*). The repetition of several key points throughout the response contributes to an uneven flow that occasionally impedes clarity. The writing contains an adequate conclusion that contributes to the cohesiveness of the response by summarizing the content of the response, but also lacks clarity due to the presence of errors.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, enhancing the response with clear and detailed explanations and analysis (e.g., *I mean, if aliens did really exist, why would they use a dryer and a sock as modes of interdimensional transport?; The passage says that her facial expressions showed that she didn't believe Bobby...; etc.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *After all, the idea of your dryer as an interdimensional teleportation device is quite unbelievable, no matter if it actually happened or not.*). However, there are occasional run-on sentences throughout the response, including the introductory phrase. Overall, the writing contains a few minor errors in grammar and usage (e.g., multiple run-on sentences) that are relatively insignificant in comparison to the length of writing and what the student did correctly.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in punctuation (e.g., lack of punctuation to break up run-on sentences) and spelling (e.g., *somehthing, responsibilites*). However, these errors do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

Have you ever told someone the truth, but they just didn't believe you? In the passage "The Exodermis Protection Suit," Bobby, the main character, tells his mother the truth and she thinks he is lying.

One way that Bobby's encounter with the alien might cause more conflict between him and his mother is because she already thought he was lying about their dog taking his report. I believe that she's really going to think he's lying now because he would be telling her about an alien. The text states, "The expression on her face meant that she wasn't buying it." This sentence from paragraph two proves that the alien encounter with Bobby might cause more conflict between him and his mom.

Furthurmore, Bobby's encounter with the alien could cause more conflict between him and his mother because she probably doesn't believe in aliens, so she would be suspicious of him. In paragraph twenty-four, the text says, "Mom was never going to believe this, either." This supports the claim that Bobby's alien encounter could cause more conflict between him and his mom.

Finally, Bobby's encounter with the alien could cause more conflict between him and his mother because she hadn't seen the alien for herself, so she might not believe that Bobby was telling the truth. Paragraph twelve states, "A faint blue light shimmered from the opening. Five or six skinny arms, several elbows on each, reached slowly outward then bent back upon themselves to the edge of the circular opening. Dozens of slender fingers gripped the edges of the dryer door. Then a round, blue head with a doglike snout popped out. It wasn't Oscar" This is the scene where Bobby encounters the alien, and as you can see, his mom is not in the scene along with him and the alien, so it might be hard for her to believe that he had communitcated with an alien. This is another way that Bobby's encounter with the alien might cause more conflict between him and his mom.

In conclusion, Bobby's encounter with the alien could and might cause more conflict between him and his mother.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task, providing an adequate analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. Each idea is adequately introduced in the topic sentence and is supported by appropriate textual evidence. However, the analysis provided is general, relying on a repetitive use of the phrase *more conflict* (e.g., *This sentence from paragraph two proves that the alien encounter with Bobby might cause more conflict between him and his mom.*). Overall, this response provides an adequate response to the given task that would be strengthened by providing analysis with greater specificity.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction that engages the reader (*Have you ever told someone the truth, but they just didn't believe you?*) and provides direction for the remainder of the response (*In the passage "The Exodermis Protection Suit," Bobby, the main character, tells his mother the truth and she thinks he is lying.*). Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence (e.g., *One way that, Furthurmore, Finally, In conclusion*). However, the structure of each body paragraph relies on formulaic and repetitive transitions that cause an uneven flow (e.g., introducing quoted textual evidence with *the text says...* and analysis with *This...*). The writing contains a concluding phrase that contributes to the cohesiveness of the response by summarizing the content of the response (*In conclusion, Bobby's encounter with the alien could and might cause more conflict between him and his mother.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general, but achieves its intended purpose (e.g., reliance on the phrase *more conflict*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *In the passage "The Exodermis Protection Suit," Bobby, the main character, tells his mother the truth and she thinks he is lying.*). However, the analysis provided utilizes sentences with similar structure (e.g., *This is...*). The writing contains a few minor errors in grammar and usage (e.g., run-on sentences, awkward syntax) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains few errors in punctuation (e.g., a missing period after the quoted textual evidence in the third body paragraph, a lack of punctuation to break up run-on sentences) and two minor errors in spelling (e.g., *Furthurmore* and *communitcated*). However, these errors do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

The interaction between Bobby and the alien will create more conflict between Bobby and his mother based on the initial conflict because his mother didn't believe him when he said, "I swear, Mom. I did finish my report, but then Oscar got hold of it and chewed it up. I think he buried it outside." The text states, "It sounds a little hard to believe." That sentence shows why she doesn't believe Bobby.

The character's encounter with the alien could create more conflict between Bobby and his mother like, when his mother gets home and he hasn't got his report done or his clothes put up and that would cause more conflict between Bobby and his mother.

His encounter lead him to say, "Mom was never going to believe this, either." This meant that his mom was never going to believe him because there is no proof that there was an alien in their dryer so that means that his mom was going to think he is pranking her. Or she would think he is messing with her to get out of doing the report, or to get out of folding his clothes.

These show that the encounter with the alien would create more conflict between bobby and his mother. The encounter would do that because in the beginning his mother didn't believe Oscar chewed up Bobby's report because Oscar's a Chihuahua and Bobby's notebook is bigger than Oscar. This shows how the encounter between Bobby and the alien would cause more conflict between Bobby and his mother.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task, providing an adequate analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. There is analysis that demonstrates a general understanding of the given task (e.g., *...so that means that his mom was going to think he is pranking her. Or she would think he is messing with her to get out of doing the report, or to get out of folding his clothes.*). However, the bulk of the analysis relies on a repetitive use of the phrase *more conflict between Bobby and his mother* (e.g., *The character's encounter with the alien could create more conflict between Bobby and his mother like, when his mother gets home and he hasn't got his report done or his clothes put up and that would cause more conflict between Bobby and his mother.*). Overall, this response provides an adequate response to the given task that would be strengthened by providing analysis with greater specificity.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with a limited introductory phrase (*The interaction between Bobby and the alien...*) before proceeding directly into the content of the response. The response utilizes words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence (e.g., *That sentence shows...*). While the transitions are basic and repetitive, there are logical connections between ideas, evidence, and analysis present, aiding cohesiveness and flow. The writing contains a basic concluding phrase that refers back to the central claim (*This shows how the encounter between Bobby and the alien would cause more conflict between Bobby and his mother.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general, but achieves its intended purpose (e.g., reliance on the phrase *more conflict between Bobby and his mother*). Attempts are made to craft a variety of sentence structures, but most result in either run-on sentences or sentence fragments. The writing contains a few minor errors in grammar and usage (e.g., *...he hasn't got his report done...*, *...His encounter lead him to say...*) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains errors in punctuation (e.g., lack of punctuation to break up run-on sentences) that do not interfere with meaning. It is important to note the issues with spacing between paragraphs do not affect scores in any domain.

'Alien from another dimension''

According to 'The Exodermis Protection Suit' the conflict with bobby and his mother is that she barely believe bobby, and if bobby tell her he encountered a alien she is really going to stop believing bobby.

Bobby's mother do not believe him when he tells her that the dog ate his report. The text states 'It sounds a little hard to believe,' she said, shaking her head,' The text also states ' I mesn,Oscar's a chihuahua.Your notebook is bigger than him.' This evidince proves that Bobby's mother doesnt believe the dog ate his report .

Bobby knows if he try to tell her he made contact with an alien she isn't going to believe him.The text states'Mom was never going to believe this either.' This evidence backs up him saying that his mother was never going to believe him if he toldn her he came in contact with a alien.

His main conflict with his mother was her not being able to trust him.If she nevered believed that the dog at his report and made him think she nevered would've believed he came face to face with an alien.If he would've told her that she wouldve stopped believing him.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task, providing an adequate analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. This response adequately develops ideas using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. There is analysis that demonstrates a general understanding of the given task, particularly in the conclusion (e.g., *His main conflict with his mother was her not being able to trust him. If she nevered believed that the dog at his report and made him think she nevered would've believed he came face to face with an alien.*). However, the bulk of the analysis relies on a repetitive use of the idea that Bobby's mother would not believe him (e.g., *This evidince proves that Bobby's mother doesnt believe the dog ate his report .; This evidence backs up him saying that his mother was never going to believe him...; If he would've told her that she wouldve stopped believing him.*). Overall, this response represents the low end of the "3" score point and would be strengthened by additional development of their ideas and providing analysis with greater specificity.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an introduction to provides context (*According to "The Exodermis Protection Suit" the conflict with bobby and his mother is that she barely believe bobby...*) and direction (*...and if bobby tell her he encountered a alien she is really going to stop believing bobby.*) for the remainder of the response. The response utilizes words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence (e.g., *This evidince proves..., This evidence backs up*). While the transitions are basic and repetitive, there are logical connections between ideas, evidence, and analysis present, aiding cohesiveness and flow. The writing contains a basic conclusion that summarizes the content of the response and makes effective connections between ideas explored in the response (*His main conflict with his mother was her not being able to trust him. If she nevered believed that the dog at his report and made him think she nevered would've believed he came face to face with an alien.*).

Language Conventions of Grammar and Usage: 1

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive (e.g., reliance on the word *believe*). There are attempts at crafting sentences with varied length and structure. However, these attempts are unsuccessful due to a pattern of errors in both grammar and usage and mechanics. There are errors in subject-verb agreement (e.g., *...she barely believe bobby, and if bobby tell her...*), indefinite articles (e.g., *...he encountered a alien...*), and verb tense (e.g., *If she nevered believed...*). Overall, this represents a pattern of errors in grammar and usage that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing commas, missing apostrophes in contractions), capitalization (e.g., repeated failure to capitalize *bobby*), and spelling (e.g., *evidince*). This represents a pattern of errors in mechanics that occasionally impedes meaning.

The interaction between Bobby and the alien will create more conflict between Bobby and his mother by his mother thinking that he is lying again. In paragraphs 1-3 Bobby tried to explain to his mother that their dog Oscar ate his report paper. But his mother did not believe him.

His mother will not believe that an alien was in their dryer. Why she would think that there is no alien is because some people don't believe in aliens. She would also think it is probably another lie to get out of doing his report paper. She would think that because he said the dog ate his report paper when they were playing. She would also be mad because of the damage the alien did to their dryer. His mother might punish him for lying again or breaking the dryer.

In conclusion I think that he would get in trouble for lying to his mother. He damaged the dryer and said that the alien did it. So that is how I think Bobby and the alien would create a conflict between Bobby and his mother.

Development of Ideas: 2

The writing demonstrates partial understanding of the given task, providing a basic and repetitive analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. The response opens with an accurate claim (*The interaction between Bobby and the alien will create more conflict between Bobby and his mother by his mother thinking that he is lying again.*). Ideas are somewhat developed by using some reasoning and some evidence from the text. The response provides several supporting ideas to support the claim that the alien will create more conflict between Bobby and his mother, including Bobby's mother not believing in aliens, Bobby's earlier claim about the dog eating his report, and the damage the alien did to the dryer. The response moves between these ideas without adequate development. The analysis that is present is repetitive and basic (e.g., *She would also think it is probably another lie to get out of doing his report paper. She would think that because he said the dog ate his report paper when they were playing.*). Overall, the ideas present are only partially developed and would be strengthened with additional analysis.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an introduction to provides a clear claim (*The interaction between Bobby and the alien will create more conflict between Bobby and his mother...*) and direction for the remainder of the response (*In paragraphs 1-3 bobby tried to explain to his mother that their dog Oscar ate his report paper. But is mother did not believe him.*). The response makes inconsistent use of words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence (e.g., *She would also..., In concusion...*). Even without the presence of transitions, there are logical connections between ideas, evidence, and analysis present, despite the disjointed and uneven flow. The writing contains a basic conclusion that summarizes the content of the response (*...I think that he would get in trouble for lieing...*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is general, but achieves its intended purpose (e.g., reliance on the phrase *more conflict between Bobby and his mother*). Sentences are generally fluent, but the writing relies on sentences with similar structures (e.g., *She would...*). Attempts to craft compound sentences also result in sentence fragments (e.g., *But is mother did not believe him.*). Overall, the writing contains a few minor errors in grammar and usage (e.g., the use of *their* instead of "there", the use of *damage* instead of the past tense "damaged") that do not interfere with meaning, but this response represents the low end of the "2" score point.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing commas, missing apostrophes in contractions), capitalization (e.g., *bobby*), and spelling (e.g., *lieing*, *pargraphs*, *lien*, etc.). Overall, this response represents the low end of the "2" score point.

Have you read the story The Exodermis Protection Suit? I wonder how Bobby , and his mother interact between Bobby, and the alien create more conflict between Bobby and his mother?

Mom wont believe him ,In the passage she did not believe that Bobby pet dog oscar took his report according to the passage in paragraph 1. Also another reason she wont beleive him is because it sounds unrealistic because come on the dryer is a teloporter in paragraph19. Final reason why she wont believe him is because aliens are not real. According to this passage aliens are real ,but his mom will not think real ,or anyody else because they never seen an alien.

Conclusion,Thats what I think what would happen with conflict of Bobby ,and his mother ,and also the unrealistis alien.Also those were my facts , and detais all from th passage . BYE!!!

Development of Ideas: 2

The writing demonstrates partial understanding of the given task, providing a basic analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. Ideas are somewhat developed by using some reasoning and some evidence from the text. The response provides several supporting ideas to support the claim that the alien will create more conflict between Bobby and his mother, including Bobby's earlier claim about the dog eating his report, the notion that the story is *unrealistic*, and because Bobby's mother will never have encountered an alien before. The response moves between these ideas without adequate development. The analysis that is present is basic and lacks explanation (e.g., *...it sounds unrealistic because come on the dryer is a telporter in paragraph19.*). Overall, the ideas present are only partially developed and would be strengthened with additional explanation and analysis.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an introduction that attempts to engage the reader (*Have you read the story The Exodermis Protection Suit?*) but suffers due to a lack of clarity (*I wonder how Bobby, and his mother interact between Bobby, and the alien create more conflict between Bobby and his mother?*). The response makes use of basic words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence (e.g., *Also another reason..., Final reason why..., Conclusion, That's...*). However, the supporting ideas are merely listed with limited additional development, contributing to a disjointed and uneven flow. The writing contains a basic conclusion that attempts to summarize the content of the response (*...Thats what I think what would happen...*) and contains an inappropriate closing line (*BYE!!!*).

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and audience (e.g., *BYE!!!*). This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive (e.g., reliance on the phrase *wont believe him*). There are attempts at crafting sentences with varied length and structure. However, these attempts are largely unsuccessful due to a pattern of significant errors (e.g., *Also another reason she wont beleive him is because it sounds unrealistic because come on the dryer is a telporter in paragraph19.*). There are missing words (e.g., *I wonder how Bobby, and his mother interact between Bobby, and the alien...*) and verb tense (e.g., *...because they never seen an alien.*). Overall, this represents a pattern of errors in grammar and usage that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing apostrophes in contractions, sentences without end punctuation, errors in comma use), capitalization (e.g., *pet dog oscar; Conclusion,Thats*), and spelling (e.g., *beleive, telporter, etc.*). This represents a pattern of errors in mechanics that occasionally impedes meaning.

in the story the exdermis protectoin suit bobby has an interactoin with an alien. The will effect the conflict between bobby and his mother by saying it is being another lie that bobby has told her.

here's how it will create more conflict between bobby and his mother by saying he's lying and make him think and work on telling the truth even though he's not lying. she will say he's lying and that there's no way that he could have saw an alien or even spoke to one either. And that it needed his sock to get back to d-9 where its home planet is. i know this because the passage said mom was never going to believe this either. i know it will create more conflict because she didnt believe that there dog oscar ate his report either.

therefore i no that there will be more conflict because in the end in paragraph 24 it said mom was never going to believe this either

Development of Ideas: 2

The writing demonstrates partial understanding of the given task, providing a basic analysis of how the interaction between Bobby and the alien will create more conflict between Bobby and his mother. Ideas are somewhat developed by using some reasoning and some evidence from the text. The response provides several supporting ideas to support the claim that the alien will create more conflict between Bobby and his mother, including that his mother will think Bobby is lying, the idea that an alien requesting a sock is unbelievable, and Bobby's earlier claim about the dog eating his report. The response moves between these ideas without adequate development. The analysis that is present is either basic and lacking explanation (e.g., *...by saying he's lying and make him think and work on telling the truth even though he's not lying.*) or repetitive (e.g., reliance on the phrase *believe this either*). Overall, the ideas present are only partially developed and would be strengthened with additional explanation and analysis.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The response opens with an introduction to provide context (*in the story the exdermis protectoin suit bobby has an interactoin with an alien.*) and a claim (*The will effect the conflict between bobby and his mother by saying it is being another lie that bobby has told her.*). The response makes use of basic words, clauses, and transitions to clarify the relationships among claims, reasons, details, and evidence (e.g., *here's how..., i know..., therefore...*). However, the supporting ideas are merely listed with limited additional development, contributing to a disjointed and uneven flow. The writing contains a limited conclusion that reiterates the central claim, but also introduces additional supporting evidence (*...therefore i no that there will be more conflict because in the end in paragaph 24 it said mom was never going to believe this either ...*).

Language Conventions of Grammar and Usage: 1

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive (e.g., repetitive analysis). There are attempts at crafting sentences with varied length and structure. However, these attempts are largely unsuccessful due to a pattern of significant errors that result in both run-on sentences (e.g., *here's how it will create more conflict between bobby and his mother by saying he's lying and make him think and work on telling the truth even though he's not lying.*) and sentence fragments (e.g., *And that it needed his sock to get back to d-9 where its home planet is.*). There are errors in usage (e.g., use of *effect* instead of "affect", use of *there* instead of "their", use of *no* instead of "know") and verb tense (e.g., *...by saying it is being another lie..., ...there's no way that he could have saw an alien or even spoke to one either.*) This pattern of errors occasionally impedes meaning. Overall, this response represents the low end of the "1" score point.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., errors in comma use, missing apostrophes in contractions, sentences without end punctuation), capitalization (e.g., repeated failure to begin sentences with a capital letter, repeated failure to capitalize *bobby*), and spelling (e.g., *exdermis, protection, interactoin*, etc.). This pattern of errors occasionally impedes meaning. Overall, this response represents the low end of the "1" score point.

How would the conflict between Bobby and his mother be after Bobby saw and talked to a alien? His mother would say you to stop lieing,or there is no such thing that has five or six arms and a faint bule light shimmered on it. She would ground him because she think he told so many lies, like about his report. She will say why are you losing socks. Bobby would say the dry is a cycloteleporter. Bobby mother promble never belive in him again.

Development of Ideas: 1

While this response demonstrates a partial understanding of the given task, the writing is unclear and holistically represents a score point of “1”. Ideas are developed with limited reasoning, identifying several potential outcomes of a conversation between Bobby and his mother about the alien, but failing to fully explain them before moving on to another point (e.g., *She would ground him because she think he told so many lies, like about his report. She will say why are you losing socks.*). Overall, this response represents the high end of the “1” score point and would be strengthened with additional explanation about the connections between ideas.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. The response opens with an introductory phrase that identifies the purpose for writing (*How would the conflict between Bobby and his mother be after Bobby saw and talked to a alien?*). The response jumps between ideas in a seemingly random order, and words, clauses, and transitions are used sparingly. This creates a disjointed and uneven flow, contributing to a lack of cohesiveness and clarity. The response lacks a conclusion.

Language Conventions of Grammar and Usage: 1

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive, relying largely on the language from the passage (e.g., *there is no such thing that has five or six arms and a faint bule light shimmered on it.*). There are attempts at crafting sentences with varied length and structure. However, these attempts are mostly unsuccessful due to a pattern of significant errors (e.g., *His mother would say you to stop lieing, or there is no such thing that has five or six arms and a faint bule light shimmered on it.*). The writing largely depends on sentences with similar structures (e.g., *She would..., She will say..., Bobby would...*). There are errors in indefinite articles (e.g., *...a alien...*), verb tense (e.g., *His mother would say you to stop lieing...*), and subject-verb agreement (e.g., *... because she think he told so many lies...*). Overall, this represents a pattern of errors in grammar and usage that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., errors in comma use) and spelling (e.g., *lieing, bule, promble, belive*, etc.). This represents a pattern of errors in mechanics that occasionally impedes meaning.

It will creat more confict because his mom mighth not belive him and he also has to do his essay and his mom mighth ask him why did you not do your essay. According to the text it said "Bobby wasn't very good at making up things". So then the dryer was making wierd noise. so he check it out and he looked and found "A faint blue light shimmered form the opening. Five or six skinny arms, severn elbowson each, ...". And he though his mom wont belive him.

Development of Ideas: 1

While this response demonstrates a partial understanding of the given task, the writing is unclear and holistically represents a score point of “1”. Ideas are developed with limited reasoning, identifying potential outcomes of a conversation between Bobby and his mother about the alien (e.g., *his mom might not believe him and he also has to do his essay and his mom might ask him why did you not do your essay.*) and details that support that claim (e.g., *According to the text it said...*). However, the connections between the supporting details and the claim are unclear and lack development.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. The response opens with an introductory phrase that identifies a claim (*It will create more conflict because his mom might not believe him...*). However, errors in this sentence impede clarity. The response jumps between ideas in a seemingly random order, and words, clauses, and transitions are used sparingly. This creates a disjointed and uneven flow, contributing to a lack of cohesiveness and clarity. The response lacks a conclusion.

Language Conventions of Grammar and Usage: 1

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive. There are attempts at crafting sentences with varied length and structure. However, these attempts are mostly unsuccessful due to a pattern of significant errors that result in both run-on sentences (e.g., *It will create more conflict because his mom might not believe him and he also has to do his essay and his mom might ask him why did you not do your essay.*) and sentence fragments (e.g., *So then the dryer was making weird noise.*). There is also an error in subject-verb agreement (e.g., *so he check it out...*). Overall, this represents a pattern of errors in grammar and usage that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing punctuation to break up run-on sentences, missing commas, missing apostrophes in contractions), capitalization (e.g., *so he check it out...*), and spelling (e.g., *creat, confict, mighth, believe, wierd*, etc.). This represents a pattern of errors in mechanics that occasionally impedes meaning.

I believe that Bobby has no responsibility for himself. I think that because in every paragraph he is losing a sock. When he takes the colors out of the washer or dryer, Bobby found the blue sock on the floor in the kitchen. Then he noticed that the dryer was louder than it was supposed to be, and Bobby's sneakers were in the dryer. Bobby found an alien in the dryer.

Development of Ideas: 0

This response demonstrates no understanding of the given task, primarily focusing on assessing whether Bobby was responsible rather than on any conflict between Bobby and his mother. The response does indicate that the student read the passage. The reasoning, evidence from the text, and descriptions and details are focused on providing a brief summary of the passage. Overall, the development present is not pertinent to the given task.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. The response opens with an introductory phrase that identifies a claim (*I believe that Bobby has no responsible for his self...*) that is largely unrelated to the given task. Errors in this sentence also impede clarity. The response then summarizes the events in the passage in chronological order. Words, clauses, and transitions are basic and used sparingly (e.g., *Then he notice...*), which creates a disjointed and uneven flow and contributes to a lack of cohesiveness and clarity. The response lacks a conclusion.

Language Conventions of Grammar and Usage: 1

This response demonstrates a minimal command of the conventions of standard English grammar and usage when writing. Word choice is limited, clichéd, and repetitive. There are attempts at crafting sentences with varied length and structure. However, these attempts are largely unsuccessful due to a pattern of significant errors (e.g., *I believe that Bobby has no responsible for his self i think that because in every paragrath he is losing a sock., When he taking the colors out of the washer or dryer. Bobby found the blue sock on the floor in the kitchen.*). There are errors in reflexive pronouns (e.g., use of *his self* instead of "himself"), verb tense (e.g., *When he taking...*, *Then he notice...*, etc.), subject-verb agreement (e.g., *...Bobby sneakers was in the dryer.Bobby found a alien in the dryer.*), and usage (e.g., use of *then* instead of "than"). This pattern of errors in grammar and usage occasionally impedes meaning. Overall, this response represents the low end of the "1" score point.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., sentences missing end punctuation, incorrect use of a period instead of a comma), capitalization (e.g., *i think that because...*), and spelling (e.g., *belive, responsible, paragrath, subposed*). This represents a pattern of errors in mechanics that occasionally impedes meaning. Overall, this response represents the low end of the "1" score point.

Additional Potential Prompts for this Passage

Standard W.6.2

- You have just read "The Exodermis Protection Suit," a passage about a character's encounter with an alien from another dimension. How does the statement, "Bobby wasn't very good at making up things, but he wasn't sure the truth would work on his mom either," contribute to the development of the plot? Use key details and examples from the passage to support your writing.

Standard W.6.3

- You have just read "The Exodermis Protection Suit," a passage about a character's encounter with an alien from another dimension. Imagine Bobby's mom finds the alien in the dryer instead of Bobby. Tell about her interaction with the alien and the lesson she learns. Use key details and examples from the passage to support your writing.



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