

This document contains the answers to all items on the English II Practice Test, as well as alignment and [scoring information](#). Refer to the [ELA Practice Test Guidance](#) for information on how to incorporate the practice tests into instruction, as well as a scoring activity.

Although the actual test contains only three sessions and two tasks—a Research Simulation Task AND a Literary Analysis Task OR a Narrative Writing Task—the practice test includes four sessions and all three tasks so students can address Writing standards 1, 2, and 3. See the [English II Assessment Guide](#) for more information about the test’s design.

Session	Sequence	Item Type	Key	Alignment
1 Literary Analysis Task	1	EBSR	<b>PART A:</b> A <b>PART B:</b> C	L.9-10.4, RL.9-10.1
	2	MS	<b>PART A:</b> B <b>PART B:</b> D, F	RL.9-10.3, RL.9-10.1
	3	MS	<b>PART A:</b> A <b>PART B:</b> A, D, E	RL.9-10.4, RL.9-10.1
	4	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RL.9-10.3, RL.9-10.1
	5	EBSR	<b>PART A:</b> D <b>PART B:</b> D	RL.9-10.3, RL.9-10.5, RL.9-10.1
	6	EBSR	<b>PART A:</b> D <b>PART B:</b> D	RL.9-10.2, RL.9-10.1
	7	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric Sample Student Responses</a>	RL.9-10.3, 1; W.9-10.2, 4, 9; L.9-10.1, 2
1 Reading Set	8	EBSR	<b>PART A:</b> D <b>PART B:</b> B	RI.9-10.4, RI.9-10.1
	9	MS	<b>PART A:</b> D <b>PART B:</b> B, E, F	RI.9-10.6, RI.9-10.1
	10	TE	<b>PART A:</b> C <b>PART B:</b> See <a href="#">TE Item Key</a>	RI.9-10.3, RI.9-10.1
	11	TE	See <a href="#">TE Item Key</a>	RI.9-10.5, RI.9-10.8, RI.9-10.1

Session	Sequence	Item Type	Key	Alignment
2 Research Simulation Task	12	MS	<b>PART A:</b> C <b>PART B:</b> B, C	RI.9-10.2, RI.9-10.1
	13	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RI.9-10.5, RI.9-10.6, RI.9-10.1
	14	EBSR	<b>PART A:</b> D <b>PART B:</b> A	L.9-10.4, RI.9-10.1
	15	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RI.9-10.6, RI.9-10.1
	16	TE	See <a href="#">TE Item Key</a>	RI.9-10.9, RI.9-10.8, RI.9-10.1
	17	EBSR	<b>PART A:</b> B <b>PART B:</b> C	L.9-10.4, RI.9-10.1
	18	EBSR	<b>PART A:</b> B <b>PART B:</b> A	RI.9-10.3, RI.9-10.1
	19	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.9-10.2, RI.9-10.9, RI.9-10.1
	20	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	RI.9-10.2, 1; W.9-10.2, 4, 9; L.9-10.1, 2
3 Narrative Writing Task	21	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RL.9-10.2, RL.9-10.3, RL.9-10.1
	22	EBSR	<b>PART A:</b> A <b>PART B:</b> B	RL.9-10.3, RL.9-10.1
	23	EBSR	<b>PART A:</b> C <b>PART B:</b> D	RL.9-10.3, RL.9-10.1
	24	MS	<b>PART A:</b> A <b>PART B:</b> C, F	RL.9-10.3, RL.9-10.1
	25	PCR	<a href="#">See Scoring Table</a> and <a href="#">Rubric</a>	W.9-10.3, 4; L.9-10.1, 2

Session	Sequence	Item Type	Key	Alignment
3 Reading Set	26	MS	<b>PART A:</b> C <b>PART B:</b> B, F	RL.9-10.4, RL.9-10.1
	27	EBSR	<b>PART A:</b> D <b>PART B:</b> D	RL.9-10.3, RL.9-10.1
	28	MS	<b>PART A:</b> D <b>PART B:</b> A, C, D	RL.9-10.5, RL.9-10.1
	29	MS	<b>PART A:</b> A <b>PART B:</b> C, D	RL.9-10.2, RL.9-10.1
	30	TE	<b>PART A:</b> B <b>PART B:</b> See <a href="#">TE Item Key</a>	RL.9-10.3, RL.9-10.1
	31	MS	<b>PART A:</b> C <b>PART B:</b> C, F	RL.9-10.2, RI.9-10.1
4 Reading Literary and Informational Texts	32	EBSR	<b>PART A:</b> A <b>PART B:</b> A	L.9-10.4, RI.9-10.1
	33	TE	<b>PART A:</b> C <b>PART B:</b> See <a href="#">TE Item Key</a>	RI.9-10.2, RI.9-10.1
	34	EBSR	<b>PART A:</b> D <b>PART B:</b> D	RI.9-10.5, RI.9-10.1
	35	EBSR	<b>PART A:</b> B <b>PART B:</b> C	RI.9-10.5, RI.9-10.8, RI.9-10.1
	36	EBSR	<b>PART A:</b> C <b>PART B:</b> D	L.9-10.4, RI.9-10.1
	37	TE	See <a href="#">TE Item Key</a>	RI.9-10.6, RI.9-10.8, RI.9-10.1
	38	EBSR	<b>PART A:</b> C <b>PART B:</b> A	RI.9-10.6, RI.9-10.4, RI.9-10.1
	39	EBSR	<b>PART A:</b> D <b>PART B:</b> C	RI.9-10.4, L.9-10.4, RI.9-10.1
	40	EBSR	<b>PART A:</b> C <b>PART B:</b> C	RI.9-10.5, RI.9-10.6, RI.9-10.1
	41	EBSR	<b>PART A:</b> A <b>PART B:</b> D	RI.9-10.8, RI.9-10.1

Item Type	Description	Scoring Information
<b>Evidence-Based Selected Response (EBSR)</b>	<ul style="list-style-type: none"> <li>Two-part item</li> <li>Part A measures reading comprehension</li> <li>Part B asks for evidence to support Part A</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): both parts correct</li> <li>Partial credit (1 point): Part A is correct; Part B is not correct</li> <li>No credit (0 points): <b>only</b> Part B is correct or neither part is correct</li> </ul>
<b>Multiple-Select (MS)</b>	<ul style="list-style-type: none"> <li>Requires more than one answer (required number of correct answers in <b>boldface</b> in question)</li> <li>Usually part of an EBSR item, MS can be in Part A and/or Part B</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>Full credit (2 points): All answers correct</li> <li>Partial credit (1 point): When MS is in Part A, 1 of 2 or 2 of 3 answers are correct; when MS is in Part B, Part A is correct, but Part B is partially or completely incorrect</li> <li>No credit (0 points): When MS is in Part A, 0 of 2 or only 1 of 3 answers are correct OR <b>only</b> Part B is correct (when MS is in Part A or Part B) OR neither part is correct</li> </ul>
<b>Technology-Enhanced (TE)</b>	<ul style="list-style-type: none"> <li>May have one part OR be part of an EBSR item</li> <li>Types: Drag and drop, drop-down menu, highlighting words/phrases/sentences, match interaction within a table (refer to <a href="#">LEAP 2025 Technology Enhanced Item Types document</a> for more information)</li> </ul>	<ul style="list-style-type: none"> <li>Worth up to two points (2, 1, or 0)</li> <li>TE Items that are part of an EBSR follow the same general rules as EBSR items.</li> <li>Full credit (2 points): all correct responses—whether one or two parts—and ordered correctly, if required, OR if the item includes six or more correct responses, full credit when student chooses all or nearly all correct responses (number of correct responses minus 1)</li> <li>Partial credit (1 point): depends on item type <ul style="list-style-type: none"> <li>For most one-part TE items: 1 point if student chooses at least half of the correct responses</li> <li>For one-part TE items that require paired responses: 1 point when student chooses at least half of the correctly paired responses</li> <li>For one-part TE items that require ordering (e.g., steps in a process): 1 point when a student chooses and correctly orders more than half of the correct responses</li> <li>For summary items that include at least two extra options (e.g., 6 summary details, but student has to choose and order 4 correctly): 1 point when student chooses all of the correct responses but does not place them in the correct order OR when student chooses and correctly orders more than half of the correct responses</li> </ul> </li> <li>No credit (0 points): does not meet partial credit rules or for a two-part TE item, <b>only</b> Part B is correct</li> </ul>

<p><u>Prose</u> <u>Constructed</u> <u>Response</u> <u>(PCR)</u></p>	<ul style="list-style-type: none"> <li>• Requires student to show understanding of text(s) by writing a multi-paragraph response</li> <li>• Addresses more than one text depending on the task (LAT: 2 texts; RST: 3 texts)</li> <li>• Requires evidence from texts</li> <li>• Measures Reading Comprehension and Written Expression, and Knowledge of Language and Conventions (LAT and RST); measures Written Expression and Knowledge of Language and Conventions (NWT)</li> </ul>	<p>LAT/RST: Worth up to 19 points</p> <ul style="list-style-type: none"> <li>• Reading Comprehension and Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 4 to provide total dimension score</li> <li>• Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul> <p>NWT: Worth up to 15 points</p> <ul style="list-style-type: none"> <li>• Written Expression dimension: score point of 4, 3, 2, 1, 0; holistic score is multiplied by 3 to provide total dimension score</li> <li>• Knowledge of Language and Conventions dimension (3, 2, 1, 0)</li> </ul>
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## Key for Technology-Enhanced Items

### Session 1, Item 10\*

#### Evidence

**“With two adult children and three grandchildren, Schwermer admits her family wasn’t exactly on board when she pitched the idea.” (paragraph 17)**

**“Despite the legion of fans that have followed her for years, Schwermer has met her fair share of critics.” (paragraph 21)**

**“More often than not, however, it’s her friends who become frustrated with her come-and-go lifestyle.” (paragraph 22)**

**“Part of that philosophy requires her to put a lot of faith in the unknown.” (paragraph 14)**

**“I think these miracles happen because of our thoughts.” (paragraph 15)**

**“When seasons change, she gives away whatever clothing she has and waits for new items to come along.” (paragraph 16)**

**“The latest of three books on her journey, ‘Seeing Miracles In Life Without Money,’ will be released this summer in Germany.” (paragraph 19)**

**“I changed something in my life.” (paragraph 20)**

**““But I say no because I can’t. I feel that I must go. It’s always my job to be in the world with people.” (paragraph 23)**

**\*The evidence does not need to be in a particular order.**

Note: The image on the next page shows the question prior to a response being entered.

## Evidence

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**“Despite the legion of fans that have followed her for years, Schwermer has met her fair share of critics.” (paragraph 21)**

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**“But I say no because I can’t. I feel that I must go. It’s always my job to be in the world with people.” (paragraph 23)**

Session 1, Item 11\*

Part A

Claim 1	Claim 2
Since giving up her job, Ms. Schwermer has not regretted her decision.	Ms. Schwermer's childhood experiences influenced her decision.

Author's Claims

**Ms. Schwermer's primary intention is to become a public figure.**

**Ms. Schwermer is actively changing the way many people deal with money.**

**From the general public, Ms. Schwermer receives mostly criticism.**

**Ms. Schwermer suffers greatly from her decision to give up money.**

**\*The claims do not have to be in a particular order, but the evidence in Part B must match the given claim from part A.**

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Claim 1	Claim 2

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## Part B

Claim 1  
Quotation

**“I noticed less and less that I needed money,’ she told BI by phone from Hamelin, Germany. ‘I didn’t want to go back to my old life.’” (paragraph 6)**

Claim 2  
Quotation

**“We became rich again and (we) had to defend it. I’ve always had to justify myself, whether we were rich or poor.” (paragraph 9)**

Quotations from Ms. Schwermer

**“I’m always thinking about how I could make things better for life in the world,’ she says. ‘I am something like a peace pilgrim. I go from house to house sharing my philosophy.’” (paragraph 13)**

**“I see a lot of miracles in my daily life. For example, in the beginning I found food. I thought about things and then I found them in the street or people came to bring them to me,’ she explains. ‘I think these miracles happen because of our thoughts.’” (paragraph 15)**

**“Now, more and more young people want to change something in their lives and often they don’t know what they can change,’ she says. ‘I changed something in my life.’” (paragraph 20)**

**“There are so many people who are lonely and they like to have friends at their side,’ she says. ‘But I say no because I can’t. I feel that I must go. It’s always my job to be in the world with people.’” (paragraph 23)**

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Claim 1  
Quotation

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Quotation

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Quotations from Ms. Schwermer

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**“There are so many people who are lonely and they like to have friends at their side,’ she says. ‘But I say no because I can’t. I feel that I must go. It’s always my job to be in the world with people.’” (paragraph 23)**

Session 2, Item 16

Majority Opinion Argument	Dissenting Opinion Counterargument
<p>“There is no indication that the work of the schools or any class was disrupted.” (paragraph 3)</p>	<p>“There is also evidence that a teacher of mathematics had his lesson period practically ‘wrecked,’ chiefly by disputes with Mary Beth Tinker, who wore her armband for her ‘demonstration.’” (paragraph 4)</p>
<p>“In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views.” (paragraph 9)</p>	<p>“In <i>Cox v. Louisiana</i>, 379 U.S. 536, 554 (1965), for example, the Court clearly stated that the rights of free speech and assembly ‘do not mean that everyone with opinions or beliefs to express may address a group at any public place and at any time.’” (paragraph 3)</p>

“One defying pupil was Paul Tinker, 8 years old, who was in the second grade; another, Hope Tinker, was 11 years old and in the fifth grade; a third member of the Tinker family was 13, in the eighth grade; and a fourth member of the same family was John Tinker, 15 years old, an 11th grade high school pupil.” (paragraph 1)

“Secondly, the Court decides that the public schools are an appropriate place to exercise ‘symbolic speech’ as long as normal school functions are not ‘unreasonably’ disrupted.” (paragraph 2)

“Assuming that the Court is correct in holding that the conduct of wearing armbands for the purpose of conveying political ideas is protected by the First Amendment, cf., e.g., *Giboney v. Empire Storage & Ice Co.*, 336 U.S. 490 (1949), the crucial remaining questions are whether students and teachers may use the schools at their whim as a platform for the exercise of free speech—‘symbolic’ or ‘pure’—and whether the courts will allocate to themselves the function of deciding how the pupils’ school day will be spent.” (paragraph 3)

“The Court’s holding in this case ushers in what I deem to be an entirely new era in which the power to control pupils by the elected ‘officials of state supported public schools . . .’ in the United States is in ultimate effect transferred to the Supreme Court.” (paragraph 1)

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### Session 3, Item 30

- 1 The woods were already filled with shadows one June evening, just before eight o'clock, though a bright sunset still glimmered faintly among the trunks of the trees. A little girl was driving home her cow, a plodding, dilatory, provoking creature in her behavior, but a valued companion for all that. They were going away from whatever light there was, and striking deep into the woods, but their feet were familiar with the path, and it was no matter whether their eyes could see it or not.
- 2 There was hardly a night the summer through when the old cow could be found waiting at the pasture bars; on the contrary, it was her greatest pleasure to hide herself away among the huckleberry bushes, and though she wore a loud bell, she had made the discovery that if one stood perfectly still, it would not ring. So Sylvia had to hunt for her until she found her, and call Co'! Co'! with never an answering Moo, until her childish patience was quite spent. If the creature had not given good milk and plenty of it, the case would have seemed very different to her owners. Besides, Sylvia had all the time there was, and very little use to make of it. Sometimes in pleasant weather it was a consolation to look upon the cow's pranks as an intelligent attempt to play hide and seek, and as the child had no playmates, she lent herself to this amusement with a good deal of zest.

#### Session 4, Item 33

In 1922, the year Einstein received the Nobel Prize, James Joyce published *Ulysses* and T. S. Eliot published *The Waste Land*. There was a famous party in May for the debut of the ballet *Renard*, composed by Igor Stravinsky and staged by Sergey Diaghilev. They were both there, along with Pablo Picasso (who had designed the sets), Marcel Proust (who had been proclaimed Einstein's literary interpreter), and Joyce. The art of each, in its way, reflected the breakdown of mechanical order and of the sense that space and time were absolutes.

Session 4, Item 37

	<b>“No Mere Genius”</b>	<b>“Was Einstein a Space Alien?”</b>	<b>Both Passages</b>
Argues that Einstein was not extraordinary in every way	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Discusses the scientific aspects of Einstein’s work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Describes Einstein’s impact beyond theoretical physics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes the personal traits that helped Einstein succeed	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Considers Einstein a major figure in the history of science	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Note: The image on the next page shows the question prior to a response being entered.



	<b>“No Mere Genius”</b>	<b>“Was Einstein a Space Alien?”</b>	<b>Both Passages</b>
Argues that Einstein was not extraordinary in every way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Analyzes the personal traits that helped Einstein succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Considers Einstein a major figure in the history of science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring of English II PCRs				
Task	Dimensions	Points by Dimension	Total Points	Rubric
Literary Analysis	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Research Simulation	Reading Comprehension and Written Expression*	16 points (4 times holistic score)	19	<a href="#">LAT/RST Rubric</a>
	Conventions	3 points		
Narrative Writing	Written Expression	12 points (3 times holistic score)	15	<a href="#">NWT Rubric</a>
	Conventions	3 points		

\*When scoring the Reading Comprehension and Written Expression dimension, the holistic score (4, 3, 2, 1, 0) is determined, based on which score point best describes that response. That holistic score is multiplied by 4. This means that if a student receives a 2 for Reading Comprehension and Written Expression, the student will receive a score of 8 for this dimension. This score is then added to the Conventions score to provide the total score for the RST and the LAT.

**Grades 6–10 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
<p align="center"><b>Reading Comprehension and Written Expression</b></p>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective and comprehensive</b> development of the claim or topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the claim or topic that is <b>mostly appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the claim or topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the claim or topic that is <b>somewhat appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the claim or topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the claim or topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that is <b>minimally effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
<p align="center"><b>Knowledge of Language and Conventions</b></p>		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There may be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

### Grades 6–10 Narrative Writing Task (NWT) Scoring Rubric

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>effectively</b> developed with narrative elements and is <b>consistently appropriate</b> to the task;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>establishes and maintains an <b>effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>mostly effectively</b> developed with narrative elements and is <b>mostly appropriate</b> to the task;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>establishes and maintains a <b>mostly effective</b> style.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is developed with <b>some</b> narrative elements and is <b>generally appropriate</b> to the task;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>has a style that is <b>somewhat effective</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>minimally</b> developed with <b>few</b> narrative elements and is <b>limited in its appropriateness</b> to the task;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>has a style that has <b>limited effectiveness</b>.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>is <b>undeveloped and/or inappropriate</b> to the task;</li> <li><b>lacks</b> organization and coherence;</li> <li>has an <b>inappropriate</b> style.</li> </ul>
Knowledge of Language and Conventions		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the <b>meaning is generally clear</b>.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>

**NOTES:**

- The reading dimension is **not** scored for elicited narrative stories.
- The elements of coherence, clarity, and cohesion to be assessed are expressed in the grade-level standards W1-W4.
- Tone is not assessed in grade 6.
- Per the [Louisiana Student Standards](#), in grades 9 and 10, narrative elements may include creating one or more points of view and constructing event models of what happened, in addition to the grades 3-8 elements: establishing a context, situating events in a time and place, developing a point of view, and developing characters' motives, establishing a situation; organizing a logical event sequence; describing scenes, objects, or people; developing characters' personalities; and using dialogue as appropriate. The elements to be assessed are expressed in the grade-level standard W3.