

Directions

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Read this story. Then answer questions XX through XX.

In this fictionalized account of a real event, a group of Canadian climbers is stranded in France on a treacherous part of Mont Dax called the Slide. DeMaistre and Leval, two experienced climbers, have begun their rescue mission when they encounter a surprise.

Excerpt from *In Caverns of Blue Ice*

by Robert Roper

As DeMaistre edged out to his left, he felt the rock shift under his feet. This was some of that rotten, unstable rock for which Mont Dax is well known. It occurred to him that the covering of ice might actually work in their favor: to a certain extent it held the rocks in place, froze them solid to one another. As long as the sun didn't melt the ice, the
5 traverse they were on might be possible.

After half an hour of difficult, slippery climbing, DeMaistre reached the area directly under the Slide. The caves where the Canadians might be were above, forty yards straight up. But now he saw something that caused his blood to run cold. A hundred yards below and to the right, two climbers were clawing their way up a steep, icy stretch of the
10 mountain wall.

"Who can that be?" he thought. "Who'd be so crazy as to come out today, when the rocks are covered with ice?"

Now Leval caught up with DeMaistre. He, too, noticed the climbers below them.

"Who can that be? Why, they're completely mad, Jules! They'll never make it—that
15 part of the wall has never been climbed, as far as I know."

As the two men watched, the two other climbers—Jean-Claude and Louise, of course—came to rest on a slanted ledge. Though DeMaistre recognized them now, he still couldn't believe what he was seeing: his own children, aged fifteen and thirteen, climbing one of the most dangerous routes in the Alps. Even more astonishing, it was young Louise, not her older brother, who was leading on the rope. (She had taken over from Jean-Claude when, as had happened on Henry's Hat, he reached a part of the cliff he couldn't manage.)
20 Louise, apparently, was the more agile of the two, better at keeping her balance on tiny, slippery footholds.

"Jules," Leval whispered, "I'm afraid that those two youngsters are your own—"

25 "Yes, yes, I know. And please—don't speak too loudly. You might startle them."

After a short rest, the young climbers continued up. It was clear to DeMaistre that they were completely exhausted, that only a combination of fear and desperation was keeping them from falling off. Having come more than halfway up the mountain, they now realized that their only chance lay in making it to the top. To climb back down would have been harder—maybe impossible.

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“When they reach that shattered boulder,” DeMaistre whispered, “I’m going to call out. But I’m going to speak calmly, as if it were the most natural thing in the world to run into them up here, on this terrible, icy face.”

When he saw Louise at the boulder, DeMaistre called down to his daughter. He asked her in a cheerful voice if she had remembered to bring him up some chocolate—he was getting hungry, he said, and it was still hours till dinnertime. At the sound of her father’s voice, an expression of fear, surprise, and deep relief crossed Louise’s face. Until that moment, she had believed that she would never see him again—that she and her brother were doomed to die on this terrible cliff, which they had mistakenly thought they could climb.

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“Papa! Oh—Papa! I don’t know what to do! I’m so scared. And Jean-Claude has cut his hand badly, and we’re very tired. . . .”

Just then, Jean-Claude reached the boulder, too. DeMaistre could see that his hand was wrapped in a piece of bloody cloth. Jean-Claude was equally surprised to see his father above them—so surprised, that he almost lost his grip and fell.

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“Careful!” his father shouted anxiously. “Quickly, tie yourselves in to the rock! I can’t believe you’ve climbed all this way without belaying. Be calm now; don’t do anything foolish, and I’m sure we’ll get out of this alive.”

When his two children were attached to the cliff, DeMaistre dropped a rope down to the shattered boulder. Then he carefully climbed down. He examined Jean-Claude’s hand. Two of the boy’s fingers looked broken, and there was a deep cut across the back of his hand.

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“You’ll be all right,” he said. “But we have to keep climbing—on up to the caves. Think you can do it?”

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“Y-y-yes,” Jean-Claude said uncertainly.

“You’ve done well so far. No one has ever climbed this route before, did you know that? But tell me: has Louise been leading the whole time? Or just since you hurt your hand?”

“Well . . . not *quite* the whole time,” the boy answered slowly. “There was a smooth patch of rock, you see, very icy and steep, and I had trouble getting up. Louise isn’t bothered by things like that. Oh, Papa—I’m *so* sorry! I don’t know why I did this crazy

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DeMaistre comforted his son, and he tied him on to his own climbing rope. He urged Jean-Claude to begin climbing to the higher ledge. The boy went at a painfully slow pace, but eventually he arrived. Then it was Louise's turn. She climbed much faster, with little show of difficulty.

"Very good," their father called up. "Now follow Leval's instructions. I'll climb behind you, bringing the yellow rope."

By slow, careful progress, the party made its way up. Just before dark they arrived at a tiny cave, so small that they couldn't all squeeze into it together. DeMaistre had to spend the night outside, huddled on a ledge. The cave with the Canadians was just above, only about fifty feet away. However, neither party was aware of the other, and everyone passed a cold, uncomfortable night.

In “Excerpt from *In Caverns of Blue Ice*,” how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

MEASURES CCLS: RL.6.5:

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

HOW THIS QUESTION MEASURES RL.6.5:

This question measures RL.6.5 by asking students to demonstrate how a story's structure contributes to its meaning. Students who successfully answer this question demonstrate an ability to explain how the craft and structure an author chooses for a story supports the intended purpose, plot, meaning, or other aspect of the text. Students also demonstrate an ability to cite relevant textual evidence in support of their conclusions.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit will use textual details to discuss the way that events in the narrative alter the mood of the story. Specifically, these responses will recognize the way that language associated with the danger the ice presents shifts the tone in the text. Supported inferences as to how lines 8 through 15 change the mood of the story may include references to the danger presented by the ice. Responses may reference lines 4 and 5 that state, "the traverse they were on might be possible." Line 6 describes the climb as "difficult" and "slippery." Responses may also reference DeMaistre's thoughts upon seeing other climbers below them. He thought that whoever would come out under those conditions had to be crazy, and he was worried that the climbers on the "icy stretch of the mountain wall" might not make it.

There is no single "correct" response, but rather responses that are defensible based on the Short-Response (2-point) Holistic Rubric and responses that are not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions, inferences, and supporting details. Responses should be organized in a logical manner and composed in complete sentences. Any errors should not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.6.5:

To help students succeed with questions assessing standard RL.6.5, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine how specific sections of a text influence, relate to, and contribute to the development of the text as a whole.

[See Short-Response \(2-point\) Holistic Rubric](#), suggested sample student responses and scoring: two 2-pt responses, two 1-pt responses, and one 0-pt response.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In "Excerpt from *In Caverns of Blue Ice*," lines 8 through 15 change the mood of the story from a somewhat calm to an astonished and fearful mood. On line 8 the author states "As long as the sun didn't melt, the traverse they were on might be possible." This statement in the story creates a reassuring and calm mood. However this statement "They'll never make it - that part of the wall has never been climbed, as far as I know," changes the mood into a terrified state.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (from a somewhat calm to an astonished and fearful mood). The response provides a sufficient number of concrete details from the text for support as required by the prompt ("As long as the sun didn't melt, the traverse they were on might be possible." This statement in the story creates a reassuring and calm mood and "They'll never make it - that part of the wall has never been climbed, as far as I know," changes the mood into a terrified state). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

Line's 8 through 15 change the mood by making it seem like the other two climbers might not make it. One detail to support my response is that the rocks were icy and slippery that day. My second detail is that DeMaistre thought the two climbers were crazy to be up there.

Score Point 2 (out of 2 points)

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (by making it seem like the other two climbers' might not make it). The response provides a sufficient number of concrete details from the text for support as required by the prompt (the rock's were icy and slippery that day and DeMaistre thought the two climber's were crazy to be up thier). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In these lines, the mood changes when DeMaistre was on top of Mont Dax without any fears. Then, he sees two climbers who turn out to be his children. His ease disappears and he fears for the lives of his children.

Score Point 1 (out of 2 points)

This response makes a valid inference from the text to explain how lines 8 through 15 change the mood in "Excerpt from *In Caverns of Blue Ice*" (*DeMaistre was on top of Mont Dax without any fears. . . . His ease disappears and he fears for the lives of his children*); however, the response only provides one concrete detail from the text for support as required by the prompt (*he sees two climbers who turn out to be his children*). This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In lines 8 through 15 the mood of the story is changed. For example in line 8 it says that "he saw something that caused his blood to run cold. Furthermore in line 15 it says that part of the wall has never been climbed, as far as I know."

Score Point 1 (out of 2 points)

This response is a mostly literal recounting of details from the text ("*he saw something that caused his blood to run cold.*" *Furthermore in line 15 it says that part of the wall has never been climbed, as far as I know*). While the response provides details from the text, no valid inference and/or claim is present. This response includes complete sentences where errors do not impact readability.

In "Excerpt from *In Caverns of Blue Ice*," how do lines 8 through 15 change the mood of the story? Use **two** details from the story to support your response.

In lines 8-15 it changes the mood because DeMaistre saw his son and daughter climbing up a very dangerest path up a moutian. Another thing is sons hand was badley cut. Thats what changed the mood.

Score Point 0 (out of 2 points)

This response does not address any of the requirements of the prompt (*DeMaistre saw his son and daughter climbing up a very dangerest path up a moutian. Another thing is sons hand was badley cut*).

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

MEASURES CCLS: RL.6.2:

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary.

HOW THIS QUESTION MEASURES RL.6.2:

This question measures RL.6.2 by asking students to express a theme that two passages have in common and explain how that theme is developed in each passage. Students successfully responding to this question demonstrate the ability to express a theme statement, as well as isolate and explain the aspects of a story an author uses to develop this theme.

CHARACTERISTICS OF RESPONSES RECEIVING FULL CREDIT:

Responses that receive full credit will identify clearly a central theme from each text, and using textual evidence, discuss how the themes compare to one another. Responses that receive full credit will focus on the ways that the setting in each text affects the way the each author develops the common theme. Students should, then, discuss each theme based on the details that characterize each passage. Both texts relate a theme of danger and remaining calm in the face of danger, and each shows how the main character deals with the perilous situation before him.

Responses may indicate that in "Shackleton's Stowaway," the crew of the *Endurance* encounters ice slabs that have punched a hole in the ship and it is taking on water. Responses may cite the ever shifting, icy field around the crew, the coldness of the water, the destruction of the dog igloos, and the final relief of warm food. All of these elements add to the setting and help the author develop the theme.

In "Excerpt from *In Caverns of Blue Ice*," the danger presents itself on the side of the mountain, when an experienced climber sees his children far below just beginning to ascend the mountain. However, the fear is not for the experienced climber but for his children. Elements of the setting responses may cite include: "rotten, unstable rock" of the mountain and consequential "slippery climbing;" the children's ascent up one of the "most dangerous routes in the Alps;" the cliff halfway up; and the son's hurt hand. These all add to the story's tense and adventurous theme.

There is no single "correct" response, but rather responses that sufficiently and clearly develop the topic based on the four criteria in the Extended-Response (4-point) Holistic Rubric and responses that do not. Student responses are evaluated on the relevance, accuracy, and sufficiency of conclusions and inferences made about the text and the selection, discussion, relevance, and organization of supporting details. Student responses should include an introductory and concluding comment and be logically organized. Responses should be in complete sentences where errors, if present, do not impact readability.

HOW TO HELP STUDENTS MASTER STANDARD RL.6.2:

To help students succeed with questions assessing standard RL.6.2, instruction can focus on building students' capacity to comprehend grade-level texts through activities and discussions that ask students to determine how authors develop and present information and events that support a central idea of theme. To help students with questions that require synthesis of information across multiple texts educators can use graphic organizers to help students track information and events in different texts in order to identify and analyze points of comparison among the different texts.

See Extended-Response (4-point) Holistic Rubric, suggested sample student responses and scoring: two 4-pt responses, two 3-pt responses, two 2-pt responses, two 1-pt responses, and one 0-pt response.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

Both "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" tell true stories of peril and danger. Victoria McKernan, author of "Shackleton's Stowaway," writes of the true 1914 incident, involving Ernest Shackleton and his crew, when their ship was crushed by icebergs, leaving them stranded for 4 months. The excerpt of "In Caverns of Ice Blue", by Robert Proyer, explains the - also true - story of two climber DeMaistre and Leavel go on a rescue mission for a group of climbers and encounter DeMaistre's children, climbing the very same mountain. As similar yet different passages, they have differing themes, and each author develops it in his or her own way.

The theme of McKernan's "Shackleton's Stowaway" is that, with the teamwork - and endurance (just as their ship is named for) - it is always likely that your (problem(s)) can be solved. This is portrayed within the passage as the crew works together, through the night, to solve the leaks within the ship. On the other hand, Proyer's "In Caverns of Ice Blue" expresses the theme that, if you keep calm, all will

be well, which is depicted through DeMaistre's approach to coming across his children during his mission.

In "Shackleton's Stowaway", as the frigid sea is the setting, McKernan has the crew first split into small partnerships. However, as the situation worsens, the crew - altogether - joins to fix the leaks that threaten all of their lives. In "In Caverns of Ice Blue", the setting - the mountains - affects the way Roper develops his theme, as it provides first a perilous and dangerous event, but slowly dies down to a calm tone. DeMaistre finds himself worried and startled at the sight of his children, but convinces himself to keep calm for the safety of them all. The mountains are dangerous at first, but once you find safety at the top, you are calm as the theme develops.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*As similar yet different passages, they have differing themes, and each author develops it in his or her own way*). The response demonstrates insightful analysis of the texts [*The theme of McKernan's "Shackleton's Stowaway" is that, with the teamwork - and endurance (just as their ship is named for) - it is always likely that your problems(s) can be solved; Roper's "In Caverns of Ice Blue" expresses the theme that, if you keep calm, all will be well; the setting - the mountains - affects the way Roper develops his theme, as it provides first a perilous and dangerous event, but slowly dies down to a calm tone*]. The topic is developed with the sustained use of relevant, well-chosen concrete details from the texts (*the crew works together, through the night, to solve the leaks within the ship; as the frigid sea is the setting, McKernan has the crew first split into small partnerships; as the situation worsens, the crew - altogether - joins to fix the leaks that threaten all of their lives; DeMaistre finds himself worried and startled at the sight of his children, but convinces himself to keep calm for the safety of them all*). The response exhibits clear organization with the skillful use of appropriate and varied transitions to create a unified whole (*Both, As similar yet different passages, On the other hand, In "Shackleton's Stowaway", However, "In Caverns of Ice Blue"*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*peril and danger, incident, rescue mission, encounter, portrayed, depicted, partnerships, threaten, perilous*). No concluding statement is provided. The response demonstrates grade-appropriate command of conventions, with few errors.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme of "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" are very alike. "Shackleton's Stowaway's" theme is to never give up and keep striving and "In Caverns of Blue Ice's" theme is to strive for your goal and don't let fear scare you. Both the themes talk about never giving up and working hard pays off in the end. In "Shackleton's Stowaway", the crew of The Endurance keeps working to fix their ship. In "Excerpt from The Caverns of Blue Ice", the main character DeMaistre, his children, and his climbing partner work hard to get to the cave and try to be brave. This is how the stories' two themes are alike.

The settings affect the way the authors develop each theme. This is because in both stories, the setting causes the problem and the themes tell about the solution to the problem. In "Shackleton's

Stowaway", the ice strands the crew and in "Excerpt from ~~the~~ the Caverns of Blue Ice" the main characters show the theme as they climb up an icy mountain. This is how the settings of each story affects the theme.

In both stories, the themes are very alike. The settings are also very important to the themes. This is how both stories themes are alike and how the setting affects the themes.

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of "Shackleton's Stowaway" and "Excerpt from In Caverns of Blue Ice" are very alike*). The response demonstrates insightful analysis of the texts (*Both the themes talk about never giving up and working hard pays off in the end and in both stories, the setting causes the problem and the themes tell about the solution to the problem*). The topic is developed with the sustained use of relevant, well-chosen concrete details from the texts (*the crew of The Endurance keeps working to fix their ship; the main character DeMaistre, his children, and his climbing partner work hard to get to the cave and try to be brave; the ice strands the crew; the main characters show the theme as they climb up an icy mountain*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*Both the themes, In "Excerpt from The Caverns of Blue ice, The settings affect the way, In "Shackleton's Stowaway"*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*keep striving, goal, fear, climbing partner, brave, solution to the problem*). The concluding section follows from the topic and information presented (*This is how both stories themes are alike and how the setting affects the themes*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*the main character DeMaistre, develope, settings*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The stories "Shackleton's Stowaway" and "Excerpt from *In Caverns of Blue Ice*" are very similar. They show the same similarities in each other's stories.

In both stories, there is one man that comes and saves the day. In the first story, Wild comes in and tries to build a cofferdam to keep the water away from the engine. In the second story, DeMaistre helps his kids try and stay alive when they climb the dangerous mountain. Wild and DeMaistre find away to keep people alive in two different kinds of ways! I am sure ~~the~~ Wild was a hero to his crew and the kids thought ~~the~~ their dad was their hero.

The setting wasn't totally different in these two stories. They both had deadly rocks that could kill them. The first story was just in the Arctic and the second story was in mountains. The setting effected the first story because the cold water was getting near the engine. The setting effected the ~~second~~ second story because the rocks on the mountains were loose and they were trying to kill the people climbing. The stories were the same, just not in the way some people think.

Score Point 3 (out of 4 points)

This response introduces a topic in a manner that follows from the task and purpose (*The stories "Shackleton's Stowaway" and "Excerpt from In Caverns of Blue Ice" are very similar*). This response demonstrates grade-appropriate analysis of the texts (*In both stories, there is one man that comes and saves the day and Wild was a hero to his crew and the kids thought their dad was their hero*). The topic is developed with relevant details from the texts (*Wild comes in and tries to build a cofferdam to keep the water away from the engine, DeMaistre helps his kids try and stay alive when they climb the dangerous mountain, the cold water was getting near the engine, the rocks on the mountains were loose and they were trying to kill the people climbing*). The use of relevant evidence is sustained with some lack of variety (*They both had deadly rocks that could kill them*). The response exhibits clear organization with the use of appropriate transitions to create a unified whole (*In both stories, In the first story, In the second story, The setting wasn't totally different*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*saves the day, dangerous mountain, keep people alive, hero*). The concluding statement follows from the topic and information presented (*The stories were the same, just not in the way some people think*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*Exerpt, away, in mountains*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme of "Shackleton's Stowaway" and "Excerpt from *In Caverns*" are both similar. They are both about survival. Shackleton and his crew have to survive the boat damage done by icebergs. In "Excerpt from *In Caverns*", Jules and Leval have to help Jean-Claude and Louise climb the mountain. Both of the stories take place in icy environments. That means someone can slip and fall and hurt themselves so the authors use suspense in the stories. This is how the theme of both stories are similar.

Score Point 3 (out of 4 points)

This response clearly introduces a topic in a manner that follows from the task and purpose (*The theme of “Shackleton’s Stoaway” and “Excerpt from In Caverns” are both similar*). This response demonstrates grade-appropriate analysis of the texts (*They are both about survival and the authors use suspense*). The topic is developed with relevant details from the texts (*Shackleton and his crew have to survive the boat damage done by icebergs, Jules and Leval have to help Jean-Claude and Louise climb the mountain, Both of the stories take place in icy enviroments, someone can slip and fall and hurt themselve*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The theme, In Excerpt From In Caverns, Both of the stories*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*survival, boat damage, icy enviroments, suspense*). The concluding statement follows generally from the topic and information presented (*This is how the theme of both stories are similar*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*Stoaway, enviroments, themselve, suspence*) that do not hinder comprehension.

Compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*." How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of "Shackleton's Stowaway" to the theme of "Excerpt from *In Caverns of Blue Ice*"
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

In Shackleton's Stowaway, the crew was in danger because of the ice and its pressure. The excerpt from *In Caverns of Blue Ice* two sybilings' lives were in danger due to ice on the mountains. Ice played a big role in both stories.

In the excerpt, the ice on the mountains made it dangerous for the climbers. In Shackleton's Stowaway the ice around them created a dangerous environment for the whole team. A similarity in both stories is that life and death were options almost forced upon the characters.

These stories were interesting and were very much in common. All the characters were

intresting and hand there own characteristic and attitudes.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and purpose (*Ice played a big role in both stories*). This response demonstrates some grade-appropriate analysis of the texts (*A similarity in both stories is that life and death were options almost forced upon the characters*). The topic is partially developed with the use of some textual evidence (*two syblings' lives were in danger due to ice on the mountains and the ice around them created a dangerous evironment for the whole team*). This response exhibits some attempt at organization, with inconsistant use of transitions (*In Shackleton's Stowaway, In the exerpt, These stories*). The response establishes and maintains a formal style using precise language and domain-specific vocabulary (*danger, syblings', dangerous environment, options*). The concluding statement follows generally from the topic and information presented (*These stories were intresting and were very much in common. All the characters were intresting and havd there own characteristic and attitudes*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*syblings', exerpt, evironment, intresting, havd, there*) that do not hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The themes of “Shackleton’s Stowaway” and “Excerpt from *In Caverns of Blue Ice*” both describe dangerous situations. One depicts a crew desperate to save their ship from huge mountains of ice. The other tells a story of a mountain climber who spots his two children climbing a path that no other had taken before. These themes are similar because they both describe situations that are dangerous to the people in them.

Score Point 2 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task and demonstrates a literal comprehension of the texts (*The themes of “Shackleton’s Stowaway” and “Excerpt from In Caverns of Blue Ice” both describe dangerous situations*). The topic is partially developed with the use of some textual evidence (*One depicts a crew desperate to save their ship from huge mountains of ice and a mountain climber who spots his two children climbing a path that no other had taken before*). This response exhibits some attempt at organization, with inconsistent use of transitions (*The theme, One depicts, The other tells, These themes*). The response establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary (*dangerous situations, huge mountains, climbing a path*). The concluding statement follows generally from the topic and information presented (*These themes are similar because they both describe situations that are dangerous to the people in them*). The response demonstrates grade-appropriate command of conventions, with occasional errors (*thier, no other, bea use*) that do not hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The theme in “Shackletons Stowaway” and “Excerpt from In Cavers” are the same because the theme is fright.

The setting is the same because they take place in the cold winter.

“Shackleton Stowaway” and “Excerpt from In Caverns” are the same because they go through the tuff times of the cold.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*The theme in “Shackletons Stowaway” and “Excerpt from In Cavers” are the same because the theme is fright. The setting is the same because they take place in the cold winter*). The response demonstrates an attempt to use minimal evidence (*the same because they go through the tuff times of the cold*). The response exhibits little attempt at organization and lacks a formal style. No concluding statement is provided. The response demonstrates an emerging command of conventions, with some errors (*Shackeltons, Cavers, tuff*) that may hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

in The first passage they are freezing to death with a boat. In the second one they are in freezing too, because they are bothe in icy conditions.

Score Point 1 (out of 4 points)

This response introduces a topic in a manner that does not logically follow from the task and demonstrates little understanding of the texts (*in The first passage they are freezing to death with a boat. In the second one they are in freezeing too*). The response demonstrates an attempt to use minimal evidence (*they are bothe in icy conditions*). The response exhibits little attempt at organization and does not provide a concluding statement. The response demonstrates an emerging command of conventions, with some errors (*in, freezeing, because, bothe*) that may hinder comprehension.

Compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*.” How do the settings affect the way the authors develop each theme? Use details from **both** stories to support your response.

In your response, be sure to

- compare the theme of “Shackleton’s Stowaway” to the theme of “Excerpt from *In Caverns of Blue Ice*”
- explain how the settings affect the way the authors develop each theme
- use details from **both** stories to support your response

The themes of “Shackleton’s Stowaway” and “Excerpt from *In Caverns of Blue Ice*” are alike. In the first story the setting is in the cold ocean and the second story was outside.

Score Point 0 (out of 4 points)

This response introduces a topic in a manner that follows generally from the task (*are alike*). The response demonstrates little understanding of the texts (*the first story the setting is in the cold ocean and the second story was outside*). There is no evidence of organization and language is imprecise. The response is minimal, making assessment of conventions unreliable.

2-Point Rubric—Short Response

Score	Response Features
2 Point	<p>The features of a 2-point response are</p> <ul style="list-style-type: none"> • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability
1 Point	<p>The features of a 1-point response are</p> <ul style="list-style-type: none"> • A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets
0 Point*	<p>The features of a 0-point response are</p> <ul style="list-style-type: none"> • A response that does not address any of the requirements of the prompt or is totally inaccurate • A response that is not written in English • A response that is unintelligible or indecipherable

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

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).

New York State Grade 6-8 Expository Writing Evaluation Rubric

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

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
 - If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
 - Responses totally unrelated to the topic, illegible, or incoherent should be given a 0.
 - A response totally copied from the text(s) with no original student writing should be scored a 0.
- * Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).