

# NY ELA Rehearsal Plus

Level **C**

**REVISED**

Extended Response Question for Test 1



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Student's Name

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# Directions

Read the story. Then answer the question.

## Mother Alfreda's Choice



- 1 Ray Anne and the other young fairies gathered nervously in the meeting room. Mother Alfreda was going to make an important announcement. James, the manager of their district, had turned 18. Because he was now an adult, he would be given a new job within a group of older fairies. Mother Alfreda called the meeting of young fairies to tell them which fairy she had chosen to be the new district manager.
- 2 The district manager had an important job. James had been in charge of the district map. The older fairies updated this map each morning. It showed the location of children who had made a wish the day before. James had to decide which children would have their wishes granted. He often denied a wish for a new toy but granted a wish to help someone in need. Then James assigned a fairy to each child. To grant the child's wish, the fairy flew to the child and lightly tapped him or her with a wand.

**Go On**

3 Ray Anne wanted to be district manager. She thought she was the most qualified candidate. She knew the district well. She knew which house each child lived in. James never had to give her an address. She also performed the job of fairy well. When she left the woodlands, she was careful that people did not see her—a good fairy should never be seen! Then she did not waste time. She quickly found her child, granted the wish, and returned home. Once at home, she did other chores. Surely, she was the best choice for the job.

4 Then a troubling thought occurred to her. Mother Alfreda might give the job to Tomas. He was also a good fairy. He also knew the district well. And Tomas was helpful. He helped lost fairies find their way. Ray Anne decided that she would be happy for Tomas if he got the job. He, too, deserved it.

5 Just then, Mother Alfreda flew into the room. With a clap of her hands, she called the meeting to order. “Good morning, children,” she said. “I have made a decision about your new district manager. After much thought, I have chosen Elva. I believe that Elva will rise to the challenge. She will learn what she needs to know to do a good job. She will not let her fellow fairies down. Please congratulate Elva and offer her your full support.” And then, like a flash of light in the night sky, Mother Alfreda was gone.

6 Ray Anne was speechless. *Elva?* Mother Alfreda had made a terrible decision. Elva was not the best choice for the job. She was not a good fairy. She liked to daydream. She rarely listened to James when he spoke. Sometimes she did not even hear the name of her child and had to ask him to repeat himself. She did not know the district well. She often became lost and had to ask the other fairies for help. Once, when she went to find her child, she left her wand behind. *She forgot her wand!* A fairy without a wand is like a bird without wings. Why in the world would Mother Alfreda choose Elva to be district manager?

7 The next morning, Ray Anne and the other fairies watched Elva struggle to perform her duties. She was trying, but she had no idea what she was doing. Ray Anne and the other young fairies snickered when Elva granted wishes to the wrong children. “She is granting a wish to a little girl who wants a pony!” exclaimed one of them.

8 To make matters worse, Elva could not read the district map. She could not give the fairies addresses for the children she had chosen. “Please look at the map and try to figure out the address on your own today,” she said. “I promise I will do a better job tomorrow.”

9 Ray Anne and some of the other fairies laughed loudly. Ray Anne looked at the map and found a child’s address. She did not notice that Elva had begun to cry. But Tomas did. “I can teach you how to read the district map,” he said to Elva.

10 “But you have to go now. You need to find a child and grant a wish!”

11 “It’s okay. I know the district well. I have time to help you before I leave. I’ll give you your first lesson today.” Tomas pointed to the map and began speaking.

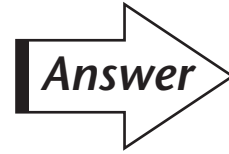
12 Elva smiled, wiped the tears from her eyes, and listened carefully to Tomas. Ray Anne sighed. Tomas was right. Mother Alfreda asked them to support Elva. If Ray Anne really was a good fairy, she would listen to Mother Alfreda and help a fairy in need.

13 Ray Anne approached them. “Elva, when I get back, we can fly through the district so you can become more familiar with the streets. I’ll also give you some tips about using the district map. Okay?”

14 “Okay. Thank you,” Elva said and smiled.

## *Planning Page*

You may **PLAN** your writing for this question here if you wish, but do **NOT** write your final answer on this page. Your writing on this Planning Page will **NOT** count toward your final score. Write your final answer on Pages 7 and 8.



In the story, Ray Anne is surprised that Mother Alfreda chooses Elva to be district manager. Why did Mother Alfreda **most likely** choose Elva to be district manager? Use details from the story to support your response.

In your response, be sure to do the following:

- explain why Ray Anne was surprised that Mother Alfreda chose Elva to be district manager
- describe why Mother Alfreda chose Elva and what she expects will happen when Elva becomes manager
- include details from the story to support your response

Write your answer in complete sentences.

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***Go On***

PAGE 7

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**STOP**



# Scoring Rubric

## Extended-Response (4-Point) Holistic Rubric

Extended-response questions assess both reading and writing standards. Scores for extended-response questions are based on four overarching criteria: content and analysis; command of evidence; coherence, organization, and style; and control of conventions. Extended-response questions are scored on the rubric below, which incorporates these four criteria.

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**Criteria**      **CONTENT AND ANALYSIS:**  
the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text

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**Score of 4**    Essays at this level:

- clearly introduce a topic in a manner that follows logically from the task and purpose
- demonstrate comprehension and analysis of the text

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**Score of 3**    Essays at this level:

- clearly introduce a topic in a manner that follows from the task and purpose
- demonstrate grade-appropriate comprehension of the text(s)

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**Score of 2**    Essays at this level:

- introduce a topic in a manner that follows generally from the task and purpose
- demonstrate a confused comprehension of the text(s)

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**Score of 1**    Essays at this level:

- introduce a topic in a manner that does not logically follow from the task and purpose
- demonstrate little understanding of the text

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**Score of 0**    Essays at this level:

- demonstrate a lack of comprehension of the text or task

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**Criteria**      COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection

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**Score of 4**    Essays at this level:

- develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay

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**Score of 3**    Essays at this level:

- develop the topic with relevant facts, definitions, and details throughout the essay

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**Score of 2**    Essays at this level:

- partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant

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**Score of 1**    Essays at this level:

- demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant

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**Score of 0**    Essays at this level:

- provide no evidence or provide evidence that is completely irrelevant

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**Criteria** COHERENCE, ORGANIZATION, AND STYLE:  
the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language

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**Score of 4** Essays at this level:

- clearly and consistently group related information together
- skillfully connect ideas within categories of information using linking words and phrases
- provide a concluding statement that follows clearly from the topic and information presented

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**Score of 3** Essays at this level:

- generally group related information together
- connect ideas within categories of information using linking words and phrases
- provide a concluding statement that follows from the topic and information presented

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**Score of 2** Essays at this level:

- exhibit some attempt to group related information together
- inconsistently connect ideas using some linking words and phrases
- provide a concluding statement that follows generally from the topic and information presented

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**Score of 1** Essays at this level:

- exhibit little attempt at organization
- lack the use of linking words and phrases
- provide a concluding statement that is illogical or unrelated to the topic and information presented

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**Score of 0** Essays at this level:

- exhibit no evidence of organization
- do not provide a concluding statement

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**Criteria** CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

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**Score of 4** Essays at this level:

- demonstrate grade-appropriate command of conventions, with few errors

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**Score of 3** Essays at this level:

- demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension

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**Score of 2** Essays at this level:

- demonstrate emerging command of conventions, with some errors that may hinder comprehension

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**Score of 1** Essays at this level:

- demonstrate a lack of command of conventions, with frequent errors that hinder comprehension

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**Score of 0** Essays at this level:

- are minimal, making assessment of conventions unreliable

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# Answer Key

## Rehearsal Test 1

### Test 1, Book 2

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Use the 4-point extended-response holistic rubric for this question.

Extended-response sample answer:

Mother Alfreda most likely selected Elva for the district manager job because she thought Elva might be a better fairy if she had to be responsible for the children and the other fairies. She says, “I believe that Elva will rise to the challenge. She will learn what she needs to know to do a good job. She will not let her fellow fairies down.” Mother Alfreda thought Elva was capable of doing a good job if she tried. Mother Alfreda probably also thought that Elva might stop daydreaming and take her work more seriously if she became district manager.

Mother Alfreda might have also thought that she could have the fairies work together if she made Elva the district manager. Mother Alfreda wanted the other fairies to support Elva, which would make them work together. At the end of the story, Ray Anne and Tomas did work together to help Elva.