

# NY ELA Rehearsal Plus

Level **E**

**REVISED**

Extended Response Question for Test 1



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Student's Name

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# Directions

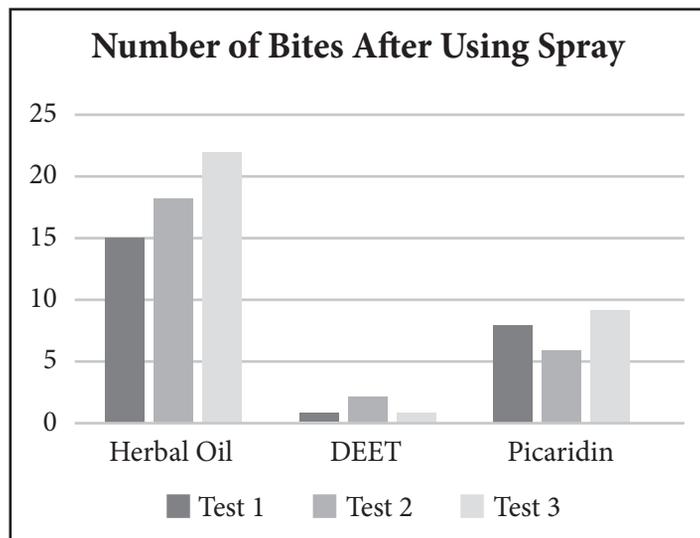
Read these journal articles. Then answer the question.

## Journal Articles about Bug Spray

### Use DEET to Prevent Dangerous Illnesses

1 For years, DEET has been the go-to ingredient in bug spray. Scientists have shown that DEET is a powerful chemical that can stop mosquitoes and ticks from biting. This chemical has been used in the United States since the 1940s. It prevents bug bites more than any other chemical sold in stores. Cases of West Nile virus and other diseases spread by biting bugs are on the rise. It is important for people to protect themselves using sprays that contain DEET.

2 West Nile virus is a serious illness that is spread by mosquitoes. Over the past 10 to 15 years, it has become a serious problem in the United States. Although West Nile virus and similar illnesses are a serious threat, scientists have shown that DEET is one of the best ways to prevent mosquitoes and ticks from biting. People who need to be protected know that DEET is the best bug spray option. In fact, our team of scientists held a small experiment that tested DEET and other types of bug spray. The chart above shows the results.



3 Some people say that DEET should not be used because it can harm people. However, there is little proof to back up those claims. The Centers for Disease Control and the World Health Organization have called DEET a safe chemical to use to prevent bug bites and the illnesses they cause. Many of these groups also say that DEET is better than other bug sprays.

**Go On**

4 Although DEET is considered safe, it must be used in the right way. People should never spray the chemical into the mouth, eyes, or open wounds. After people are done outside for the day, they should thoroughly wash their skin to make sure all the DEET and other chemicals are removed. Also, people should use a spray containing some DEET, not a bottle of 100 percent DEET.

5 Mosquitoes, ticks, and other bugs are more than just pests: They are hazards to your health. Keep yourself and your family safe by using a bug spray that contains DEET.

### **Best Ways to Prevent Bug Bites**

6 Each summer Americans travel to parks, forests, and trails to enjoy the outdoors. Bugs such as mosquitoes and ticks can turn an enjoyable afternoon into something more dangerous. These biting pests can cause serious illnesses, such as West Nile virus. When spending time outdoors, Americans should use bug spray to keep these bugs away. However, one of the most common chemicals in bug spray can be dangerous. Because of this, Americans should think about using sprays that do not contain DEET.

7 DEET is a chemical that is commonly used in sprays that prevent bug bites. The US Army made DEET in the 1940s. In the years since, scientists have shown that this chemical may be dangerous. When DEET is sprayed on the skin, it passes into the blood. A recent study showed that DEET might



harm the nervous system. Also, the US government said that DEET should not be used on very young children because it might harm them.

8 DEET is not the only product that keeps bugs away, though. A chemical called picaridin and herbal oils can be used in place of DEET. These sprays are not as effective as DEET, but they are still quite good at preventing bug bites.

9 Americans should consider using products such as picaridin and herbal oil instead of DEET. They should also take steps to protect themselves from being exposed to mosquitoes and ticks. When spending time outdoors, people should stay away from standing pools of water. They should also avoid wearing brightly colored clothes. They should try to wear long sleeves and pants when possible.

10 The illnesses spread by mosquitoes and ticks are definitely dangerous, and people should try to prevent them. However, the effects of DEET may be even more harmful. Using sprays without DEET will protect people from most insect bites. Furthermore, it will shield them from the possibly harmful effects of DEET.

## *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.







# 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 3

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeable.

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

Extended-response sample answer:

Both authors believe people should try to prevent bug bites because dangerous illnesses such as West Nile virus can be spread by biting bugs. The author of the first article believes that people should use DEET to prevent bug bites because it works better than other types of bug spray. The author of the second article believes that people should use other types of bug spray because DEET might be harmful to people. Both articles try to convince readers to use bug spray, but the first article argues that people should use DEET while the second article states that people should find alternatives to DEET.