

NY ELA Rehearsal Plus

Level **E**

REVISED

Extended Response Question for Test 2



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Student's Name

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Directions

Read the article. Then answer the question.

A Wall for the Ages

- 1 If you gaze out of an airplane window while flying high above northern China, you will be treated to an amazing sight. A huge, winding wall stretches as far as the eye can see. It is so enormous that people used to believe it could be seen from outer space. This wall, called the Great Wall of China, is one of the Seven Wonders of the World. Today, millions of people from around the world visit this important site to see it up close and walk along it.
- 2 The Great Wall of China is the longest structure ever built by humans. However, the wall was built in several sections. The Great Wall is actually made up of a few smaller walls that were built at different times.



Go On

Later, these walls were connected to each other. Over time, the wall became longer and longer. One end of the wall starts near the coast. Then it twists and turns over mountains, deserts, valleys, and plains, far across China. The Great Wall is very long. In fact, scientists have recently discovered that the wall is almost 13,171 miles long. The wall can reach up to 26 feet high and up to 30 feet wide.

3 The idea of creating a long wall first came from Shi Huangdi, China's first emperor. He wanted to end the fighting that had been going on for centuries between different Chinese states. To do this, he decided to join many short walls together into one long wall. He thought that this would help the people join together instead of fighting. He also hoped it would help protect the Chinese people from other groups of people.

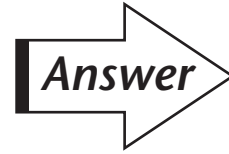
4 After Shi Huangdi's reign, several other emperors worked on the wall. Some emperors made it longer, and some emperors made it stronger. Each section was built using whatever material could be found nearby. Because of this, visitors today may notice stones, sticks, packed dirt, and bricks in different parts of the wall.

5 Millions of people worked to build the wall. At the time the wall was built, people did all the building by hand. They did not have modern machines to help them construct the wall. The builders used their hands to carve stones and stack them to form the wall. Building the wall was difficult, but the Chinese emperors thought the wall was very important because it helped protect the Chinese people. People in China still tell stories and sing songs about the difficulties of building the Great Wall. Today, it would take much less time to build a similar structure.

6 Today, only a small portion of the Great Wall still stands strong. The rest of the wall has crumbled and needs repairing. In some places, wind and weather have made cracks in the wall. In other places, visitors have damaged the wall. Because of this, the Chinese government has made laws to protect and rebuild the wall. Today, the wall is a well-known landmark that brings many tourists to China. It continues to amaze the millions of people who visit it every year. The Great Wall of China is an example of the way people can come together to accomplish incredible things.

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 6 and 7.



Go On



The author claims that the Great Wall of China would take less time to build today. Write a response that explains why this is most likely true. Use details from the article to support your response.

In your response, be sure to do the following:

- describe how the Great Wall of China was built
- explain why the process would most likely take less time today
- include details from the article to support your answer

Write your answer in complete sentences.

STOP

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Test 2 - Book 3

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.

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

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

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)

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)

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

Score of 0 Essays at this level:

- demonstrate a lack of comprehension of the text or task

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

Score of 4 Essays at this level:

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

Score of 3 Essays at this level:

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

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

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

Score of 0 Essays at this level:

- provide no evidence or provide evidence that is completely irrelevant

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

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

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

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

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

Score of 0 Essays at this level:

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

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

Score of 4 Essays at this level:

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

Score of 3 Essays at this level:

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

Score of 2 Essays at this level:

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

Score of 1 Essays at this level:

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

Score of 0 Essays at this level:

- are minimal, making assessment of conventions unreliable

Answer Key

Rehearsal Test 2

Test 2, Book 3

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

Extended-response sample answer:

The article indicates that it would take less time to build the Great Wall of China today than it took many years ago. This is most likely true based on information in the article. The author states that the builders of the Great Wall mostly used their own strength to build the wall. They used their hands to carve and place stones in the wall. Placing each stone by hand most likely took the workers much time. Carving the stones by hand was most likely time consuming, too.

The article also says that the workers did not have access to modern machines. If the workers had had access to such machines, their work would have most likely gone more quickly. The machines would have allowed fewer people to work on the wall, too. If people were to build the same type of structure today, it would take them much less time and the process would most likely be much easier.