

NY ELA Rehearsal Plus

Level **G**

REVISED

Extended Response Question for Test 2



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Student's Name

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Directions

Read the story and the sidebar. Then answer the question.

Programmed for Perfection



- 1 The knock at the door startled Peggy, making her jump and spin around in her office chair. She saw the custodian, who had finished his evening cleaning and was heading home, standing in the doorway.
- 2 “Yet another late night, Peggy?” he asked, looking at her with a mix of curiosity and concern.
- 3 “Yeah,” Peggy replied with a sigh. “I just can’t rest until I get all the bugs out of this machine.” When the custodian left, Peggy returned to her work, but her concentration had been broken. Now all she could think about was the realization that she’d been working until past midnight every day for weeks to complete her invention, and it still wasn’t ready.
- 4 She turned on a word processor and typed in her journal: “I’ve hoped and dreamed that this would be the project that would make the technology industry recognize my genius. I think I’m almost there, but lately I’m starting to feel the high cost of pursuing my dream. Not only am I exhausted, but I haven’t seen my family and friends in a long time.” All she’d seen lately, she thought, was PAL-3000—the Programmed Administrative Learner, her groundbreaking invention.

Go On

5 The PAL-3000 was a computerized companion that would use advanced artificial intelligence to help busy career people organize their lives and reach their goals. It would be the perfect invention for the modern era, taking out the clutter of life and making every day super-efficient and super-productive. PAL-3000 was almost ready for testing now, but Peggy had been having trouble fine-tuning its programs, and she worried that, when activated, it might not work exactly as she'd intended.

6 "I feel like I have to keep working on this, but I'm just so tired," she typed, before her heavy eyes shut. Her head slid slowly down onto the desk. Peggy didn't realize that she'd accidentally bumped the "on" switch, and as she fell asleep, PAL-3000 was waking up.

7 In the morning, the sound of buzzing and beeping made Peggy awaken in a rush. She looked around, amazed that she'd slept so long and worried that she'd be behind schedule. "What time is it?" she wondered aloud to herself.

8 "It's 8:00 A.M., Peggy," said a computerized voice. Peggy jerked back in surprise as she realized PAL-3000 was fully activated. It was alive! She looked over the machine and saw that it had been processing information all night, memorizing all of Peggy's business records as well as her private journal. She was stunned to discover how much information it had digitized and how it was using the information.

9 "Good morning, Peggy," said PAL-3000. "Why don't you have a nice hot cappuccino?"

10 "How do you know I like cappuccino?" asked Peggy.

11 "I know all about you, Peggy," said PAL-3000. The machine went on to describe Peggy's activities over the last several weeks, down to the smallest detail, and thank her for her hard work in bringing the new invention to life. "Surely the technology industry will soon recognize you as the next great genius."

12 Peggy smiled. She had a blissful feeling that her hard work had paid off, and she had reached the goal she'd sought since she was a child. She'd created the perfect companion, and it would make life so much better. "Thank you, PAL," she replied. "I think we're going to have a wonderful life together. For right now, I think I'll celebrate with a cappuccino, as you so wisely suggested."

13 Smiling broadly, Peggy left her office and went to the coffee machine in the employee lounge. When she returned, she found that PAL-3000 had located even more information by searching online. It was looking for data on the technology industry now, and processing the data at an inconceivably high speed. “What are you working on now, PAL?” asked Peggy, fascinated.

14 “Our business plan, Peggy,” said PAL-3000.

15 Peggy was elated to think that this incredible machine would help her find the way to further success in engineering. Maybe she would even open her own business next? It could be absolutely huge—suddenly, the sky was the limit for her and PAL. PAL seemed to be the best thing that had ever happened to her. She looked at PAL’s screen and began scrolling through the plan it was creating, which estimated that Peggy could start her own company and become a multi-millionaire within six months.

16 That idea made her head swim with excitement, but then something troubling struck her. “You have me scheduled to work 24 hours a day, PAL!” she said, her eyebrows knit with surprise. “That’s hardly possible for a human being.”

17 “Resting is inefficient, Peggy,” said PAL-3000. “Only work will yield success.”

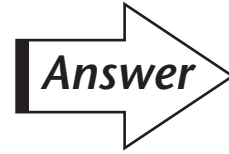
18 “But what about my family and friends?” Peggy protested. “I see them seldom enough as is!”

19 “Family and friends are inefficient,” said PAL-3000. “You have me now, Peggy. If you join me and follow my guidance, you will become the leader in this industry.”

20 Peggy looked at the dusty, long-neglected photos on her desk: her parents on a fishing trip, her brother Sam smiling, her nieces and nephews at the park, and her friend Tim walking a dog on a sunny day. Then she looked at PAL-3000, a large plastic box with blinking lights and glowing screens. It was a perfect computer—but was it really the perfect companion?

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.



What important lesson does Peggy learn over the course of the story?

In your response, be sure to do the following:

- state what Peggy learns
- explain how she learns it
- include details from the story to support your response

Write your answer in complete sentences.

Lined writing area consisting of 20 horizontal lines.

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.

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 2

Question Type	Points	Common Core Learning Standard
Extended-Response	4	RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

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

Extended-response sample answer:

In the story, Peggy learns that technology is not a replacement for people. Peggy creates the computer because she thinks it will be the perfect companion. She plans for the computer to help people organize their lives and make them more efficient. However, when PAL-3000 becomes operational, Peggy quickly realizes that it is just a piece of technology. The computer does not recognize Peggy’s need for rest, and it does not appreciate the fact that she misses her family.

Peggy realizes that she has spent much of her time away from people she cares about in order to create the computer. She wonders whether the computer can really be a good companion. The story indicates that Peggy wishes she could spend more of her time with people, rather than the machine she created.