



## Exemplars for Constructed Response Items on the End-of-Course English II Released Test

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Exemplars for:

### **Excerpt from “On Thomas Edison Bulb Anniversary, Lighting Breakthrough”**

Explain the importance of lightbulb shape for future bulb development. Use one example from the text and include how the textual evidence supports your answer.

#### **What do the “best” responses mention or contain?**

The best responses understood what the question was asking regarding the shape of the lightbulb.

The students who wrote responses that connected the shape of the bulb back to energy efficiency did well.

The students who wrote responses that connected the idea of consumer demand to lightbulb shape also did well.

#### **What responses were not given credit?**

Responses that only provided quoted material.

Responses that only mentioned the need for light to see.

Responses that compared shape vs size.

Responses including thoughts about lightbulbs getting smaller.

#### **Additional Comments**

Students sometimes focused on how the lightbulb “shaped the future” rather than responding to the physical shape regarding innovation. This included references to television, the internet, computers, and other technological advances rather than advances specifically related to lightbulb technology.

The idea of lightbulb shape confused some students, who either did not understand what the question was asking of them, or had difficulty explaining what they meant.

Student responses also showed confusion regarding lightbulbs becoming smaller, fitting into sockets, fitting in lamps, etc.

Students frequently tried to use “Lightbulb that looks a lightbulb” as a claim, which ended up earning them a 0.

Students frequently stated, “Lightbulb shape is important” and did not proceed to explain why.



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Exemplars for:

### **Adapted from “The Cloak”**

Analyze how Alex’s actions in paragraphs 3 and 4 develop the theme of the text. Use at least one example from the text to support your answer. Explain how the textual evidence supports your answer.

### **What do the “best” responses mention or contain?**

Responses that identified how Alex’s obsession for copying developed the theme followed by an example from the text and an explanation. (Many responses had more than one example from the text as support.) Some examples of successful student responses follow:

“He eats to live, and lives to copy.”

“He was very devoted to his work.”

“Alex was obsessed with his job.”

### **What responses were not given credit?**

Responses that only retold the story.

Responses only describing his uniform.

### **Some student responses that were not given credit are listed below:**

“The theme of the text was horses.”

“The theme is he is a wonderful guy, but the way he dresses is terrible.”

“The theme is that he is careless.”

“He got paid a lot.”

“He was homeless.”



## Exemplars for Constructed Response Items on the End-of-Course English II Released Test

Exemplars for:

### Excerpt from “Sprawl Threatens Wildlife and Habitat”

Analyze how the information in paragraphs 6–8 refines the claims the author makes in the first paragraph. Provide one example from the text and explain how the textual evidence supports your answer.

### What do the “best” responses mention or contain?

The best student responses understood the need to explain the author’s support of the claim, not necessarily the content.

### What responses were not given credit?

See below under *Additional Comments*.

### Additional Comments

Overall, this was a successful prompt, but there were a few issues that emerged during scoring.

The most notable issue was confusion around the prompt, and the task the students were expected to complete. Many students wrote about the content of the selection, explaining that the environment was at threat due to sprawl, but not connecting paragraphs 6–8 to the claim in paragraph 1. They understood that it was supporting the notion that the environment was being destroyed, but not necessarily that the author included those examples as support for his claim in paragraph 1.

The point for analysis seemed to be the most difficult point to earn. This was mainly due to the similarity of the claim with analysis.

There was occasional writing about the student’s own opinion, about the environment, and why we need to be concerned.

Some students who struggled with this prompt approached the response in a “book report” style.