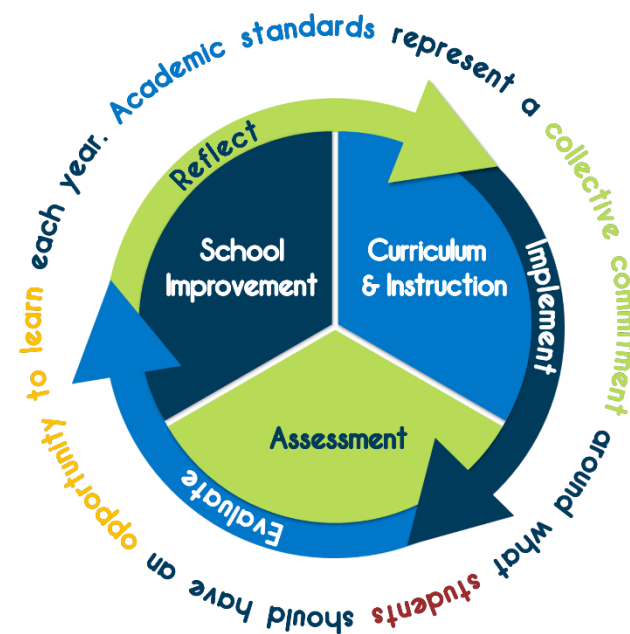


## Samples to Success

Sample items provide valuable insight into how students engage with different texts, tasks, and contexts, highlighting the types of opportunities they need for success in the classroom. These items offer a shared reference point for understanding proficiency expectations, complementing the assessment's role in measuring learning. By analyzing items alongside performance data, educators can gain a deeper understanding of students' strengths and areas for growth. Students thrive in environments rich with diverse materials, challenges that vary in task type, and multiple avenues for demonstrating understanding. High-quality instruction, aligned with the learning goals, is the most effective way to support students' growth and prepare them for success.



Test questions can measure a single skill or a set of knowledge and skills. The ELA test differs from other subjects in that it has fewer items overall, but each item assesses multiple skills or knowledge by asking students to demonstrate skills through performance, such as writing a response to literary or informational texts. Therefore, what differentiates the levels of performance are the degree to and quality with which a student performs.

## Grade 6 – Claim 1: Reading Literary Text

### 1<sup>st</sup> Text P. 5-6

Today you will read the stories "The Sword of Damocles" and "The Eighteenth Camel." As you read these stories, you will gather information and answer questions about the central idea or lesson learned as that you can create a written response.

Read "The Sword of Damocles." Then answer the questions.

**The Sword of Damocles**  
retold by Corine Northrup Woodbridge

1. "What do you wish to share your thoughts with the rest of us at the table?" King Cleopatra's question startled Damocles out of his daze, and he said a cold chill up his spine. His thoughts were the same ones that had occurred to him many times before he had become a captive. They were anxious, bitter thoughts toward this ruler who, as king of the wealthy city of Syracuse, had everything his heart desired under his command, but to be content with what the king chose for him to have.

2. "I am thinking that you must be the happiest man alive, Sir," commented Damocles. "You eat only the finest food, you have riches beyond measure, your subjects wish to do your bidding."  
"Happy?" interrupted Cleopatra. For a brief moment, Damocles thought he saw a flicker of emotion on the king's stern face. But even as he looked, Cleopatra's eyes became cold and imperious again. "You shall have a chance this very day to be happy, as I am happy, Damocles," Cleopatra continued. "At the evening feast, you shall occupy my place and wear my crown. And I will order all attendance to treat you as they would me."

3. The courtiers in that great hall caught their breath in a collective gasp. But for Damocles, surprise quickly gave way to delight. For a few hours, this very evening, he should be seated at the banquet table, and he would be expected to obey his slightest wish. For a few hours, he would be the richest man alive.

4. That evening Damocles, then, to his word, received the golden crown, sat in upon Damocles's head, and reclined him to the royal seat at the head of the table. Then the king moved to his seat usually reserved for his favorite.

GO ON ►

### 2<sup>nd</sup> Text P. 10-11

Read the story "The Eighteenth Camel." Then answer the questions.

**The Eighteenth Camel**  
A retelling by Thomas Schramm of an old Bedouin folktale

1. Before the invention of mechanical watches, certain farmers transported oil in many places of the Arabian deserts and were paid for their work, and dates. So important was they to the desert economy that a Bedouin would measure the weight by the number of camels he owned.

2. A tale is told of a certain wealthy Bedouin who, upon his death, left his estate to be divided among three heirs. The first heir was to get half of the camels, the second a third, and the third heir... one-eighth of the lot.

3. As each a division, the first heir would get eight and a half camels, while the second heir received five and two-thirds, and the third heir would inherit only one and eight-eighths of a camel. The situation seemed impossible to resolve. None of the heirs would sell his share to the others, and certainly none of them wanted to kill any of the camels, for the camels were much more valuable alive than dead. Tempers flared. Angry words were spoken.

4. Now, in the area lived a wealthy Arabian woman. Disturbed by the quarreling, she offered the heirs one of her own camels in honor of resolving the dispute.

5. Their next day eighteen camels in total. The first heir received his half, one camel. The second heir received his share—his one-third share. And the last heir received his camels, one-eighth of the number.

6. To their surprise, they found that there was one camel remaining. For when added together, the plus six plus two equals eight. So they returned her camel to the woman with their thanks.

7. Without her camel, the inheritance would not have been peacefully resolved. Though it would mean that she had done nothing—for she had called her her greatest asset—the one she used in a surprising twist to bring about an

GO ON ►

### Writing Task P. 18

16. You have read "The Sword of Damocles" and "The Eighteenth Camel." Write an essay describing how a common theme is conveyed through the events that occur in each passage. Use details from both passages to support your response.

GO ON ►

Multiple items on the Illinois Assessment of Readiness (IAR) are linked to a set of texts to read, often accompanied by images or multimedia. The sample [item set](#) has two sections from a literary text and a writing task. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Each text is followed by several two-part multiple-choice items. Students must select a correct response in Part A and supporting evidence in Part B. The set also has items that require different interactions, such as sequencing events where partial credit is possible.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the dropdown item in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B and complete the dropdown item with two correct interactions to receive partial credit. **Below proficient** students may inaccurately respond to Part A and Part B and may not select any correct dropdown options.

This sample item set also contains a Literary Analysis writing task comparing two texts. Student responses are graded according to page 5 of the [Literary Analysis Rubric](#). Literary writing tasks often contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

Two-part Multiple-choice P. 7-17	Dropdown Item P. 9	Answer Key P. 3	Answer Key P. 4	Written Response Scoring Rubric P. 5																																																																																																																																														
<p>6. <b>Part A</b> How does paragraph 8 contribute to the plot of "The Sword of Damocles"?</p> <p>A. It is part of the rising action and describes how a lesson is learned. B. It is part of the falling action and explains how the lesson is learned. C. It is the turning point of the story where the lesson learned is introduced. D. It is the resolution of the story where the lesson learned is explained.</p> <p><b>Part B</b> Which paragraph in "The Eighteenth Camel" contributes to the plot in the same way as the answer to Part A?</p> <p>A. paragraph 3 B. paragraph 4 C. paragraph 5 D. paragraph 6</p> <p style="text-align: right;">GO ON ►</p>	<p>3. Use the drop-down menus to complete each sentence in the summary of "The Sword of Damocles."</p> <p>In this passage, a ruler asks that _____</p> <p>The fact that the sword is _____</p> <p>_____ best contributes to the development of this lesson because it emphasizes _____</p> <p style="text-align: right;">GO ON ►</p>	<p>Illinois State Assessment and Alignment Document</p> <table border="1"> <thead> <tr> <th>Item ID</th> <th>Item Type</th> <th>Grade</th> <th>Standard</th> <th>Alignment</th> </tr> </thead> <tbody> <tr> <td>01100111</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.1</td> <td>CC.6.1.1</td> </tr> <tr> <td>01100108</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.2</td> <td>CC.6.1.2</td> </tr> <tr> <td>01100106</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.3</td> <td>CC.6.1.3</td> </tr> <tr> <td>01100104</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.4</td> <td>CC.6.1.4</td> </tr> <tr> <td>01100103</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.5</td> <td>CC.6.1.5</td> </tr> <tr> <td>01100102</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.6</td> <td>CC.6.1.6</td> </tr> <tr> <td>01100101</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.7</td> <td>CC.6.1.7</td> </tr> <tr> <td>01100097</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.8</td> <td>CC.6.1.8</td> </tr> <tr> <td>01100094</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.9</td> <td>CC.6.1.9</td> </tr> </tbody> </table> <p style="text-align: right;">GO ON ►</p>	Item ID	Item Type	Grade	Standard	Alignment	01100111	Item Type: Essay	6	CC.6.1.1	CC.6.1.1	01100108	Item Type: Essay	6	CC.6.1.2	CC.6.1.2	01100106	Item Type: Essay	6	CC.6.1.3	CC.6.1.3	01100104	Item Type: Essay	6	CC.6.1.4	CC.6.1.4	01100103	Item Type: Essay	6	CC.6.1.5	CC.6.1.5	01100102	Item Type: Essay	6	CC.6.1.6	CC.6.1.6	01100101	Item Type: Essay	6	CC.6.1.7	CC.6.1.7	01100097	Item Type: Essay	6	CC.6.1.8	CC.6.1.8	01100094	Item Type: Essay	6	CC.6.1.9	CC.6.1.9	<p>Illinois State Assessment and Alignment Document</p> <table border="1"> <thead> <tr> <th>Item ID</th> <th>Item Type</th> <th>Grade</th> <th>Standard</th> <th>Alignment</th> </tr> </thead> <tbody> <tr> <td>01100104</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.1</td> <td>CC.6.1.1</td> </tr> <tr> <td>01100103</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.2</td> <td>CC.6.1.2</td> </tr> <tr> <td>01100102</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.3</td> <td>CC.6.1.3</td> </tr> <tr> <td>01100101</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.4</td> <td>CC.6.1.4</td> </tr> <tr> <td>01100097</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.5</td> <td>CC.6.1.5</td> </tr> <tr> <td>01100094</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.6</td> <td>CC.6.1.6</td> </tr> <tr> <td>01100093</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.7</td> <td>CC.6.1.7</td> </tr> <tr> <td>01100092</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.8</td> <td>CC.6.1.8</td> </tr> <tr> <td>01100091</td> <td>Item Type: Essay</td> <td>6</td> <td>CC.6.1.9</td> <td>CC.6.1.9</td> </tr> </tbody> </table> <p style="text-align: right;">GO ON ►</p>	Item ID	Item Type	Grade	Standard	Alignment	01100104	Item Type: Essay	6	CC.6.1.1	CC.6.1.1	01100103	Item Type: Essay	6	CC.6.1.2	CC.6.1.2	01100102	Item Type: Essay	6	CC.6.1.3	CC.6.1.3	01100101	Item Type: Essay	6	CC.6.1.4	CC.6.1.4	01100097	Item Type: Essay	6	CC.6.1.5	CC.6.1.5	01100094	Item Type: Essay	6	CC.6.1.6	CC.6.1.6	01100093	Item Type: Essay	6	CC.6.1.7	CC.6.1.7	01100092	Item Type: Essay	6	CC.6.1.8	CC.6.1.8	01100091	Item Type: Essay	6	CC.6.1.9	CC.6.1.9	<p>ILLINOIS STATE ASSESSMENT AND ALIGNMENT DOCUMENT</p> <p>Grade 6 Reading Comprehension Scoring Rubric</p> <table border="1"> <thead> <tr> <th>Score</th> <th>Item Type</th> <th>Item ID</th> <th>Item Type</th> <th>Item ID</th> <th>Item Type</th> <th>Item ID</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Essay</td> <td>01100104</td> <td>Essay</td> <td>01100103</td> <td>Essay</td> <td>01100102</td> </tr> <tr> <td>3</td> <td>Essay</td> <td>01100101</td> <td>Essay</td> <td>01100097</td> <td>Essay</td> <td>01100094</td> </tr> <tr> <td>2</td> <td>Essay</td> <td>01100093</td> <td>Essay</td> <td>01100092</td> <td>Essay</td> <td>01100091</td> </tr> <tr> <td>1</td> <td>Essay</td> <td>01100090</td> <td>Essay</td> <td>01100089</td> <td>Essay</td> <td>01100088</td> </tr> <tr> <td>0</td> <td>Essay</td> <td>01100087</td> <td>Essay</td> <td>01100086</td> <td>Essay</td> <td>01100085</td> </tr> </tbody> </table> <p style="text-align: right;">GO ON ►</p>	Score	Item Type	Item ID	Item Type	Item ID	Item Type	Item ID	4	Essay	01100104	Essay	01100103	Essay	01100102	3	Essay	01100101	Essay	01100097	Essay	01100094	2	Essay	01100093	Essay	01100092	Essay	01100091	1	Essay	01100090	Essay	01100089	Essay	01100088	0	Essay	01100087	Essay	01100086	Essay	01100085
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## Grade 6 – Claim 2: Reading Informational Text

### 1<sup>st</sup> Text P. 5-7

English Language Arts/Literacy

Today you will research the use of secret codes to communicate messages. You will read a passage from Navajo Code Talkers. Then you will read the article "American Indians in the United States Army" and the passage "What's So Special About Secret Codes?" As you review these sources, you will gather information and answer questions about secret codes and the contributions of Native Americans to the U.S. military as you write an analytical essay.

Read the passage from Navajo Code Talkers about the use of the Navajo language during World War II. Then answer the questions.

From Navajo Code Talkers  
By Andrew Gombas

- Their long history of harsh treatment by the U.S. government did not stop the Navajo from entering their country's soil during World War II. In fact, Marine recruiters at the reservation met long lines of candidates in 1942. The Navajo code project was not secret, as the Navajo didn't know they were signing up to be code talkers. They knew only that they were joining the Marines and heading to defend the United States. Some Navajo who were still in their early teens told recruiters they were 18, the minimum age for Marines. One was accepted even though he was really just 15. None of the Navajo knew what awaited them as Marines.

**MILITARY TRAINING**

- The first task for any new Marine is completing the Marine Corps training course, sometimes called boot camp. In May 1942, the new Marines from the Navajo reservation were sent to the Marine Corps Recruit Training Depot in San Diego. For many, the trip was marked their first time on a bus. Some had never left their reservation. They had never been in a big city. Like most Marines, they struggled to complete the seven-week boot camp.
- In the training course, Marine recruits endure difficult physical fitness tests. They complete long marches carrying heavy packs. They spend hours after hours practicing basic drills. The goal is to make the recruits ready for war.

GO ON ►

Here we provide [an informational text sample item set](#). The set contains a set of informational texts to read along with several multiple-choice items. Small screenshots and page numbers are provided to help you navigate the linked sample item set.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to most multiple-choice items and items such as the sequencing table in this sample. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B and complete the sequencing table with some correct interactions to receive partial credit. **Below proficient** students may inaccurately respond to Part A and Part B, as well as the sequencing table.

The item set also contains a Research Simulation writing task. Student responses are graded according to page 5 of the [Research Simulation Task Rubric](#). All Research Simulation writing tasks contribute to a student's **Reading Comprehension** score in addition to their **Writing** score. Student writing samples and annotations are found in the Written Expression Claim section in this document.

### 2<sup>nd</sup> Text P. 12-13

English Language Arts/Literacy

Read the article "American Indians in the United States Army." Then answer the questions.

American Indians in the United States Army  
Contextual Code Talkers of the 4th Signal Company  
U.S. Army Signal Center and Ft. Gordon

- Navajo once said, "The secret of war lies in the communications." If he were around today, he might have revised it to, "secret communications."
- During World War I and II, the military needed a quick and reliable means of protecting its code, telegraph and cryptographic messages from enemy intelligence. American Indian tribes had their own languages and dialects that few outside their communities could understand. Their languages were not even written down. Their languages were ideal for use as secret codes in the military. A large number of Indians had joined the armed forces.

**World War I**

- In France during World War I, the 342nd Infantry Regiment, 88th Division, had a company of Indians who spoke 20 languages and dialects. Two Indian officers were selected to supervise a communications system staffed by 18 Choctaw. The team transmitted messages relating to troop movements and their own tactical plans to their native language. Soldiers from other tribes, including the Chickasaw, Comanche, Cherokee, Choctaw and Yankton Sioux also were selected to communicate as code talkers. Previous to their arrival in France, the Germans had broken every American code used, resulting in the deaths of many soldiers. However, the Germans never broke the Indians' "code," and these soldiers became affectionately known as "code talkers."

**World War II**

- During World War II, the Army used Indians in its rapid communications operations in both the European and Pacific theaters of operations. Student code talkers were instructed in basic military communications techniques. The code talkers then developed their own words for military

GO ON ►

### Two-part Multiple-choice P. 9-28

English Language Arts/Literacy

3. Part A

What is a central idea of the passage from Navajo Code Talkers?

- During World War II, the Marine Corps used Navajo recruits to create a successful code for communication.
- The Navajo Marines often had trouble adapting to the strict culture of the Marine Corps.
- During World War II, the Navajo bravely volunteered for military service in the Marine Corps.
- The code created by the Navajo was the most successful code ever used by the Marine Corps.

Part B

Based on the answer in Part A, which two sentences belong in a summary of the passage?

- The Navajo recruits trained by carrying heavy packs on long marches.
- Some recruits had about their ages in order to join the Marine Corps boot camp program.
- The Navajo code had 200 words that represented common military terms.
- The code talker program was expanded due to the success of the Navajo code.
- The code used the Navajo word for bear to represent the letter B.
- The Navajo recruits invented an unbreakable code by using their native language.

GO ON ►

### Sequence Item P. 10

English Language Arts/Literacy

3. Part A

How does the author present information about the training process in the passage from Navajo Code Talkers?

- by presenting the training as a solution to a problem
- by comparing the different aspects of the training
- by describing the effects of the training
- by explaining the sequence of the training

Part B

What did a person have to do to become a Navajo code talker?

Drag and drop the steps in the correct order into the diagram to illustrate the process.

GO ON ►

### Answer Key P. 3

English Language Arts/Literacy

Release Status Answer and Alignment Document  
ELA/Literacy/Grade 6

Part A

Item ID	Item Type	Item Text	Answer	Alignment
3.9.A.1	Multiple-choice	What is a central idea of the passage from Navajo Code Talkers?	A	RI.6.1
3.9.A.2	Multiple-choice	Based on the answer in Part A, which two sentences belong in a summary of the passage?	A, B	RI.6.2

Part B

Item ID	Item Type	Item Text	Answer	Alignment
3.9.B.1	Multiple-choice	How does the author present information about the training process in the passage from Navajo Code Talkers?	D	RI.6.4
3.9.B.2	Multiple-choice	What did a person have to do to become a Navajo code talker?	A, B, C, D, E, F	RI.6.4

GO ON ►

### Answer Key P. 4

English Language Arts/Literacy

3.9.A.1

Item ID	Item Type	Item Text	Answer	Alignment
3.9.A.1	Multiple-choice	What is a central idea of the passage from Navajo Code Talkers?	A	RI.6.1
3.9.A.2	Multiple-choice	Based on the answer in Part A, which two sentences belong in a summary of the passage?	A, B	RI.6.2

3.9.B.1

Item ID	Item Type	Item Text	Answer	Alignment
3.9.B.1	Multiple-choice	How does the author present information about the training process in the passage from Navajo Code Talkers?	D	RI.6.4
3.9.B.2	Multiple-choice	What did a person have to do to become a Navajo code talker?	A, B, C, D, E, F	RI.6.4

GO ON ►

### Written Response Scoring Rubric P. 5

ILLINOIS STATE BOARD OF EDUCATION

GRADE 6  
Student Name: \_\_\_\_\_ Score: \_\_\_\_\_

Response	Score	Comments	Item ID
3.9.A.1	4	Correct answer.	3.9.A.1
3.9.A.2	2	Partial credit for correct answer.	3.9.A.2
3.9.B.1	4	Correct answer.	3.9.B.1
3.9.B.2	4	Correct answer.	3.9.B.2

GO ON ►

### 3<sup>rd</sup> Text

English Language Arts/Literacy

Read the passage "What's So Special About Secret Codes?" Then answer the questions.

What's So Special About Secret Codes?  
By Mary Collins

- Secret codes are powerful ways of sending messages and keeping information hidden. Creating a code is about being a detective and outsmarting your opponent. Creating, carrying, and cracking codes can be exciting and dangerous, and can even save lives.
- Codes have brought down mountains and whole armies and, today, they can make computers work or cause them to crash. Using a code makes sure that messages are understood only by the people they are intended for—your soldiers to speak. Some codes are written in letters, some in numbers, some in symbols, and some are only spoken or appear in music. Codes can also be found in pictures, in words, and even in art.

**A very old art**

- Codes have been used since ancient times. The word cryptography means the "science of codes." It comes from the Greek words *cryptos* (hidden) and *grapho* (writing). Cryptographers make and break codes. Many modern cryptographers use computer languages or codes to help them encrypt and decrypt their messages.

**Early codes**

- Hiding a message in the earliest form of code and it is called steganography. In the 400s BCE, a man named Democritus wrote an expert message on a tablet and then covered it with wax. He sent the tablet to some Greek friends, who removed the wax and saw the hidden writing below from the foreign army was going to invade.
- Around 2,000 years ago, the Chinese wrote secret messages on hard-boiled eggs. "Invisible" ink was laid on the shell, and the message was revealed on the hard white of the egg once the shell was removed.

GO ON ►

1<sup>st</sup> Text P. 5-7

English Language Arts/Literacy

Today you will research the use of secret codes to communicate messages. You will read a passage from Navajo Code Talkers. Then you will read the article "American Indians in the United States Army" and the passage "What's So Special About Secret Codes?" As you review these sources, you will gather information and answer questions about secret codes and the contributions of Native Americans to the U.S. military as you write an analytical essay.

Read the passage from Navajo Code Talkers about the use of the Navajo language during World War II. Then answer the questions.

From Navajo Code Talkers  
By Andrew Gombala

1. Their long history of harsh treatment by the U.S. government did not stop the Navajo from answering their country's call during World War II. In fact, Navajo recruits at the reservation met long lines of candidates in 1942. The Navajo code project was top secret, so the Navajo didn't know they were signing up to be code talkers. They knew only that they were joining the Marines and helping to defend the United States. Some Navajo who were still in their early teens had recruits they were 18, the minimum age for Marines. One was accepted even though he was nearly just 15. None of the Navajo knew what awaited them as Marines.

**MILITARY TRAINING**

2. The first task for any new Marine is completing the Marine Corps training course, sometimes called boot camp. In May 1942, the new Marines from the Navajo reservation were sent to the Marine Corps Recruit Training Depot in San Diego. For many, the trip was marked their first time on a bus. Some had never left the reservation before. Most had never been in a big city. Like most Marines, they struggled to complete the seven arduous weeks of training.

3. In the training course, Marine recruits endure difficult physical fitness tests. They complete long marches carrying heavy packs. They spend hours after hours practicing basic drills. The goal is to make the training

GO ON ►

Reading vocabulary items are found within Reading Informational and Reading Literary item sets. This [released item set](#) (the same sample set from Claim 2) contains two embedded reading passages; items; and an associated answer key, which is located at the beginning of the document. (Screenshots are included to support navigation of the linked items.)

Vocabulary items ask students to select a correct response in Part A and then to select a response that supports that answer in Part B of the item. In this particular item, students must select the correct definition of the word “intelligent” and select the correct support for its meaning.

Students at the **above proficient** and **proficient** levels are likely to correctly respond to both parts of the vocabulary items. **Approaching proficient** students are likely to select a correct answer for Part A, but not for Part B. **Below proficient** students may inaccurately respond to Part A and Part B.

Two-part Vocab Item P. 12	Answer Key P. 3																									
<p>English Language Arts/Literacy</p> <p><b>Part A</b></p> <p>Which meaning of <i>intelligent</i> is used in paragraph 2 of "American Indians in the United States Army?"</p> <p>A. a high mental capacity B. the knowledge of an event C. the ability to understand information D. a group that intercepts military information</p> <p><b>Part B</b></p> <p>Which sentence from the article provides an example of the type of <i>intelligence</i> discussed in paragraph 2?</p> <p>A. "Previous to their arrival in France, the Germans had broken every American code used, resulting in the deaths of many soldiers." (paragraph 3) B. "The code talkers then developed their own words for military terms that never existed in their own native tongue." (paragraph 4) C. "From the D-Day landings at Normandy in June 1944, to the liberation of Paris and the battle of the Bulge, they kept the lines of communications secure." (paragraph 5) D. "Congress recognized the remarkable success of the code talkers' achievements, despite societal discrimination against them." (paragraph 6)</p> <p>GO ON ►</p>	<p>English Language Arts/Literacy</p> <p><b>Released Items Answer and Alignment Document ELA/Literacy Grade 6</b></p> <table border="1"> <thead> <tr> <th>Item Code</th> <th>Item Type</th> <th>Item ID</th> <th>Item Description</th> <th>Item Alignment</th> </tr> </thead> <tbody> <tr> <td>2023.A</td> <td>Item Type: 2023.A</td> <td>Part A</td> <td>Which meaning of <i>intelligent</i> is used in paragraph 2 of "American Indians in the United States Army?"</td> <td>6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5</td> </tr> <tr> <td>2023.A</td> <td>Item Type: 2023.A</td> <td>Part B</td> <td>Which sentence from the article provides an example of the type of <i>intelligence</i> discussed in paragraph 2?</td> <td>6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5</td> </tr> <tr> <td>2023.A</td> <td>Item Type: 2023.A</td> <td>Part A</td> <td>Which meaning of <i>intelligent</i> is used in paragraph 2 of "American Indians in the United States Army?"</td> <td>6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5</td> </tr> <tr> <td>2023.A</td> <td>Item Type: 2023.A</td> <td>Part B</td> <td>Which sentence from the article provides an example of the type of <i>intelligence</i> discussed in paragraph 2?</td> <td>6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5</td> </tr> </tbody> </table> <p>GO ON ►</p>	Item Code	Item Type	Item ID	Item Description	Item Alignment	2023.A	Item Type: 2023.A	Part A	Which meaning of <i>intelligent</i> is used in paragraph 2 of "American Indians in the United States Army?"	6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5	2023.A	Item Type: 2023.A	Part B	Which sentence from the article provides an example of the type of <i>intelligence</i> discussed in paragraph 2?	6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5	2023.A	Item Type: 2023.A	Part A	Which meaning of <i>intelligent</i> is used in paragraph 2 of "American Indians in the United States Army?"	6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5	2023.A	Item Type: 2023.A	Part B	Which sentence from the article provides an example of the type of <i>intelligence</i> discussed in paragraph 2?	6.L.1.1 6.L.1.2 6.L.1.3 6.L.1.4 6.L.1.5
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## Grade 6 – Claim 5: Conventions

### Conventions Writing Rubric P. 5

The rubric table for Grade 6 Conventions Writing is organized into five proficiency levels: **Approaching Proficient**, **Proficient**, **Advanced Proficient**, **Below Proficient**, and **Not Proficient**. Each level is associated with a specific score (e.g., 3 Points, 2 Points, 1 Point, 0 Points) and includes a list of criteria and indicators that students must demonstrate to reach that level. The criteria focus on the correct use of punctuation, capitalization, and introductory phrases.

Sample writing tasks and student responses provide concrete examples of student writing at different levels. The IAR [writing rubrics](#) align with PLDs by specifying how different aspects of writing correspond to these proficiency levels. These [released item responses](#) contain notes that explain the rationale for student’s **Conventions** score. These samples come from a variety of writing prompts; therefore, the types of responses will vary, but the conventions remain the focus of this claim. The samples begin with the highest-scoring example and end with the lowest-scoring example.

Students at the **above proficient** and **proficient** levels are likely to earn 3 or 2 points on writing tasks. **Approaching proficient** students are likely to earn 1 point. **Below proficient** students are likely to earn 0 points for their responses.

3 Points P. 3	2 Points P. 5	1 Point P. 7	0 Points P. 16
<b>A1</b> CONV Score Point 3 <div style="border: 1px solid black; padding: 5px; margin: 5px;"> </div>	<b>A2</b> CONV Score Point 2 <div style="border: 1px solid black; padding: 5px; margin: 5px;"> </div>	<b>A3</b> CONV Score Point 1 <div style="border: 1px solid black; padding: 5px; margin: 5px;"> </div>	<b>A4</b> CONV Score Point 0 <div style="border: 1px solid black; padding: 5px; margin: 5px;"> </div>
Notes P. 4	Notes P. 6	Notes P. 8	P. 17
<div style="border: 1px solid black; padding: 5px;"> <p><b>Annotation</b> <b>Anchor Paper 1</b> <b>Score Point 3</b></p> <p>The response demonstrates full command of the conventions of standard English appropriate for grade 6. Capitalization of proper nouns and at the beginning of sentences is correct along with SUBJECT-verb agreement and comma. Commas are correctly used around appositives and after some introductory elements to guide the reader (i.e., the first, the conclusion, was a structure that had been extinct for 65 million years. The first one ever caught, as early as 2032); however, some errors occur with comma placement and periods where commas should go (This also showed differently in "The First Found In Cave," because in the Dominican Republic). Overall, errors are minor, and meaning is clear.</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Annotation</b> <b>Anchor Paper 2</b> <b>Score Point 2</b></p> <p>The response demonstrates some command of the conventions of standard English appropriate for grade 6. Commas are used after introductory phrases and to indicate non-restrictive clauses (in that he, they drawing the idea as a man catching, what is supposed to be extinct, a fish that is called Cichlasoma). Proper nouns and passage titles are correctly capitalized, but not always correctly formatted with the appropriate quotation marks. Usage pronouns are frequent (but in that he, they drawing the idea), along with misspellings (milins, extict, crossidit), unnecessary comma) and errors in usage (months that was [event] found); however, overall, meaning is generally clear.</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Annotation</b> <b>Anchor Paper 3</b> <b>Score Point 1</b></p> <p>Although sentences are constructed correctly, with correct beginning-of-sentence capitalization and correct end-of-sentence punctuation, the response demonstrates limited command of conventions. Spelling is correct, and capitalization is used for proper nouns and passage titles. Quotation marks are used to correctly format passage titles, but italics are not used for the video title. Missing commas to set off introductory phrases are frequent in this limited amount of writing.</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Annotation</b> <b>Anchor Paper 4</b> <b>Score Point 0</b></p> <p>In this response, titles are capitalized, but the beginning of the sentence is not, nor is any end-of-sentence punctuation included. Errors occur in usage and spelling, and contractions are not formed correctly. The response is unable to demonstrate any command of conventions due to the brevity and frequency of errors.</p> </div>