

Name:

Date:

Standard(s): [1.1.6.D](#), [1.1.7.D](#), [1.2.5.A](#), [1.2.5.B](#), [1.2.5.C](#), [1.2.5.D](#), [1.2.5.E](#), [1.2.6.A](#), [1.2.6.B](#), [1.2.6.D](#), [1.2.6.E](#), [1.2.7.A](#), [1.2.7.B](#), [1.2.7.D](#), [1.2.7.E](#), [1.2.8.B](#), [1.4.5.A](#), [1.4.5.B](#), [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.3.D](#), [1.5.3.F](#), [1.5.4.C](#), [1.5.4.D](#), [1.5.4.E](#), [1.5.4.F](#), [1.5.5.B](#), [1.5.5.C](#), [1.5.5.D](#), [1.5.5.F](#), [1.5.6.B](#), [1.5.6.C](#), [1.5.6.D](#), [1.5.6.E](#), [1.5.6.F](#), [1.5.7.B](#), [1.5.7.C](#), [1.5.7.D](#), [1.5.7.F](#), [1.5.8.D](#), [1.8.5.A](#), [1.8.5.B](#), [1.8.5.C](#), [1.8.6.A](#), [1.8.6.B](#), [1.8.6.C](#), [1.8.7.A](#), [1.8.7.B](#), [1.8.7.C](#), [1.9.5.A](#), [1.9.5.B](#), [1.9.6.A](#), [1.9.6.B](#), [1.9.7.A](#), [1.9.7.B](#), [1.2.8.C](#), [1.4.8.B](#), [1.5.8.F](#), [1.9.8.A](#), [R4.A.1.5.1](#), [R4.A.2.5.1](#), [R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.A.2.3.1](#), [R5.A.2.3.2](#), [R5.B.1.2.1](#), [R5.B.3.1.1](#), [R5.B.3.2.1](#), [R5.B.3.2.2](#), [R5.B.3.3.1](#), [R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.A.1.4.1](#), [R6.A.2.3.1](#), [R6.A.2.3.2](#), [R6.A.2.4.1](#), [R6.B.1.2.1](#), [R6.B.3.1.1](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.A.1.4.1](#), [R7.A.2.3.1](#), [R7.A.2.3.2](#), [R7.A.2.4.1](#), [R7.B.1.2.1](#), [R7.B.3.1.1](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.B.3.1.1](#), [R8.B.3.2.1](#), [CC.1.2.5.A](#), [CC.1.2.5.B](#), [CC.1.2.5.C](#), [CC.1.2.5.D](#), [CC.1.2.5.E](#), [CC.1.2.5.G](#), [CC.1.2.5.H](#), [CC.1.2.5.I](#), [CC.1.2.5.J](#), [CC.1.2.5.L](#), [CC.1.3.4.D](#), [CC.1.3.5.A](#), [CC.1.3.5.D](#), [CC.1.3.5.J](#), [CC.1.4.3.E](#), [CC.1.4.3.K](#), [CC.1.4.3.L](#), [CC.1.4.3.Q](#), [CC.1.4.3.R](#), [CC.1.4.4.D](#), [CC.1.4.4.E](#), [CC.1.4.4.H](#), [CC.1.4.4.I](#), [CC.1.4.4.J](#), [CC.1.4.4.K](#), [CC.1.4.4.L](#), [CC.1.4.4.P](#), [CC.1.4.4.Q](#), [CC.1.4.4.R](#), [CC.1.4.4.S](#), [CC.1.4.4.T](#), [CC.1.4.5.A](#), [CC.1.4.5.B](#), [CC.1.4.5.C](#), [CC.1.4.5.D](#), [CC.1.4.5.F](#), [CC.1.4.5.E](#), [CC.1.4.5.H](#), [CC.1.4.5.I](#), [CC.1.4.5.J](#), [CC.1.4.5.K](#), [CC.1.4.5.L](#), [CC.1.4.5.M](#), [CC.1.4.5.N](#), [CC.1.4.5.O](#), [CC.1.4.5.P](#), [CC.1.4.5.Q](#), [CC.1.4.5.R](#), [CC.1.4.5.S](#), [CC.1.4.5.U](#), [CC.1.4.5.V](#), [CC.1.4.5.W](#), [CC.1.5.3.G](#), [CC.1.5.4.G](#), [CC.1.5.5.E](#), [CC.1.5.5.G](#), [CC.1.2.6.A](#), [CC.1.2.6.B](#), [CC.1.2.6.D](#), [CC.1.2.6.E](#), [CC.1.2.6.G](#), [CC.1.2.7.A](#), [CC.1.2.7.B](#), [CC.1.2.7.E](#), [CC.1.2.7.G](#), [CC.1.2.8.G](#), [CC.1.2.9-10.G](#), [CC.1.3.6.C](#), [CC.1.3.6.A](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.6.J](#), [CC.1.3.6.K](#), [CC.1.3.7.A](#), [CC.1.3.7.D](#), [CC.1.3.7.E](#), [CC.1.3.7.H](#), [CC.1.3.7.K](#), [CC.1.3.8.D](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.D](#), [CC.1.4.6.E](#), [CC.1.4.6.F](#), [CC.1.4.6.H](#), [CC.1.4.6.J](#), [CC.1.4.6.K](#), [CC.1.4.6.L](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.P](#), [CC.1.4.6.Q](#), [CC.1.4.6.R](#), [CC.1.4.6.S](#), [CC.1.4.6.T](#), [CC.1.4.6.U](#), [CC.1.4.6.V](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.D](#), [CC.1.4.7.E](#), [CC.1.4.7.F](#), [CC.1.4.7.H](#), [CC.1.4.7.J](#), [CC.1.4.7.K](#), [CC.1.4.7.L](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.P](#), [CC.1.4.7.Q](#), [CC.1.4.7.R](#), [CC.1.4.7.S](#), [CC.1.4.7.U](#), [CC.1.4.7.V](#), [CC.1.4.7.W](#), [CC.1.4.8.A](#), [CC.1.4.8.E](#), [CC.1.4.8.F](#), [CC.1.4.8.K](#), [CC.1.4.8.L](#), [CC.1.4.8.Q](#), [CC.1.4.8.R](#), [CC.1.4.8.S](#), [CC.1.4.8.U](#), [CC.1.5.6.C](#), [CC.1.5.6.E](#), [CC.1.5.6.G](#), [CC.1.5.7.C](#), [CC.1.5.7.E](#), [CC.1.5.7.G](#), [CC.1.5.8.E](#), [CC.1.5.8.G](#)

In this section, you will listen to an article called “Dream Makers: The Pros and Cons of Advertising.”
 Then you will answer some questions to show how well you understood what was read.

You will listen to the article twice. As you listen carefully, you may take notes on the article anytime you wish during the readings. You may use these notes to answer the questions that follow.

Dream Makers:

The Pros and Cons of Advertising

by Cara Weiss-Wilson

Walk into almost any store, and you will be faced with a wide assortment of products from which to choose. Maybe it's five brands of frozen pizza, or ten kinds of toothpaste. Maybe it's an array of blue jeans or socks. Whatever it is you reach for on the shelves, it is possible you have seen that particular brand on television, read about it in magazine ads, or heard about it on the radio.

In short, advertising is all around us. Some people like it, others don't. Let's see what two experts tell us about what advertising is and how it affects our lives.

Our first expert is Alex Brown, vice president of an advertising agency. His agency prepares advertising for national retailers, hotel chains, and airlines. He gave the following talk at a recent seminar about the benefits of advertising.

What is advertising? People have all kinds of ideas, but basically advertising is a way to spread information. Some advertising is intended to inform the public about an issue, such as the safety benefits of wearing seat belts or bicycle helmets. Advertising can let people know what candidates for public office—for instance, a mayor, governor, or senator—stand for. Advertising also reminds people where they can vote on Election Day. Thus, advertising serves a valuable public function. It lets people know about issues or products that affect their lives.

Advertising for particular products also seeks to inform: it tells you what the advertised product does, why it's better than other similar products, and maybe even where you can buy it. Sure, advertising tries to persuade you to buy a particular product, but it also helps you make a good decision about whether you need that product in the first place.

Imagine that a new product you had never seen or heard of showed up in the stores. Maybe it's a new toothpaste, a new brand of ketchup, or a music CD. If this product wasn't advertised—no store display, no radio, TV, or magazine ads—how

would you know what the product was all about? How would you know if it was any good? And think about movie previews: aren't you glad that you can see a clip of a movie before you pay to see the whole thing, so you can decide whether it looks worthwhile?

In short, advertising is a great way to get a message to the public, and the best way for the public to be informed about products on the market. Advertising lets manufacturers tell people about their product, and it provides the consumer with necessary knowledge.

At the same seminar, Maya Drexler, a professor of sociology at a local community college, also spoke. She has done extensive research about the effects of advertising on consumers and consumer behavior. Here is what Ms. Drexler had to say:

It's true that advertising can inform the public. Public service announcements and some noncommercial advertising can be a very good idea.

But product advertising usually goes beyond plain information. It tries to persuade the audience—not with facts, but with an image or an appeal to feelings and emotions. Product advertising suggests how the product will make you feel or look, even implying that use of the product can change your whole life! Advertising is like selling a dream. The advertiser makes the dreams very appealing and if they do it right, the public buys the dream.

Many products we find in stores are really identical or almost exactly the same. Imagine two products, Product A and Product B. They could be deodorants or acne cream or running shoes. In fact, the two products are nearly identical—same ingredients, and so on. But the company that makes Product A spends a lot of money to advertise. Turn on the television and you'll hear a song or jingle about Product A. The jingle is a catchy tune and you find yourself humming it a lot. Magazine ads show attractive models using or wearing Product A. Radio ads tell you that you will look better, be thinner, or run faster, if you just use Product A.

Guess what? You are far more likely to buy Product A, even if it is more expensive. It is not that you have any useful information about it, but now you associate Product A with all the good things you saw and heard in the commercials. At some level, your brain is telling you that Product A will make you better-looking or thinner or faster. In fact, you may buy Product A even if you don't really need it. You've bought the dream!

The next time you see or hear a commercial, or read an advertisement in a magazine, remember that behind all the singing, dancing, and smiling is nothing more than a product someone hopes you will buy.

Point Value:
See Rubric
Scoring Guide:

**New York State Testing Program
Grade 8 English Language Arts Rubric
English Language Arts Rubric Chart**

Listening/Writing			Reading/Writing		
Quality	6	5	4	3	2
Meaning: The extent to which the response exhibits understanding and interpretation of the task and text(s)	Responses at this level: Taken as a whole: • fulfill the requirements of the tasks • address the theme or key elements of the text • show an insightful interpretation of the text beyond the text Taken as a whole: • develop ideas fully with thorough elaboration • make effective use of relevant and accurate examples from the text	Responses at this level: Taken as a whole: • demonstrate most of the characteristics of responses at the 6-point level, but they may show slightly less understanding, provide less elaboration, or lack the consistent quality of responses at the 6-point level	Responses at this level: Taken as a whole: • fulfill some requirements of the tasks • address some key elements of the text • show a predominately literal interpretation of the text • make some connections Taken as a whole: • may be brief, with little elaboration, but are sufficiently developed to answer the questions • provide some examples and details from the text • may include minor inaccuracies	Responses at this level: Taken as a whole: • are similar to responses at the 4-point level, but they may be weakly organized or sketchy, with ideas that are not supported by examples from the text; there may be minor inaccuracies, and the responses indicate that the student had read or listened to the entire text but experiences gaps in understanding the whole	Responses at this level: Taken as a whole: • fulfill some requirements of the tasks • address basic elements of the text • Show little evidence that the student understood more than parts of the text • make few connections Taken as a whole: • may provide some text-based examples and details • may include some inaccurate details
	Organization: The extent to which the response exhibits direction, shape, and coherence	The extended response: • establishes and maintains a clear focus • shows a logical, coherent sequence of ideas through the use of appropriate transitions or other devices	The extended response: • is generally focused though may include some irrelevant details • shows a clear attempt at organization	The extended response: • may show an attempt to establish a focus • may include some irrelevant information • shows little attempt at organization	Responses at this level: Taken as a whole: • are more difficult to read and understand than responses at the 2-point level; the responses show evidence of comprehension of only parts of the text, and may be repetitive, focusing on minor details
Language Use: The extent to which the response reveals an awareness of audience and purpose through effective use of words, sentence structure, and sentence variety	The extended response: • is fluent and easy to read with vivid language and a sense of engagement or voice • is stylistically sophisticated, using varied sentence structure and challenging vocabulary	The extended response: • is readable, with some sense of engagement or voice • primarily uses simple sentences and basic vocabulary	The extended response: • is readable, with little sense of engagement or voice • uses minimal vocabulary • may indicate fragmented thoughts	Responses at this level: Taken as a whole: • are more difficult to read and understand than responses at the 2-point level; the responses show evidence of comprehension of only parts of the text, and may be repetitive, focusing on minor details	Responses at this level: Taken as a whole: • are more difficult to read and understand than responses at the 2-point level; the responses show evidence of comprehension of only parts of the text, and may be repetitive, focusing on minor details

SCORE POINT 0 = The responses are completely incorrect, irrelevant, or incoherent.

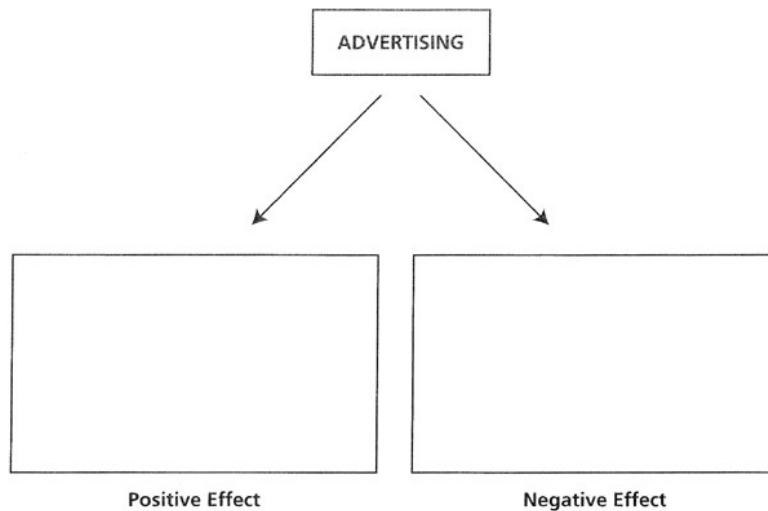
**New York State Testing Program, January 2004
Grade 8 Listening/Writing Specific Rubric Chart**

Points	6 Responses at this level: Demonstrate a thorough understanding of the article and supporting details with text-based details; the student understands the pros and cons of advertising and the purposes advertising serves	5 Responses at this level: Provide evidence that the student clearly understood the article and the pros and cons associated with advertising, but the responses, although logical and organized, may not be as thoroughly or consistently elaborated as 6-point responses	4 Responses at this level: Are essentially logical and accurate, but may reflect a partial understanding of the article; responses may generalize or list facts without synthesizing them	3 Responses at this level: Indicate only a partial understanding of the article; responses may draw some accurate conclusions about advertising, but may be sketchy or reflect some misinterpretation of the text	2 Responses at this level: Are readable but not truly logical, and indicate a limited understanding of the article	1 Responses at this level: Are often very brief or repetitive, indicating that the student has understood only sections of the article
Graphic Organizer	Are accurate, complete, and thorough, listing one positive and one negative effect of advertising	Are complete and accurate, but may be brief	May contain minor inaccuracies	May be very brief or may contain some inaccuracies	Are incomplete or contain inaccuracies	Are incomplete or inaccurate
Short Response 1	Explain the main function of advertising as defined by Alex Brown, and support that understanding with text-based details	Accurately, if briefly, identify the main function of advertising	May identify but not fully explain the main function of advertising	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may suggest the main function of advertising without much detail)	May address only parts of the task, show a misinterpretation of the task, or display gaps in understanding of the text; responses may contain some accurate details, but may not accurately interpret or draw conclusions (e.g., may mention Alex Brown but not clearly specify what he says is the main function of advertising.)	Show confusion and misunderstanding of the text
Short Response 2	Use text-based details to explain how advertising can be like selling a dream	Explain the concept that advertising is like selling a dream, but may not provide extensive text-based support	may be somewhat general, or may not include text-based support	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may generalize about the concept of advertising's being like a dream without much support from the text)	May address only parts of the task, show a misinterpretation of the task, or displays gaps in understanding of the text; responses may contain some accurate details, but may not make meaningful connections or draw conclusions (e.g., may have difficulty explaining the concept of why advertising is like selling a dream.)	Show confusion and misunderstanding of the text
Extended Response	Describe an advertisement a student has seen and explain what the purpose of the advertisement was and how the advertisement accomplished that purpose; responses are well organized, well developed, engaging, and use vivid language	Are organized, focused, and accurate, and support the task, but in a less thorough or elaborated manner than 6-point responses	may discuss an advertisement without describing it or explaining whether it was trying to inform the public or to sell a dream, or without explaining how that purpose was accomplished; responses show a clear attempt at organization, but may occasionally introduce extraneous information	May contain some accurate information, but may be incomplete or include unsustained ideas (e.g., may attempt to address all parts of the task, but may be incomplete or weakly organized)	May address only part of the task, show a misinterpretation of the task, or display gaps in understanding of the text; responses may contain some accurate details, but may not make meaningful connections or draw conclusions; responses may only describe an advertisement in general terms, and may be very brief or not sustain its focus	Are unfocused or focus solely on minor details or extraneous information

SCORE POINT 0 = Responses are completely incorrect, irrelevant, or incoherent.

- 1: Standard(s): [1.1.7.D](#), [1.2.6.B](#), [1.2.6.D](#), [1.2.6.E](#), [1.2.7.B](#), [1.2.7.D](#), [1.2.7.E](#), [1.8.6.A](#), [1.8.6.B](#), [1.8.7.A](#), [1.8.7.B](#), [1.9.6.A](#), [1.9.6.B](#), [1.9.7.A](#), [1.9.7.B](#), [1.9.8.A](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.A.2.3.1](#), [R6.A.2.3.2](#), [R6.B.1.2.1](#), [R6.B.3.1.1](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.A.1.4.1](#), [R7.A.2.3.1](#), [R7.A.2.3.2](#), [R7.A.2.4.1](#), [R7.B.1.2.1](#), [R7.B.3.1.1](#), [CC.1.2.5.G](#), [CC.1.2.6.B](#), [CC.1.2.6.E](#), [CC.1.2.6.G](#), [CC.1.2.7.A](#), [CC.1.2.7.B](#), [CC.1.2.7.E](#), [CC.1.3.6.J](#), [CC.1.3.6.K](#), [CC.1.3.7.A](#), [CC.1.3.7.E](#), [CC.1.3.7.H](#), [CC.1.3.7.K](#), [CC.1.4.6.U](#), [CC.1.4.6.V](#), [CC.1.4.7.U](#), [CC.1.4.7.V](#), [CC.1.4.8.U](#), [CC.1.5.6.E](#), [CC.1.5.7.C](#), [CC.1.5.7.E](#), [CC.1.5.8.E](#)

According to the passage, advertising has both pros and cons. Complete the boxes below, listing one positive effect and one negative effect of advertising.



Point Value:
See Rubric
Scoring Guide:

According to the passage, advertising has both pros and cons. Complete the boxes below, listing one positive effect and one negative effect of advertising.

Sample response

Positive effects may include:

- Advertising reminds people where to vote, thus serving a valuable public function
- Advertising provides people with product information so they can be more informed buyers
- Advertising can save people money (for example, if someone sees a movie clip and doesn't like it, the person won't go to see the movie)
- Advertising informs people about what candidates for political office stand for
- Advertising can inform people about issues that affect their lives

Negative effects may include:

- Advertising can make people spend money for things they don't need
- Advertising can mislead people by making them think a product will greatly improve something about themselves
- Advertising can influence people's purchases in ways they aren't aware of
- Advertising can make people pay more for identical products

- 2: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.H](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#)

What does Alex Brown, the vice president of the advertising agency, say is the main function of advertising? Use details from the article to support your answer.

Point Value:

See Rubric

Scoring Guide:

What does Alex Brown, the vice president of the advertising agency, say is the main function of advertising? Use details from the article to support your answer.

Sample response

Alex Brown says that the main function of advertising is to spread information. He says that advertising can inform the public about an issue, such as the importance of bicycle helmets or seat belts. Advertising informs us about elections and about what products are like so we can make better decisions.

The response may include the following details:

- Advertising reminds us where to vote on Election Day.
- Advertising serves a valuable public function.
- Advertising lets people know about things that affect their lives.
- Advertising tells what a product does.
- Advertising tells why one product is better than another.
- Advertising helps you decide what to buy.

- 3: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.H](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#)

In the passage, Maya Drexler says, "Advertising is like selling a dream." Explain how advertising is like selling a dream. Use details from the article to support your answer.

Point Value:
See Rubric
Scoring Guide:

In the passage, Maya Drexler says, "Advertising is like selling a dream." Explain how advertising is like selling a dream. Use details from the article to support your answer.

Sample response

Maya Drexler says "Advertising is like selling a dream" because advertising is often about persuading you that a product will make important changes in your life. This type of advertising appeals to your feelings and emotions. For example, a product may be advertised with an appealing image. You imagine if you use that product, you will look like the people in the advertisement. So when you buy a product you have seen advertised, you are also buying an image, a dream.

The response may include the following details:

- Facts are not as important as persuasion.
- Advertising shows how a product will make you feel or look.
- Some products are almost identical but they don't have the same price.
- Jingles are catchy, so they attract your attention.
- Some advertisers imply that you will look better, be thinner, or run faster if you use their product.

- 4: Standard(s): [1.4.6.A](#), [1.4.6.B](#), [1.4.7.A](#), [1.4.7.B](#), [1.5.6.B](#), [1.5.6.D](#), [1.5.6.F](#), [1.5.7.B](#), [1.8.6.C](#), [1.8.7.C](#), [CC.1.4.4.S](#), [CC.1.4.6.A](#), [CC.1.4.6.C](#), [CC.1.4.6.E](#), [CC.1.4.6.F](#), [CC.1.4.6.H](#), [CC.1.4.6.K](#), [CC.1.4.6.L](#), [CC.1.4.6.M](#), [CC.1.4.6.N](#), [CC.1.4.6.O](#), [CC.1.4.6.Q](#), [CC.1.4.6.R](#), [CC.1.4.6.S](#), [CC.1.4.6.W](#), [CC.1.4.7.A](#), [CC.1.4.7.C](#), [CC.1.4.7.H](#), [CC.1.4.7.M](#), [CC.1.4.7.N](#), [CC.1.4.7.O](#), [CC.1.4.7.S](#), [CC.1.4.7.W](#), [CC.1.5.6.G](#)

Describe an advertisement you have seen or heard. It can be a radio or television advertisement, or something you saw in a magazine, newspaper, or on a billboard. Explain whether the advertisement was trying to inform the public or to sell a dream, and how that purpose was accomplished.

In your essay, be sure to include

- a description of the advertisement
- an explanation of whether the purpose of the advertisement was to inform the public or to sell a dream
- an explanation of how that purpose was accomplished
- details from the article to support your answer



Check your writing for correct spelling, grammar, and punctuation.

[illegible]

Point Value:

See Rubric

Scoring Guide:

Describe an advertisement you have seen or heard. It can be a radio or television advertisement, or something you saw in a magazine, newspaper, or on a billboard. Explain whether the advertisement was trying to inform the public or to sell a dream, and how that purpose was accomplished.

In your essay, be sure to include

- a description of the advertisement
- an explanation of whether the purpose of the advertisement was to inform the public or to sell a dream
- an explanation of how that purpose was accomplished
- details from the article to support your answer

Sample response

Student essays should first describe an advertisement they have heard on the radio, seen on television, or read in print. After describing the advertisement, students should classify the advertisement as one that attempts either to inform the public, or to persuade, or to sell a dream. They should then discuss how well the advertisement achieved its purpose, i.e., was it an effective advertisement? Student responses should use details from the article to support their answers.

5: Here is a sample editing task for Grade 3.

Before completing the editing task, students will be guided through a similar practice editing task to make sure that they understand how to complete this part of the test. For the practice task, the students will be given time to find the errors in the paragraph. The teacher will then go through the paragraph line by line with the class to make sure that the students have identified all the errors. The students will then complete the actual editing task independently.

Below is a sample of both the practice task and the editing task.

Practice Task

There are some mistakes in this paragraph in capital letters and punctuation. Let's correct them together.

My red bicycle is my favorite toy. It used to belong to my big sister katie. She gave it to me. I ride it after School each day. I like my bicycle because it is my favorite color. Do you have a favorite toy.

Editing Task

Here is a paragraph a student wrote. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Winter is a fun month. It snows a lot where i live. I like to play in the snow. My Brother likes to play in the snow, too. We make snowballs and snow houses. when it gets dark, we go inside, but we know we can go out again the next day?

Point Value:

1

Scoring Guide:

Practice task corrections:

- Sentence 2: "Katie" should be capitalized.
- Sentence 4: The word "school" should start with a lowercase "s."
- Sentence 6: The period should be changed to a question mark.

Exemplary response:

Winter is a fun month. It snows a lot where ^I~~i~~ live. I like to play in the snow. My ^{brother}~~Brother~~ likes to play in the snow, too. We make snowballs and snow houses. ^{When}~~when~~ it gets dark, we go inside, but we know we can go out again the next ^{day.}~~day?~~

Score points:

Apply the 3-point editing task rubric for Grade 3.

Standard(s): [1.2.5.A](#), [1.2.6.A](#), [1.2.6.B](#), [1.2.6.C](#), [1.2.7.A](#), [1.2.7.B](#), [1.2.7.C](#), [1.3.3.D](#), [1.3.4.D](#), [1.3.5.C](#), [1.3.5.D](#), [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.8.5.A](#), [1.8.6.A](#), [1.8.7.A](#), [1.9.5.B](#), [1.9.6.B](#), [1.9.7.B](#), [1.2.8.A](#), [1.3.8.D](#), [R3.B.2.1.1](#), [R4.B.2.1.1](#), [R4.B.2.1.2](#), [R4.B.2.1.3](#), [R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.B.1.1.1](#), [R5.B.2.1.1](#), [R5.B.2.1.2](#), [R5.B.2.1.3](#), [R5.B.2.1.4](#), [R5.B.3.3.1](#), [R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R6.B.3.1.1](#), [R6.B.3.2.1](#), [R6.B.3.2.2](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R7.B.3.1.1](#), [R7.B.3.2.1](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.A.1.3.1](#), [R8.A.1.3.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [R8.B.3.3.1](#), [R8.B.3.3.2](#), [R8.B.3.3.3](#), [R8.B.3.3.4](#), [CC.1.2.5.H](#), [CC.1.3.4.D](#), [CC.1.3.5.B](#), [CC.1.3.5.C](#), [CC.1.3.5.G](#), [CC.1.3.5.H](#), [CC.1.2.6.C](#), [CC.1.2.6.D](#), [CC.1.2.7.C](#), [CC.1.2.8.A](#), [CC.1.2.8.D](#), [CC.1.2.8.E](#), [CC.1.3.6.B](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.7.D](#), [CC.1.3.8.C](#), [CC.1.3.8.B](#), [CC.1.3.8.D](#)

Read this poem about the Everglades. Then answer the following questions.

About the Everglades. The Everglades is actually a marsh in southern Florida. In this poem the poet refers to it as a river because its waters flow slowly in a southerly direction.

A large portion of the Everglades was drained for agricultural purposes and other developments, but some 2,350 square miles have been preserved as Everglades National Park.

Some Rivers

by Frank Asch

1 Some rivers rush to the sea.
2 They push and tumble and fall.
3 But the Everglades is a river
4 with no hurry in her at all.
5 Soaking the cypress
6 that grows so tall;
7 nursing a frog,
8 so quiet and small;
9 she flows but a mile
10 in the course of a day,
11 with plenty of time
12 to think on the way.

cypress = a type of evergreen
tree native to warm climates

13 But how can she cope
14 with the acres of corn
15 and sorrowful cities that drain her?
16 With hunters and tourists and levees
17 that chain and stain and pain her?
18 Does the half of her that's left
19 think only of the past?
20 Or does she think of her future
21 and how long it will last?
22 Some rivers rush to the sea.
23 They push and tumble and fall.
24 But the Everglades is a river
25 with no hurry in her at all.

levee = an embankment raised to
prevent a river from overflowing

Point Value:
--Please Select--

6: Standard(s): [1.2.6.C](#), [1.2.7.C](#), [R6.B.3.1.1](#), [R6.B.3.2.1](#), [R6.B.3.2.2](#), [R7.B.3.1.1](#), [R7.B.3.2.1](#)

The purpose of the poem is to

- A persuade the reader to care about the Everglades
- B remind the reader of the history of the Everglades
- C propose a solution to rebuild the Everglades
- D show the Everglades is just like other rivers

Answer:
A
Point Value:
1

- 7: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

How does the poet connect the beginning of the poem to the end?

- F** repetition
- G** rhyme
- H** simile
- J** symbolism

Answer:

F

Point Value:

1

- 8: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

Which word best describes the tone of the poem?

- A** angry
- B** enthusiastic
- C** impatient
- D** mournful

Answer:

D

Point Value:

1

- 9: Standard(s): [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.6.C](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.8.C](#)

When the poet says in line 18 “the half of her that’s left,” he means that

- F** the Everglades moves very slowly and some parts are left behind
- G** parts of the Everglades have been drained and used for other purposes
- H** the Everglades will probably last for a long time
- J** parts of the Everglades have already reached the sea

Answer:

G

Point Value:

1

- 10: Standard(s): [1.2.6.A](#), [1.2.6.B](#), [1.2.7.A](#), [1.2.7.B](#), [1.8.6.A](#), [1.8.7.A](#), [1.9.6.B](#), [1.9.7.B](#), [1.2.8.A](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.3.1.1](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.3.1.1](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.A.1.3.1](#), [R8.A.1.3.2](#), [R8.B.3.3.1](#), [R8.B.3.3.2](#), [R8.B.3.3.3](#), [R8.B.3.3.4](#), [CC.1.3.4.D](#), [CC.1.2.6.D](#), [CC.1.2.8.A](#), [CC.1.2.8.D](#), [CC.1.2.8.E](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.7.D](#), [CC.1.3.8.B](#), [CC.1.3.8.D](#)

The poem attempts to appeal to the reader's feelings by

- A describing rivers that "rush to the sea"
- B describing rivers that "push and tumble and fall"
- C listing the river's benefits, such as "soaking the cypress"
- D listing things that "chain and stain and pain" the river

Answer:

D

Point Value:

1

Standard(s): [1.2.5.A](#), [1.2.6.A](#), [1.2.7.A](#), [1.3.3.D](#), [1.3.4.D](#), [1.3.5.C](#), [1.3.5.D](#), [1.3.6.C](#), [1.3.6.D](#), [1.3.7.C](#), [1.3.7.D](#), [1.3.8.D](#), [R3.B.2.1.1](#), [R4.B.2.1.1](#), [R4.B.2.1.2](#), [R4.B.2.1.3](#), [R5.A.1.3.1](#), [R5.A.1.3.2](#), [R5.B.1.1.1](#), [R5.B.2.1.1](#), [R5.B.2.1.2](#), [R5.B.2.1.3](#), [R5.B.2.1.4](#), [R5.B.3.3.1](#), [R5.B.3.3.2](#), [R5.B.3.3.3](#), [R5.B.3.3.4](#), [R6.A.1.3.1](#), [R6.A.1.3.2](#), [R6.B.1.1.1](#), [R6.B.2.1.1](#), [R6.B.2.1.2](#), [R6.B.2.1.3](#), [R6.B.2.1.4](#), [R6.B.3.3.1](#), [R6.B.3.3.2](#), [R6.B.3.3.3](#), [R6.B.3.3.4](#), [R7.A.1.3.1](#), [R7.A.1.3.2](#), [R7.B.1.1.1](#), [R7.B.2.1.1](#), [R7.B.2.1.2](#), [R7.B.3.3.1](#), [R7.B.3.3.2](#), [R7.B.3.3.3](#), [R7.B.3.3.4](#), [R8.B.2.1.1](#), [R8.B.2.1.2](#), [CC.1.2.5.H](#), [CC.1.3.4.D](#), [CC.1.3.5.B](#), [CC.1.3.5.C](#), [CC.1.3.5.G](#), [CC.1.3.5.H](#), [CC.1.2.6.C](#), [CC.1.2.6.D](#), [CC.1.2.7.C](#), [CC.1.3.6.B](#), [CC.1.3.6.D](#), [CC.1.3.6.E](#), [CC.1.3.6.H](#), [CC.1.3.7.C](#), [CC.1.3.7.D](#), [CC.1.3.8.C](#), [CC.1.3.8.D](#)

Read this poem by Sami Mahdi about morning. Then answer the following questions.



by Sami Mahdi

- 1 Darkness slowly lifts
- 2 the yawning street
- 3 shakes off the remnants of long sleep
- 4 garbage still heaped at the corners
- 5 the shops still closed
- 6 and little trees search for their reflections
- 7 in the shining window panes.
- 8 Now the houses begin to show some movement
- 9 a window opens here
- 10 a balcony there as a lovely shadow
- 11 emerges with the morning light
- 12 A little while, then quickly
- 13 the earth goes crazy
- 14 a bus appears,
- 15 then another,
- 16 then another,
- 17 and people rush forth in every street and alley.

Translated by May Jayyusi

Point Value:
--Please Select--

11: Read these lines from the poem:

*the yawning street
shakes off the remnants of long sleep*

Remnants means about the same thing as

- A hours
- B memories
- C last traces
- D hidden dreams

Answer:

C

Point Value:

1

12: Look at lines 8 through 11 of the poem again. Which phrase best characterizes that section of the poem?

- F great commotion
- G mild stirrings
- H thrilling suspense
- J mysterious happenings

Answer:

G

Point Value:

1

13: The "little trees" in the poem are described as if they were

- A trying to wake up
- B yearning for water
- C looking in the mirror
- D expecting to grow taller

Answer:

C

Point Value:

1

14: The main contrast in the poem is between

- F the coolness of dawn and the heat of the day
- G early morning and late afternoon
- H inactivity and motion
- J dirt and cleanliness

Answer:

H

Point Value:

1

