

Kentucky Summative Assessments



Grade 5 Reading Released Items 2024



Directions: Read the excerpt from *What Is Sign Language?* Then answer the questions.

from What Is Sign Language?

by Deborah Kent

Originally published in 2012

A New Language for a New Nation

- 1 One day in 1812, a young man named Thomas Hopkins Gallaudet had dinner with his neighbors, the Cogswells. The Gallaudets and the Cogswells lived in Hartford, Connecticut. After dinner Gallaudet sat with nine-year-old Alice Cogswell. Alice had been deaf since the age of two. Although she had attended school for a short time, she had no way to talk to her family.
- 2 Gallaudet showed Alice a hat and wrote the letters H-A-T in the dirt with a stick. At first Alice did not understand what the letters meant. Then all of a sudden the meaning was clear to her. With a big smile she wrote H-A-T in the dirt and dropped the hat over the letters. She understood that the letters stood for the hat itself.
- 3 In 1812, the United States had been a nation for fewer than forty years. It had no schools for deaf children. Gallaudet went to England to learn about methods of teaching deaf children there. The English teachers refused to help him. Gallaudet then went to France to visit a school for the deaf in Paris. Students at the school used French Sign Language as their first language.
- 4 Gallaudet spent months at the school. He learned everything he could from the teachers and students. He returned to the United States with one of the French teachers, a deaf man named Laurent Clerc. Clerc taught French Sign Language to Gallaudet. In turn, Gallaudet taught English to Clerc. He wrote on a slate board, which is like a small blackboard.
- 5 In 1817, Gallaudet, Laurent Clerc, and Alice's father, Mason Fitch Cogswell, started a school for deaf children in Hartford. It was the first school for the deaf in the United States. Some of the students came from Martha's Vineyard, an island off the coast of Massachusetts. The island children already knew a sign language, sometimes called Martha's Vineyard Sign Language. They taught their language to the other students at the Hartford school. The children added words and rules of grammar from French Sign language, which they learned from Gallaudet and Clerc. They may also have mixed in some of their own home signs. American Sign Language (ASL) grew from these roots. Over the years it became a true language with its own words and rules.
- 6 More and more schools for deaf children opened in U.S. cities. ASL was used in most of them. Many of the teachers were deaf men and women who were trained by Clerc. The children lived at the schools, too. The students learned to read and write English as a second language. They studied literature, art, mathematics, and many other subjects, just like any other students.



- 7 Many hearing teachers thought that deaf children should not learn to sign. They thought that only speech and lipreading should be taught. In 1880, a group of hearing teachers from many countries held a meeting in Milan, Italy. Very few deaf teachers were invited. At the meeting in Milan, the teachers decided to ban sign language from schools for the deaf all over the world.
- 8 In the years that followed, few deaf teachers were hired to teach deaf children in the United States. Hearing teachers forbade their deaf students to use ASL. . . .
- 9 Day after day, deaf children watched their teachers' lips and struggled to speak out loud. ASL did not disappear, however. The moment no teacher was looking, the children eagerly signed to one another. They taught ASL to each new student who arrived at the school. They used ASL on the playgrounds, in the dormitories, and at home. ASL continued outside the classroom.
- 10 In 1955, a professor named William Stokoe arrived at Gallaudet University to teach literature. By that time only signs in English word order were used in Gallaudet's classrooms. Away from class, however, the students switched to ASL. Stokoe, who could hear, had never seen ASL before. He realized that ASL was a language, and he asked the students to teach it to him.
- 11 The students were amazed by Stokoe's interest. No hearing teacher had ever cared about ASL before. When they saw that Stokoe's interest was real, the students grew excited. They taught him ASL and helped him write a dictionary of the language.
- 12 Stokoe proved that ASL was a real language of great value to deaf children and adults. He helped ASL gain the respect of hearing teachers, parents, and others across the United States. For the first time in many years, deaf people felt proud of their language and its history. ASL was no longer a secret. It was accepted, and it once again became a source of joy and pride.

From WHAT IS SIGN LANGUAGE by Deborah Kent, Enslow Publishers, Inc. © 2012 Deborah Kent.



1

RE924234868_2

Read this sentence from paragraph 9.

Day after day, deaf children watched their teachers' lips and struggled to speak out loud.

What does this description suggest about deaf students?

- A** It took a long time for them to learn to speak clearly.
- B** They had a difficult time trying to communicate without sign language.
- C** They were unable to focus on learning to speak in addition to their other subjects.
- D** It was difficult for them to understand the many different languages spoken at school.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924234868

Book Question Number: 1

Standard: RI.5, RI.5.4

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,136	70%	0.70	15%	70%	7%	9%
Gender							
Female	22,993	72%	0.72	13%	72%	6%	9%
Male	24,143	67%	0.67	16%	67%	7%	9%
Ethnicity							
African American	5,033	61%	0.61	16%	61%	10%	12%
American Indian or Alaska Native	64	59%	0.59	22%	59%	9%	9%
Asian	1,050	76%	0.76	14%	76%	5%	6%
Hispanic or Latino	4,333	65%	0.65	16%	65%	9%	10%
Native Hawaiian or Pacific Islander	93	68%	0.68	18%	68%	8%	6%
White (non-Hispanic)	33,970	71%	0.71	14%	71%	6%	8%
Two or more races	2,592	70%	0.70	14%	70%	7%	9%
Migrant							
Migrant	254	56%	0.56	17%	56%	15%	12%
English Learner							
English Learner	2,916	54%	0.54	19%	54%	11%	16%
Economically Disadvantaged							
Economically Disadvantaged	29,543	66%	0.66	15%	66%	8%	10%
Students with Disabilities							
Students with Disabilities	7,380	58%	0.58	16%	58%	10%	16%



2

RE924233958_4

Which detail **best** reflects a central idea of the passage?

- A** “Clerc taught French Sign Language to Gallaudet.” (paragraph 4)
- B** “. . . William Stokoe arrived at Gallaudet University to teach literature.” (paragraph 10)
- C** “They taught him ASL and helped him write a dictionary of the language.” (paragraph 11)
- D** “. . . ASL was a real language of great value to deaf children and adults.” (paragraph 12)



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924233958

Book Question Number: 2

Standard: RI.5, RI.5.2

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,132	67%	0.67	10%	7%	17%	67%
Gender							
Female	22,991	71%	0.71	8%	6%	16%	71%
Male	24,141	63%	0.63	12%	7%	17%	63%
Ethnicity							
African American	5,034	53%	0.53	13%	11%	23%	53%
American Indian or Alaska Native	64	59%	0.59	9%	11%	20%	59%
Asian	1,050	80%	0.80	5%	3%	12%	80%
Hispanic or Latino	4,332	61%	0.61	11%	8%	20%	61%
Native Hawaiian or Pacific Islander	93	69%	0.69	13%	5%	13%	69%
White (non-Hispanic)	33,965	69%	0.69	9%	6%	16%	69%
Two or more races	2,593	64%	0.64	10%	8%	18%	64%
Migrant							
Migrant	254	55%	0.55	11%	9%	24%	55%
English Learner							
English Learner	2,916	49%	0.49	14%	11%	26%	49%
Economically Disadvantaged							
Economically Disadvantaged	29,542	62%	0.62	11%	8%	19%	62%
Students with Disabilities							
Students with Disabilities	7,379	55%	0.55	12%	11%	22%	55%



Directions: Read the passage “Whistled Words.” Then answer the questions.

Whistled Words

by Kelli Plasket

Originally published in TIME for Kids, October 2013

In schools in the Canary Islands, kids are taught an ancient whistling language.

- 1 In towns across the small island of La Gomera, whistling can be heard on the streets. It sounds like birds are chirping, but they are not. The whistlers are speaking Silbo Gomero, or the Gomeran whistle. The language is a whistled form of Spanish used by the people of La Gomera, which is located in the Canary Islands, an archipelago in the Atlantic Ocean that is part of Spain. The United Nations recognizes this whistled language as a world cultural heritage.
- 2 Until the middle of the 20th century, Silbo was the only form of long-distance communication on La Gomera. The island’s hilly landscape allows whistled words to travel up to three miles. The language fell out of use when the telephone was introduced and Gomerans began moving away from rural areas. By the early 1990s, only a few local whistlers remained.

Preserving Silbo

- 3 Recognizing Silbo’s significance to the island’s history, the government of La Gomera added Silbo to school curriculums in 1999. It is taught with Spanish from first grade through high school.
- 4 Francisco Correa manages the teaching of Silbo on the island. He says the purpose is not just to make more whistlers. “What really matters is for the students to feel that it belongs to them,” Correa told TFK [*Time for Kids*].
- 5 Today, many of La Gomera’s 22,000 residents understand Silbo, though not all can make the whistling sounds. Young people call each other in public by whistling, even when they have cell phones in their pockets. “That wasn’t the case when Silbo started being taught in school,” says Correa. “I enjoy being able to pass it on.”

“Whistled Words” by Kelli Plasket, from *TIME For Kids*, Oct. 2013. © 2013 TIME Inc.

**3**

RE924235160_2

In paragraph 2, what does the phrase “fell out of use” suggest about Silbo?

- A** It was gradually replaced by Spanish.
- B** It went through a period of being unpopular.
- C** It spread to other places when Gomerans moved.
- D** It could be used to communicate over the telephone.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924235160

Book Question Number: 3

Standard: RI.5, RI.5.4

Item Type: MC

Key: B

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,133	57%	0.57	14%	57%	12%	16%
Gender							
Female	22,990	59%	0.59	13%	59%	12%	16%
Male	24,143	56%	0.56	15%	56%	12%	17%
Ethnicity							
African American	5,034	48%	0.48	14%	48%	16%	21%
American Indian or Alaska Native	64	52%	0.52	17%	52%	13%	19%
Asian	1,050	62%	0.62	12%	62%	9%	17%
Hispanic or Latino	4,332	50%	0.50	15%	50%	14%	20%
Native Hawaiian or Pacific Islander	93	49%	0.49	6%	49%	20%	24%
White (non-Hispanic)	33,966	60%	0.60	15%	60%	11%	15%
Two or more races	2,593	58%	0.58	14%	58%	12%	16%
Migrant							
Migrant	254	46%	0.46	15%	46%	20%	19%
English Learner							
English Learner	2,916	35%	0.35	16%	35%	22%	28%
Economically Disadvantaged							
Economically Disadvantaged	29,541	53%	0.53	15%	53%	14%	19%
Students with Disabilities							
Students with Disabilities	7,378	42%	0.42	17%	42%	19%	22%



4

RE924234612_3

Which detail from the passage **best** shows the connection between Silbo and the geography of La Gomera?

- A** “In towns across the small island of La Gomera, whistling can be heard on the streets.” (paragraph 1)
- B** “. . . located in the Canary Islands, an archipelago in the Atlantic Ocean that is part of Spain.” (paragraph 1)
- C** “The island’s hilly landscape allows whistled words to travel up to three miles.” (paragraph 2)
- D** “. . . Gomerans began moving away from rural areas.” (paragraph 2)



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924234612

Book Question Number: 4

Standard: RI.5, RI.5.3

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,127	38%	0.38	35%	19%	38%	7%
Gender							
Female	22,990	36%	0.36	38%	19%	36%	7%
Male	24,137	41%	0.41	33%	19%	41%	7%
Ethnicity							
African American	5,031	31%	0.31	36%	24%	31%	9%
American Indian or Alaska Native	64	25%	0.25	41%	27%	25%	8%
Asian	1,050	44%	0.44	35%	17%	44%	4%
Hispanic or Latino	4,332	33%	0.33	36%	22%	33%	8%
Native Hawaiian or Pacific Islander	93	38%	0.38	29%	27%	38%	6%
White (non-Hispanic)	33,963	40%	0.40	35%	18%	40%	7%
Two or more races	2,593	35%	0.35	37%	20%	35%	8%
Migrant							
Migrant	254	36%	0.36	35%	20%	36%	8%
English Learner							
English Learner	2,915	31%	0.31	33%	26%	31%	10%
Economically Disadvantaged							
Economically Disadvantaged	29,537	35%	0.35	36%	21%	35%	8%
Students with Disabilities							
Students with Disabilities	7,376	36%	0.36	31%	22%	36%	11%



5

RE924236648_3,1

What evidence does the author present to support the claim that Silbo is considered an important language? Select **two** correct answers.

- A** The schools of La Gomera teach Silbo in addition to Spanish.
- B** Few people of La Gomera understood Silbo in the early 1990s.
- C** The United Nations includes Silbo as a part of world cultural heritage.
- D** Silbo was once the only way to communicate over long distances in La Gomera.
- E** The Silbo teacher on the island wants students to appreciate Silbo as part of their heritage.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924236648

Book Question Number: 5

Standard: RI.5, RI.5.8

Item Type: MS

Key: C,A

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	46,977	46.8%	0.94	22%	62%	16%
Gender						
Female	22,923	47.1%	0.94	22%	62%	16%
Male	24,054	46.6%	0.93	23%	61%	16%
Ethnicity						
African American	5,000	44.4%	0.89	25%	61%	14%
American Indian or Alaska Native	64	41.4%	0.83	25%	67%	8%
Asian	1,049	49.6%	0.99	18%	65%	17%
Hispanic or Latino	4,310	43.7%	0.87	26%	61%	13%
Native Hawaiian or Pacific Islander	93	43.5%	0.87	28%	57%	15%
White (non-Hispanic)	33,876	47.5%	0.95	22%	62%	17%
Two or more races	2,584	46.2%	0.92	23%	61%	16%
Migrant						
Migrant	254	39.2%	0.78	34%	54%	12%
English Learner						
English Learner	2,893	39.1%	0.78	32%	58%	10%
Economically Disadvantaged						
Economically Disadvantaged	29,419	45.0%	0.90	25%	61%	15%
Students with Disabilities						
Students with Disabilities	7,328	42.0%	0.84	29%	58%	13%



6

RE924234179_3

Which sentence **best** states the central idea of the passage?

- A** Silbo sounds like the whistling of birds.
- B** Silbo is useful on the hilly landscape of La Gomera.
- C** Silbo is a whistled language used in a part of Spain.
- D** Silbo is used to communicate in many schools in Spain.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924234179

Book Question Number: 6

Standard: RI.5, RI.5.2

Item Type: MC

Key: C

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,122	52%	0.52	8%	21%	52%	19%
Gender							
Female	22,982	54%	0.54	6%	19%	54%	20%
Male	24,140	50%	0.50	9%	23%	50%	18%
Ethnicity							
African American	5,030	41%	0.41	11%	24%	41%	24%
American Indian or Alaska Native	64	41%	0.41	5%	28%	41%	27%
Asian	1,050	64%	0.64	5%	15%	64%	16%
Hispanic or Latino	4,330	47%	0.47	8%	24%	47%	21%
Native Hawaiian or Pacific Islander	93	51%	0.51	6%	17%	51%	26%
White (non-Hispanic)	33,962	54%	0.54	7%	20%	54%	18%
Two or more races	2,592	50%	0.50	8%	21%	50%	21%
Migrant							
Migrant	254	43%	0.43	9%	24%	43%	24%
English Learner							
English Learner	2,914	38%	0.38	11%	25%	38%	25%
Economically Disadvantaged							
Economically Disadvantaged	29,535	48%	0.48	9%	22%	48%	21%
Students with Disabilities							
Students with Disabilities	7,376	40%	0.40	14%	22%	40%	23%



7

RE924235465_4

How are the structures of the two passages different?

- A** The passage from *What is Sign Language?* presents information by topic, and “Whistled Words” describes events in time order.
- B** The passage from *What is Sign Language?* uses a cause and effect structure, and “Whistled Words” is structured around questions and answers.
- C** The passage from *What is Sign Language?* uses a comparison and contrast structure, and “Whistled Words” uses a problem and solution structure.
- D** The passage from *What is Sign Language?* presents events in time order, and “Whistled Words” describes the present before explaining earlier events.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924235465

Book Question Number: 7

Standard: RI.5, RI.5.5

Item Type: MC

Key: D

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Answer Choice Options			
				A (%)	B (%)	C (%)	D (%)
All Students	47,115	34%	0.34	22%	21%	23%	34%
Gender							
Female	22,980	35%	0.35	22%	20%	22%	35%
Male	24,135	32%	0.32	23%	22%	23%	32%
Ethnicity							
African American	5,029	25%	0.25	22%	26%	27%	25%
American Indian or Alaska Native	64	31%	0.31	27%	19%	23%	31%
Asian	1,050	44%	0.44	22%	17%	17%	44%
Hispanic or Latino	4,329	29%	0.29	22%	22%	27%	29%
Native Hawaiian or Pacific Islander	93	32%	0.32	24%	24%	20%	32%
White (non-Hispanic)	33,958	36%	0.36	23%	20%	22%	36%
Two or more races	2,591	31%	0.31	23%	23%	23%	31%
Migrant							
Migrant	254	28%	0.28	18%	23%	31%	28%
English Learner							
English Learner	2,914	25%	0.25	20%	25%	29%	25%
Economically Disadvantaged							
Economically Disadvantaged	29,532	30%	0.30	23%	23%	25%	30%
Students with Disabilities							
Students with Disabilities	7,376	28%	0.28	21%	24%	27%	28%



Reading

8

RE924235958

Short Answer Directions: Read the question carefully. Then enter your answer in the space provided.

Analyze how the two passages present similar perspectives on the value of unique languages. Support your answer with evidence from **both** texts.



Released Item Performance

Kentucky Summative Assessments

Spring 2024

Grade 5

Reading

Item: RE924235958

Book Question Number: 8

Standard: RI.5, RI.5.6

Item Type: SA

Key: Rubric

Student Group	Number of Students	Percent Correct	Average Item Score	Item Breakout Statistics - Score Percentages		
				Score 0 (%)	Score 1 (%)	Score 2 (%)
All Students	22,249	39.1%	0.78	44%	34%	22%
Gender						
Female	10,989	43.3%	0.87	39%	36%	25%
Male	11,260	34.9%	0.70	49%	33%	18%
Ethnicity						
African American	2,250	25.8%	0.52	60%	28%	12%
American Indian or Alaska Native	37	29.7%	0.59	54%	32%	14%
Asian	480	55.4%	1.11	25%	40%	35%
Hispanic or Latino	1,900	35.4%	0.71	48%	33%	19%
Native Hawaiian or Pacific Islander	40	45.0%	0.90	33%	45%	23%
White (non-Hispanic)	16,303	41.2%	0.82	41%	35%	24%
Two or more races	1,239	34.9%	0.70	48%	35%	17%
Migrant						
Migrant	112	29.9%	0.60	54%	31%	14%
English Learner						
English Learner	1,047	22.0%	0.44	64%	29%	8%
Economically Disadvantaged						
Economically Disadvantaged	13,762	33.2%	0.66	50%	33%	17%
Students with Disabilities						
Students with Disabilities	2,630	22.8%	0.46	65%	24%	11%

Rubric

Reading Short Response Rubric	
Score Point 2	<ul style="list-style-type: none">• The student completes all components of the question and communicates ideas clearly.• The student demonstrates an understanding of the concepts and/or processes.• The student provides a correct answer using an accurate explanation as support.
Score Point 1	<ul style="list-style-type: none">• The student provides a partially correct answer to the question and/or addresses only a portion of the question.• The student demonstrates a partial understanding of the concepts and/or processes.
Score Point 0	<ul style="list-style-type: none">• The answer is totally incorrect or irrelevant.

Anchor Set

A1

the both hapen in differnt timesboth a bout deaf they published different times and all of this stuff happen a long time ago

Anchor Annotation, Paper 1

Score Point 0

This response is a completely incorrect answer to the prompt.

A2

The whistling language is important because they used the whistle more than their phones. Sign language was used by deaf people.

Anchor Annotation, Paper 2

Score Point 0

The response provides only incorrect and/or irrelevant facts from the passages.

A3

1. the first passage is just talking abiuot deaf people and how they invented a school for deaf people and how this one kid named akice did not understand the word hat when gallaudet wrotw in the dirt with a stick and then he threw a hat down on top of the word and he finnaly understood what it meant.

2. the second passage just talks about gomeran whistle and how its a language in towns across the small islands of La gomera nd it was taught with Spanish.

both of the storys are talking about language.

Anchor Annotation, Paper 3

Score Point 0

The student summarizes the passages but never answers the question presented by the prompt.

In both passages they think that they should keep using their languages i know this because the text says "over the years it became a true language with its own words and rules" and "the government of La Gomera added Siblo to school curriculums in 1999. it is taught with Spanish from first grase through high school."

Anchor Annotation, Paper 4
Score Point 1

The student's answer (*"In both passages they think that they should keep using their languages"*) doesn't directly address the prompt but is on the right path. Relevant evidence from only one passage (*"the government of La Gomera added Sibolo to school curriculums in 1999. It is taught from first grase through high school"*) receives partial credit.

Base on both text's whistled words and what is sign language they both use languages that onl their country can speak like using whistling for talking and sign for instance they both have a special way with words, and as both articles say or give out the message of that its beginig to become a way of thier cultural language.

Anchor Annotation, Paper 5
Score Point 1

The student provides a correct answer (*"... as both articles say or give out the message of that its beginig to become a way of their cultural language"*). However, because no evidence is provided from either passage, this response receives partial credit.

they present different perspectives on the value of unique languages by showing that the way people talk is an important role in todays cicenty. the text states in sign language " stokoe proved that ASL was a real language of great value to deaf children and adults" . this proves that ASL is important

Anchor Annotation, Paper 6
Score Point 1

The student provides a correct answer (*"the way people talk is an important role in todays cicenty"*). However, because relevant evidence (*"Stokoe proved that ASL was a real language of great value to deaf children and adults"*) is provided from only one passage, this response receives partial credit.

The two passages, "What Is Sign Language?" and "Whistled Words", present similar perspectives on the value of unique languages. They have this because they both have something they want to pass on, and did, They also keped it alive by using it. For example people keped sign language alive by teaching it to deaf people, i actually have a deaf uncle and every time he comes over my grandfather sits down with him and talks to him, using sign language of corse. Now some people in spain still teach and use silbo that's surely a way to keep it alive. That is how the two passages "What is sign language?" and "Whistled words" keep their languages alive.

Anchor Annotation, Paper 7
Score Point 2

The student provides a correct answer (*" . . . they both have something they wanted to pass on, and did, They also keped it alive by using it"*). Relevant paraphrased evidence from both passages (*" . . . people keped sign language alive by teaching it to deaf people"*) and (*" . . . some people in spain still teach and use silbo that's surely a way to keep it alive"*) is provided for support.

The two passages present similar perspectives on the value of unique languages by telling how the languages started to fade away then come back again. I know this because the story's states " Hearing teachers forbade ther deaf sudents to use ALS..." ,and "ALS did not disappear,however," and "ALS was no longer a secret, it was accepeted, and once again became a source of joy and pride," and with Whistled Words, "The language fell out of use whan the telephone was intr oduced and Gomerans began moving away from rural areas, by the early 1990s, only a few local whistlers remained," and, "Today, many of La Gomera's 22,000 reidents under stand Silbo, though not all can make the whist ling sounds." This is how the two passages present similar per similar perspectivesnon the value of unike languages.

Anchor Annotation, Paper 8
Score Point 2

The student provides a correct answer (*"The two passages present similar perspectives on the value of unique languages by telling how the languages started to fade away and then came back again"*). Relevant evidence from both passages (*"Hearing teachers forbade ther deaf students to use ALS . . . once again became a source of joy and pride"*) and (*"The language fell out of use when the telephone was intr oduced . . . though not all can make the whist ling sounds"*) is provided for support.

Both passages present similar perspectives on the value of unique languages by showing that some people still want to use their unique languages even if its banned or not a lot of people use anymore. Evidence from "What Is Sign Language?" that support my answer is "Day after day, deaf children watched their teachers' lips and struggled to speak out loud. ASL did not disappear, however. The moment no teacher was looking, the children eagerly signed to one another." Evidence from "Whistled Words" that support my answer is "The language fell out of use when the telephone was introduced and Gomerans began moving away from rural areas. By the early 1990s, only a few local whistlers remained. Recognizing Silbo's significance to the island's history, the government of La Gomera added Silbo to school curriculums in 1999." That how both passages present similar perspectives on the value of unique languages.

Anchor Annotation, Paper 9
Score Point 2

The prompt asks the student to “Analyze how the two passages present similar perspectives on the value of unique languages. Support your answer with evidence from **both** texts.” In this response, the student provides a correct analysis that (“*Both passages present similar perspectives on the value of unique languages by showing that some people still want to use their unique languages even if it is banned or not a lot of people use anymore*”). Relevant supporting evidence from both passages (“*Day after day, deaf children . . . eagerly signed to one another*”) and (“*The language fell out of use when the telephone was introduced . . . added Silbo to school curriculums in 1999*”) is provided for support.



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