



MAAP
Grade 8
Writing Prompt



Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) Grade 8 writing assessment. It will provide knowledge of the scoring process for local and/or regional professionals to help guide classroom instruction.

The purpose of this document is to:

- provide a retired writing prompt and passage
- clarify scoring decisions as determined by the rangefinding process
- suggest additional prompts to be used with each passage

Below are some additional online resources/training:

- [Questar Writing Scoring Training Grades 3-4](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 5-6](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 7-8](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training End-of-Course](#) (open in Internet Explorer or Firefox)

Rubric

Standard ID: W.8.1-3

Standard: Development of Ideas

Score of				
4 points	3 points	2 points	1 point	0 points
The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID: W.8.1-3

Standard: Writing Organization

Score of				
4 points	3 points	2 points	1 point	0 points
The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.	The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.	The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.	The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.	The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.

Standard ID: L.8.1 and 8.3

Standard: Language Conventions of Grammar and Usage

Score of				
4 points	3 points	2 points	1 point	0 points
		<p>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. <i>The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</i></p>	<p>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. <i>The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</i></p>	<p>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. <i>The writing may contain egregious errors in grammar and usage that impede meaning.</i></p>

Standard ID: L.8.2

Standard: Language Conventions of Mechanics

Score of				
4 points	3 points	2 points	1 point	0 points
		The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in <i>mechanics</i> but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in <i>mechanics</i> that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in <i>mechanics</i> that impede meaning.

DIRECTIONS: Read the following passage and write a response to the prompt that follows.

The Arabian or Dromedary Camels: "Ships of the Desert"

by Denice L. Baldetti

- 1 Imagine trudging day after day across a blistering hot terrain of sandy desert. Dry winds are whipping across your face, there is no water, and you must carry a very heavy backpack. That's what camels do. They can travel through hot deserts for several days or more without drinking water. They can carry loads up to 400 pounds. Their bodies are well suited for desert survival. They are nicknamed the "ships of the desert."

One Hump or Two

- 2 There are two main types of camels. The proper name for a camel with just one hump is the Arabian camel or Dromedary (drom'i-der'e). A two-humped camel is called a Bactrian (bac'trian) camel. Most camels around the world are Arabian camels.
- 3 Arabian camels live in the Middle East, India, and North Africa. They have long, skinny legs and a long, curved neck. With its long neck, the camel can raise its head higher than 12 feet into the air. The long neck makes it easier for a camel to spot food and water, even if it is several miles away! Arabian camels also have huge feet. Each foot can be as big as a large plate! The big feet help a camel distribute its weight and walk on sand without sinking.

Hump Features

- 4 The most unusual feature of a camel is the hump on its back. People often think the hump holds water for the animal. But the hump is actually a fat storage area. If a camel doesn't have food for a long period of time, it uses up its supply of fat in its hump. Fat is an important source of energy.
- 5 A well-fed camel has a hump that weighs about 75 pounds. The hump shrinks when the camel doesn't eat or drink for several days. Amazingly, a camel can lose up to one-fourth of its body weight in water without becoming sick. When camels get a chance to drink, they drink a lot. Thirsty camels may guzzle as much as 30 gallons of water in ten minutes. This is as much as 500 glasses of water! A few days of eating and drinking expands the hump back to its original size.

Deserts and Dromedaries

- 6 There are very few animals that can survive the hostile environment of a desert. During the day, temperatures may rise to over 120 degrees. Some deserts have dust and sand storms that whip and blow sand into high mounds called dunes. Deserts get very little water, and the water that is available evaporates very quickly.
- 7 The deserts of Arabia, India, and North Africa, where dromedaries live, have hot temperatures all year round. There is very little water, and plants are dry and prickly. Despite the harsh desert environment, camels are very happy living in the desert. Their bodies are well adapted for desert survival. Nearly every part of the camel's body serves a useful purpose. Let's take a peek at some of the ways a camel's body is designed to live in the desert.

Camel Features

Eyes—To protect their eyes from blowing sand, camels have a double row of long, curly eyelashes. If sand particles get into an eye, a camel also has an extra eyelid. The eyelid moves from side to side like a windshield wiper, wiping away the sand particles. The extra eyelid is also very thin—so thin that camels can see through it. In a sandstorm, the camel can close the extra eyelid, still able to see, and continue walking. Camels can indeed see with their eyes closed!

Ears—Camel ears are small. They are lined with hair to keep out blowing sand and dust.

Nostrils—To protect the nose from blowing sand, camels can tightly shut their nostrils and still breathe.

Lips and Tongue—Camels have thick, rubbery lips covered with coarse hair. Their thick lips make it easier for them to eat dry bushes and prickly thorns, when necessary (they prefer moist leaves and grass). The upper lip is split, which helps the animal nibble food close to the ground. The tongue is also leathery. It protects the mouth when a camel chomps on sharp, thorny desert plants. Even the inside of the mouth is lined with tough skin for protection.

Feet—The camel has huge, padded feet with two toes. It can easily walk on loose gravel and sand without sinking. The camel's feet are like wearing a pair of snowshoes!

Knees and Chest—Tough, leathery patches on a camel’s knees and chest protect its body when it kneels and rests.

Coat—A dromedary’s fur is mostly short but thick. The fur protects its body from the hot sun and the cold nights. It is like a blanket that keeps the heat out and the animal’s skin cool.

Camel Babies

- 8 In the spring, female camels give birth to one baby. Pregnancy lasts 13 months. A baby camel can walk the day it is born.
- 9 Baby camels never need to worry about finding a drink. A mother camel supplies its young with all the milk it needs to grow strong and healthy. After a baby is one year old, it starts its camel training. The young camel learns how to stand and kneel, and, when used as a pack animal, it must carry small loads. By the age of five, the camel is fully grown and can carry a full load.

Useful Creatures

- 10 People have used camels for thousands of years. They are strong and dependable work animals. In the harsh desert environment, humans and camels rely upon each other to survive. Camels depend on people to care for them and provide water for them. Often, water is under ground in deep wells. Camels need people to draw the water for them to drink.
- 11 Camels are also an important source of food. People use nearly every part of a camel for desert survival. Camels provide rich milk, an excellent source of vitamins, minerals, and protein. If a camel dies, its meat is eaten and the fat from its hump is melted and used as butter. The wool from a camel is woven into cloth, which is used to make clothing, blankets, and tents. The skin provides leather for such items as bags, shoes, and saddles. The dried bones of a camel are carved into useful tools for cooking, as well as jewelry. Even camel dung is dried and used as fuel for heating and cooking!

Future of Camels

- 12 The future of camels is closely linked to the lifestyle of desert nomadic people. It is hard for people to earn a living in the desert. More and more nomads are choosing to find work in the cities and give up their wandering way of life. For those who choose to stay and work in the desert, cars and trucks are often purchased for a faster form of transportation. However, there are still many parts of the desert where there are no roads. Camels can go places that

cars and trucks cannot go. And they do not need gasoline to move forward! For now, the desert is a place where modern vehicles and camels both prove to be useful in different ways.

More Camel Facts

1. A male camel is called a stallion, a female camel is called a mare, and a young camel is called a foal.
2. When a camel walks, it moves both legs on the same side of its body together in the same direction. Then it moves both legs together on the other side of the body. This causes a rocking motion from side to side like a boat at sea. How does this compare to the way a horse runs?
3. A camel has excellent vision.
4. Camels were present in Asia and Europe about two million years ago.
5. Camels are cud chewers or ruminants. They swallow partly chewed food. It is stored in a multi-part stomach and later brought back up and chewed again.
6. Dromedary camels are raised as domestic animals. They are no longer found in the wild.
7. Long lines of camels walking across a desert are called caravans.
8. Camels can walk up to 25 miles a day carrying heavy packs and not get tired.
9. A camel can be bad-tempered. If it gets mad, it may spit a gooey mess of cud at you! If its load is too heavy, it will sit down and refuse to move!
10. Camels are very smelly. They also have bad breath!
11. A fully-grown camel can weigh from 1,000 to 1,450 pounds.
12. It is estimated that 14 million camels are found throughout North Africa and southwest Asia.
13. A camel can usually live in the desert environment for up to 40 years.
14. A close relative of the camel is the llama.



"The Arabian or Dromedary Camels: 'Ships of the Desert'" by Denice Baldetti, *Crinkles*, July/August 2006. Used with permission.

Standard W.8.2

Read the following prompt and write your complete response in the answer document.

In "The Arabian or Dromedary Camels: 'Ships of the Desert,'" the author states that humans and camels depend on each other to survive in the harsh desert environment. Write an essay in which you analyze the way the author demonstrates the interdependent relationship between camels and people in the desert, and evaluate the effectiveness with which the author supports this claim. Use key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

Life for desert nomads largely depends on a particular animal species: camels. For several centuries, camels and desert dwelling humans have had a symbiotic relationship. Both species need each other for a large amount of necessities. The article, "The Arabian Dromedary Camels "Ships of the Desert"" highlights this relationship.

Most desert camels are domestic, and used to transport goods. This means that humans provide most of a camels food ,water, and shelter. However, humans have many more uses for this desert animal. As expected, camels are a useful means of transporting goods, but their uses do not stop there. The article points out that" people use nearly every part of a camel for desert survival." According to the article, "camels can provide rich milks. A dead camels meat can be eaten its fat melted into butter, its wool woven into cloth, its skin used to make leather, and its bones are used to make tools". The article's statement "the future of camels is closely linked to the lifestyle of desert nomadic people," is fully true when these facts are taken into account.

Despite how much information on the topic he gives, the author did not express humans' and camels' symbiotic relationship as well as he could have. The author only uses two sections of the article, "Useful Creatures" and "Future of Camels," to express how camels and humans rely on each other. These two sections do provide most of the required information, but it is more of a closing statement than an articles topic. The author was able to express the information he needed to, but he could have evaluated more to why camels are humans' "ships of the desert."

"The Arabian or Dromedary Camels,' 'Ships of the Desert'" provides useful information on how humans use camels, and how camels depend on humans. Their symbiotic relationship is expressed effectively, but not enough emphasis is put on it to make it the articles main topic. despite its flaws, the article showed humans' and camels' dependence on each other effectively.

Development of Ideas: 4

This response demonstrates a complete understanding of the task by analyzing the way the author demonstrates the interdependent relationship between camels and people in the desert and evaluates the effectiveness with which the author supports this claim. The writing is consistently clear and focused, providing thoughtful explanations and sophisticated analysis about the relationship between humans and camels (e.g., *...camels and desert dwelling humans have had a symbiotic relationship.*) and the effectiveness with which the author supports this claim (e.g., *Despite how much information on the topic he gives, the author did not express humans' and camels' symbiotic relationship as well as he could have.*). Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text. The writing is particularly effective in synthesizing pertinent textual evidence (e.g., *The article's statement "the future of camels is closely linked to the lifestyle of desert nomadic people" is fully true when these facts are taken into account.*), providing original explanations of ideas from the passage, and critically evaluating the author's argument (e.g., *These two sections do provide most of the required information, but it is more of a closing statement than an article's topic.*).

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. The response opens with an effective introduction that contextualizes the content of the response (e.g., *Life for desert nomads largely depends on a particular animal species: camels.*) and provides direction to the remainder of the response (e.g., *For several centuries, camels and desert dwelling humans have had a symbiotic relationship. Both species need each other...*). Transitions are unique and varied, effectively contributing to flow while also clarifying the relationships among claims, reasons, details, and evidence (e.g., *Most desert camels are domestic, and used to transport goods.; Despite how much information on the topic he gives, the author...*). This response is particularly effective in clearly establishing topic sentences, selecting appropriate evidence to support their claims, and identifying nuanced and thoughtful connections between textual evidence and analysis that is both accurate and focused. The writing contains an effective conclusion that effectively summarizes the content of the response and refers back to the introduction (e.g., *Their symbiotic relationship is expressed effectively, but not enough emphasis is put on it to make it the article's main topic.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, enhancing the response with clear and detailed explanations using domain-specific language (e.g., *For several centuries, camels and desert dwelling humans have had a symbiotic relationship.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *Despite how much information on the topic he gives, the author did not express humans' and camels' symbiotic relationship as well as he could have.*). The writing contains a few minor errors in grammar and usage (e.g., use of *eachother* instead of "each other", use of the plural *articles* instead of the possessive "article's") that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors in punctuation (e.g., missing hyphen in the compound adjective "desert-dwelling", missing commas before quoted textual evidence, errors with quotation marks) and spelling (e.g., *neccessities, fully, emphasis*) that do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

Camels and Humans cannot survive totally without each other. In the passage "The Arabian or Dromedary Camels: "ships of the desert" the author lists examples of how both species need each other to survive. He effectively supports his claim afterwards. The author lists examples, gives facts, and informs the reader on the history of the uses of camels to demonstrate the interdependent relationship between camels and people and shows it effectively.

The author lists examples in the passage. The author utilizes his knowledge on the camels needs to tell the reader how much the camel relies on humans to provide valuable necessities for certain tasks. "Camels depend on people to care for them and provide water for them. Camels need people to draw the water for them to drink." This shows that without humans to help them, camels wouldn't get the water they need to survive in such a hot arid, environment. The author effectively shows this by telling what the camels need and showing why they can't get it themselves.

The author gives facts and informs the reader on the history of the uses of camels in the desert. "People use nearly every part of a camel for desert survival.," People have used camels for thousands of years. They are strong and dependable work animals." , "If a camel dies it's meat is eaten and the fat from it's hump is melted and used as butter." These quotes show how long the camels have been used for in the desert and how they have been used based on the given circumstances. The author demonstrates inter-dependent relationship by letting the reader infer that without the camel, the humans would be left without food to eat.

Concluding this essay, the author shows inter-dependent relationship effectively. He uses key strategies such as giving examples to back up his claim. The author lists examples, gives facts, and informs the reader on the of the uses of camels to demonstrate inter-dependent relationship between people and camels and shows it effectively.

Development of Ideas: 4

This response demonstrates a complete understanding of the task by analyzing the way the author demonstrates the interdependent relationship between camels and people in the desert and evaluates the effectiveness with which the author supports this claim. The writing is consistently clear and focused, providing thoughtful explanations and analysis about the relationship between humans and camels (e.g., ... *thecamel relays on humans to provide valuable necessities.* and *The author demonstrates inter-dependent relationship by letting the reader infer that without the camel, the humans would be left without food to eat.*) and the effectiveness with which the author supports this claim (e.g., ...*the author shows inter-dependent relationship effectively. He uses key strategies such as giving examples to back up his claim.*). Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text. The writing is particularly effective in establishing how the author supports the claim (e.g., *The author lists examples in the passage...*, *The author gives facts and informs the reader on the history of the uses of camels in the desert.*). Overall, this response represents the low end of the “4” score point.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. The response opens with an adequate introduction that provides context (*Camels and Humans cannot survive totally without each other.*) and direction (*The author lists examples, gives facts, and informs the reader on the history of the uses of camels to demonstrate the interdependent relationship between camels and people and shows it effectively.*) for the remainder of the response. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and evidence. However, the integration of textual evidence into the response is choppy, leading to an uneven and disjointed flow (e.g., ...*for certain tasks. “Camels depend on people to care for them and provide water for them. Camels need people to draw the water for them to drink.” This shows...*). Transitions are basic (e.g., *This shows...*, *Concluding this essay...*) but achieve their intended purpose. The writing contains an effective conclusion that contributes to the cohesiveness of the response, summarizing the content of the response.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is effective and purposeful, yet repetitive (e.g., reliance on the word *effectively*). Sentences are fluent and varied in length and structure. However, sentences around quoted textual evidence frequently have formation errors. The writing contains several errors in grammar and usage (e.g., repeated errors around the phrase *inter-dependent relationship* towards the end of the response) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors present in punctuation (e.g., occasional lack of spacing between words, errors in quotation marks and comma use around quoted textual evidence), capitalization (e.g., *Camels and Humans cannot survive...*, *In the passage “The Arabian or Dromedary Camels: “ships of the desert” ...*), and spelling (e.g., *relays*), but they do not interfere with meaning.

In the passage, The Arabian or Dromedary Camels: "Ships of the Desert", Denice L. Baldetti explains relationships between camels and humans. These relationships consist of; camels give humans transportation in the desert biomes, camels give humans needed supplies when they die, and humans dig and collect water for camels. Humans and camels really rely on each other to survive harsh desert environments.

Camels are an extreme aid to humans when traveling the desert. Not only do they give humans safe transportation; they give them the aid of supplies when they die. Humans use every last part of the camel to help with daily needs. We rely on them greatly for food. Baldetti states, "Camels provide rich milk, an excellent source of vitamins, minerals, and protein." (Baldetti) She also states, "The wool from a camel is woven into cloth..." (Baldetti). Humans depend on camels greatly but they depend on us as well.

Humans give camels a very important part of their survival tactics. They give the camels water. Baldetti states, "Camels rely on them to care for them and provide water for them." (Baldetti). Camels look strong but they need us greatly. Although camels can travel long distances having little water, they'll need to refill at one point to ensure them that they can keep moving. He also states, "Camels need people to draw the water for them to drink, some times it's in deep wells and hard to reach." (Baldetti). If humans and camels work together as a team, at the end of the day, they should both be satisfied.

In the passage, The Arabian or Dromedary Camels: Ships of the Desert", Denice L. Baldetti show the relationship between humans and camels. Humans need camels, and camels need humans. They are a duo that is unbreakable. Without each other, they would be nothing in the harsh desert biome.

Development of Ideas: 3

This response successfully analyzes the way the author demonstrates the interdependent relationship between camels and people in the desert. However, this response fails to evaluate the effectiveness with which the author supports this claim, which is indicative of a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The response effectively describes how camels benefit humans (e.g., *Not only do they give humans safe transportation; they give them the aid of supplies when they die.*) and how humans benefit camels (e.g., *Humans give camels a very important part of their survival tactics. They give the camels water.*). Evidence is well-selected, and the analysis provided is accurate. Overall, this response represents the high end of the “3” score point and would be strengthened by fully addressing the given task and evaluating the effectiveness with which the author supports their claim.

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. The response opens with an effective introduction that contextualizes the content of the response (e.g., *In the passage, The Arabian or Dromedary Camels: “Ships of the Desert”, Denise L. Baldetti explains relationships between camels and humans.*) and provides direction to the remainder of the response (e.g., *These relationships consist of; camels give humans transportation in the desert biomes, camels give humans needed supplies when they die, and humans dig and collect water for camels.*). Transitions are unique and varied, effectively contributing to flow while also clarifying the relationships among claims, reasons, details, and evidence (e.g., *Camels are an extreme aid to humans when traveling the desert.; Humans depend on camels greatly but they depend on us as well., etc.*). This response is particularly effective in clearly establishing topic sentences, selecting appropriate evidence to support their claims, and identifying nuanced and thoughtful connections between textual evidence and analysis that is both accurate and focused. The writing contains an effective conclusion that effectively summarizes the content of the response and refers back to the introduction (e.g., *Humans need camels, and camels need humans. They are a duo that is unbreakable. Without each other, they would be nothing in the harsh desert biome.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, enhancing the response with clear and detailed explanations using domain-specific language (e.g., *...the harsh desert biome.*). Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences (e.g., *If humans and camels work together as a team, at the end of the day, they should both be satisfied.*). However, there are several compound sentences that contain syntactic errors that impede clarity and flow. The writing contains a few minor errors in grammar and usage (e.g., *...Denise L. Baldetti show the relationship...*) that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are a few errors in punctuation (e.g., errors using semicolons), but these do not interfere with meaning and are relatively insignificant in comparison to the length of writing and what the student did correctly.

In the story, "The Arabian or Dromedary camels: "Ships of the Desert' " the author, Denice L. Baldetti shows many ways in which camels and humans help each other. Both Camels and humans depend on each other in the desert enviroment. They need each other for things such as protection, health, and transportation.

Humans use camels for protection in many ways. The author states, "The wool from a camel is woven into cloth, which is used to make clothing, blankets and tents." (11). This quote shows that the wool helps the humans survive. The clothing can be used to protect people from the harsh desert sun. The blankets are used to keep people warm during cold nights. The tents made out of the camel's wool help the humans to have Shelter from the desert enviroment. The author shows many ways in which camels help to protect people in the desert.

Humans and camels help each other by keeping one another healthy. In paragraph ten the author states, "Camels depend on people to care for them and provide water for them". The author shows, in this quote, that camels stay well mostly because humans provide water for them. The camels also help keep the people healthy as well. In paragraph 11 the author states, "Camels provide rich milk, an excelent source of vitamin, minerals, and protein.". This shows that the camels help the people by providing nutrients.

The author also shows how camels help people by transportation. In paragraph ten the author states, "They are strong and dependable work animals.". This shows that camels help humans by transporting loads of things so the don't have to carry it themselves. Camels can carry a large variety of weight without getting tired.

As you can see camels are a huge help to humans and humans are a huge help to camels. They help each other survive by protection, health, and transportation. If it weren't for humans , camels would not be as well taking care of as they are and if it weren't for camels, humans would have to find other ways to survive in the desert enviroment.

Development of Ideas: 3

The writing is clear and focused and shows a general understanding of the given task. The response provides an adequate analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert. However, this response fails to evaluate the effectiveness with which the author supports this claim. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The response adequately describes how camels benefit humans and how humans benefit camels, repeating general phrases like *help each other*, *depend on each other*, and *need each other*. However, the evidence is well-selected, and the analysis provided is accurate (e.g., *This quote shows that the wool helps the humans survive. The clothing can be used to protect people from the harsh desert sun...*). Overall, this response represents an adequate analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert and would be strengthened by fully addressing the given task and evaluating the effectiveness with which the author supports their claim.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction that provides context (*In the story, "The Arabian or Dromedary camels: "Ships of the Desert" " the author, Denice L. Baldetti shows many ways in which camels and humans help each other.*) and direction (*They need each other for things such as protection, health, and transportation.*) for the remainder of the response. Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence. The transitions used are formulaic and repetitive (e.g., *The author states...*, *This quote shows...*, *The author shows...*, etc.), contributing to an uneven and disjointed flow. The writing contains an effective conclusion that contributes to the cohesiveness of the response, summarizing the content of the response (e.g., *If it weren't for humans , camels would not be as well taking care of as they are and if it weren't for camels, humans would have to find other ways to survive in the desert enviroment.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is effective and purposeful, yet repetitive (e.g., reliance on phrases like *help each other*, *depend on each other*, *need each other*). Sentences are fluent and varied in length and structure; however, syntactic errors (e.g., *If it weren't for humans , camels would not be as well taking care of as they are and if it weren't for camels, humans would have to find other ways to survive in the desert enviroment.*) and awkward word choice (e.g., *The author also shows how camels help people by transportation.*) impede clarity. Overall, the writing contains a few errors in grammar and usage that do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are errors present in punctuation, capitalization (e.g., *Both Camels and humans...*, *...help the humans to have Shelter...*), and spelling (e.g., *enviroment*, *excelent*), but they do not interfere with meaning.

The author demonstrates the interdependent relationship between camels and people in the desert very accurately.

One way how the author demonstrates this relationship is describing how the nomads transport themselves back and forth. In paragraph 12, the passage states, "for those who choose to stay and work in the desert., cars and trucks are often purchased for a faster form of transportation. However, there are still many parts of the desert where there are no roads. Camels can go places that cars and trucks cannot go. And they do not need gasoline to move forward!" This explains how close the bond between camels and humans is.

Another way the author demonstrates the relationship between camels and humans is the camels being domestic instead of wild. In the section "More Camel Facts", fact 6 says that camels are raised as domestic animal and that they are no longer found in wild areas. This shows that humans care for camels rather than just use them for their personal needs.

The last way the author shows an interdependent relationship between humans and camels is how humans have depended on camels for over thousands of years. Paragraph 10 states, "In the harsh desert environment, humans and camels rely upon each other to survive." This shows how loyalty lies between humans and camels.

In conclusion, the author shows an interdependent relationship between humans and camels is by showing heir loyalty to one another.

Development of Ideas: 3

The response provides an adequate and general analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert and the writing is clear and focused and shows a general understanding of the given task. However, this response fails to thoroughly evaluate the effectiveness with which the author supports this claim. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The response adequately describes how camels benefit humans (e.g., *Camels can go places that cars and trucks cannot go.*) and how humans benefit camels (e.g., *camels being domestic instead of wild...humans care for camels rather than just use them for their personal needs*), utilizing general phrases like *this explains* and *this shows*. Most evidence is well-selected, and the analysis provided is accurate (e.g., *This shows that humans care for camels rather than just use them for their personal needs.*). Overall, this response provides an adequate analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert. Overall, this response would be strengthened by fully addressing the given task and evaluating the effectiveness with which the author supports their claim. The writing would also benefit by expanding on the ideas in paragraphs three and four regarding the domestication of camels and the dependency between humans and camels for thousands of years, thereby illustrating how the author supports the claim of interdependency.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. The response opens with an adequate introduction that provides context (*The author demonstrates the interdependent relationship between camels and people in the desert very accurately.*) Words, clauses, and transitions are used to clarify the relationships among claims, reasons, details, and evidence. The transitions used are formulaic (e.g., *One way...*, *Another way...*, *The last way...*, etc.), contributing to a mechanical flow. The writing contains an effective conclusion that contributes to the cohesiveness of the response, summarizing the content of the response (e.g., *...the author shows an interdependent relationship between humans and camels is by showing heir loyalty to one another.*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure (e.g., *However, there are still many parts of the desert where there are no roads.*). The writing may contain a few minor errors in grammar and usage (e.g., *One way how the...*, *...the author shows an interdependent relationship between humans and camels is by...*, *heir* instead of *their*), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English. The writing may contain a few minor errors in the mechanics of punctuation (e.g., *desert.*) and spelling (e.g., *bong*, *demonstrates*), but they do not interfere with meaning.

Imagine being in the middle of a desert with only one other person that depends on you for survival and you depend on them. Now imagine that person is a camel.

"...humans and camels rely on each other to survive." Just like people rely on other people in the city, camels and humans rely on each other in the desert. Humans provide water to camels, so they don't dehydrate while camels provide milk for humans to provide vitamins and nutrition. "If the camel dies the meat is eaten...The wool from the camel is woven into cloth..."

Many might feel that the author, Denice L. Baldetti, focused more on what camels could do for humans rather than what humans can do for camels; however She did list some things that are done by humans to further help camels. So her message is clear.

Overall the claim proposed by the author that humans and camels are interdependent on each other is effective and well supported.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The response provides an adequate and general analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert (e.g., *Just like people rely on other people in the city, camels and humans rely on each other in the desert.*). Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. The response adequately describes how camels benefit humans and how humans benefit camels (e.g., *Humans provide water to camels...while camels provide mik for humans...*). This response also evaluates the effectiveness with which the author supports this claim (e.g., *Many might feel that...*). While the evidence is well-selected, and the analysis provided is accurate (e.g., *so they don't dehydrate..., to provide vitemens and nutrition*), further analysis could be provided to support the idea that *Many might feel the author...focused more on what camels could do for humans rather than what humans can do for camels*. Overall, this response provides an adequate analysis of the way the author demonstrates the interdependent relationship between camels and people in the desert.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. The writing contains an introduction (*Imagine being in the middle of the desert...*) but fails to introduce the context for the text that follows. Words, clauses, and transitions are used minimally to clarify the relationships among claims, reasons, details, and evidence. The writing contains a basic introduction that engages the reader (*Imagine being in the middle of a desert...*) and a conclusion that summarizes the content of the response (*...the claim proposed by the author.... Is effective and well supported.*). Additional transitional phrases, particularly around quoted textual evidence, would improve flow and cohesiveness.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing may contain a few minor errors in grammar and usage such as sentence fragments (e.g., *"...humans and camels rely on each other to survive."*, and *So her message is clear.*), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English mechanics. The writing may contain a few minor errors in spelling (e.g., *mik*, *vitemens*) but they do not interfere with meaning.

Throughout a long period of time, people depend on other things to survive in natural environments. People for thousands of years have used camels to survive in the harsh desert environment.

Humans and animals have a mutual relationship in which they both benefit each other. Camels will rely on people to draw the water for them to drink. Humans will rely on camels to provide them with milk and wool. They both depend on each other to survive in difficult conditions. Many people may think that the humans and camels both benefit each other.

There are many ways to explain the effectiveness of the bond between humans and camels. In the story, "The Arabian or Dromedary camels: "Ships of the desert"" by Denise L. Baldetti, states all of the advantage and adaptations the camel has. The author then explains the ways humans use the adaptations, "The wool from a camel is woven into cloth, which is used to make clothing, blankets, and tents." (II) The wool is used for humans to survive.

Humans depend on animals to survive in harsh conditions. The camels were used for the desert because of the advantages they have. Humans then use them for their benefit.

Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. The response provides an adequate analysis of the way the author demonstrates the interdependent relationship between camels and people to survive in the harsh conditions in the desert (e.g., *...Denice L. Baldetti, states all of the advantage and adaptations the camel has. The author than explains the ways human use the adaptations...*). However, this response fails to evaluate the effectiveness with which the author supports this claim. The response only partially describes how camels benefit humans (*Humans will rely on camels to provide them with milk and wool*), and humans benefit camels (*Camels will rely on people to draw the water for them...*) to support the analysis. However, while ideas are somewhat developed by using some reasoning and some evidence from the text, the descriptions and details are merely listed and do not tie back to the interdependency with the harsh conditions.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words and clauses are repetitive but used consistently to clarify the relationships among claims, reasons, details, and/or evidence (e.g., *depend on, benifit eachother, rely on*). The writing contains a basic introduction, transitions, and a conclusion that contribute to cohesiveness that may be formulaic in structure.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful (e.g., *mutual relationship in which they both benifit eachother, explain the effectiveness*). Sentences are fluent and varied in length and structure. The writing may contain a few minor errors in grammar and usage (e.g., correct use of plurals in *all of the advantage and adaptations, Humans depends, survive in harsh condition*, and word choice *than* instead of *then*, *there* instead of *their*), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in punctuation and capitalization (e.g., *conditions. many*) and spelling (e.g., *enviornment, benifit, thing*), but they do not interfere with meaning.

In the text , "The Arabian or Dromedary Camels: "Ships of the Desert", the author demonstrates, in different ways, the relationship between Camels and people. One example is, "Camels depend on people to care for them and provide water for them." The quote from the text shows that camels need Humans, just like humans need camels. Another example is "people use nearly every part of the Camel for desert survival." This evidence shows that the camel is used for more than we thought. The author uses these claims to provide information about camels and Humans . In conclusion, the relationship between Camels and Humans has shown us that we are quite alike.

Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. The response provides an introduction acknowledging the author demonstrates the interdependent relationship between camels and people (*...the author demonstrates, in different ways, the relationship between Camels and people*). However, the ideas are only somewhat developed. The response only partially describes how camels benefit from humans (*Camels depend on people to care for them and provide water for them.*), and humans benefit from camels (*...people use nearly every part of the Camel for desert survival.*) to support the different ways they are interdependent. However, this response fails to evaluate the effectiveness with which the author supports this claim. Evidence from the text in the descriptions and details are listed and do not expand on explanations for support (e.g., The quote from the text shows that camels need Humans, just like humans need camels., This evidence shows that the camel is used for more than we thought.).

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer's ideas. Words and clauses are used to support effectively (e.g., *In the text...*, *the quote from the text...*, *this evidence shows*) and transitions are used consistently and repetitively to clarify the relationships among claims, reasons, details, and/or evidence (e.g., *One example is...*, *Another example is...*). The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful (e.g., *...the relationship between Camels and Humans has shown us that we are quite alike*). Sentences are fluent and varied in length and structure (e.g., *The quote from the text shows that camels need Humans, just like humans need camels.*). The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English. The writing may contain a few minor errors in mechanics, but they do not interfere with meaning (e.g., the intermittent use of capitalizing humans and camels).

In the text "Ships of the Dessert." by Denice L. Baldetti she claims that people depend on camals and camels depend on us. In Para GraPh 10 the auther states that "Often, water is UnderGround in deep Wells." And that camels need us to make it accessable. We also rely on them in the same way the auther states in ParaGraPh 11 that"The wool flomia camel is used to make tents, blankets and, saddles." although it means a loss of a camel it Produces food, warmth, Shelter and, Jewlery.

The camel is a really cool animal and really though. did you know that a camel can walk up to 25 miles with a heavy Pack and not Get tired. A fully Grown camel can also weigh up to 1,000-1450 Pounds! They also can live in the dessert uP to 40 years. Unlike there closest relative the llama.

Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. The response acknowledges how the author demonstrates the interdependent relationship between camels and people (*she claims that people depend on camels and camels depend on us*) but fails to evaluate the effectiveness with which the author supports this claim. Ideas are somewhat developed and evidence from the text partially describes how camels benefit humans (e.g., *tents, blankets, and, saddles*), and humans benefit camels (e.g., *...camels need us to make it [water] accessible*) to support the different ways they are interdependent. Descriptions and details are listed without additional expansion to fully support the idea and some details are irrelevant to central idea (e.g., *Unlike there closest relative the llama.*).

Writing Organization: 2

The writing demonstrates evidence of some planning with a logical progression of ideas that allows the reader to follow the writer's ideas. Words and clauses are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence (e.g., *she claims, the auther states...*). Due to the minimal amount of writing, transitions are limited. The writing contains a basic introductory statement (*In the text "Ships of the Dessert." by Denice L. Baldetti she claims that people depend on camels and camels depend on us.*), but the conclusion is inappropriate and disconnected to the central idea. Overall, this response represents the low end of the "2" score point.

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited and clichéd (e.g., *The camel is a really cool animal.*). Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading (e.g., *And that camels need us to make it accessible., The camel is a really cool animal and really though.*). The writing contains a pattern of errors in grammar and usage that occasionally impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English. The writing contains a pattern of errors in punctuation, capitalization (e.g., *Para GraPh, UnderGround*), and spelling (e.g., *Dessert, camals, accessable, auther, Jewlery*) that occasionally impedes meaning.

"People have used camels for thousands of years." People depend on camels the same as camels rely on people. Camels need people to feed and water them while people need camels to carry their heavy equipment while traveling in the desert. When a camel dies, its meat is used for food, fat from its hump is melted and used for butter, the wool is used to make cloth which is use to make clothing, blankets, and tents. Their skin provides leather to make bags, shoes, and saddles. People make cooking tool out of their dried banes.

Development of Ideas: 1

The writing is unclear and shows a lack of understanding of the given task. Lacking any analysis of how the author demonstrates the interdependency between camels and people (*People depend on camels the same as camels rely on people.*), the ideas are developed with limited reasoning and are simply listed, using paraphrased evidence from the text without original thought (*Camels need people to feed and water them while people need camels to carry their heavy equipment...*). This response also fails to evaluate the effectiveness with which the author supports their claim.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. The writing opens with a basic introduction that provides limited context for the content of the response (*People depend on camels the same as camels rely on people.*). Words, clauses, and transitions are used sparingly and are repetitive and do not effectively clarify the relationships among claims, reasons, details, and evidence (e.g., *People have, People depend, People make*). The connections among ideas are reliant on the passage. There is no conclusion present.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing contains very few minor errors in grammar and usage (e.g., *People make cooking tool...*), and they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English. The writing contains no errors in capitalization and punctuation, and only one error in spelling (*equitment*) that does not interfere with meaning.

Why are camels are called ships of the Dessert. and how Do human and camels Depend on eachother to survive in the harsh Dessert.

It states that camels are the ships of the Dessert Because they survive in the harsh temperature carrying very heavy loads of items. and they can withstand the sandstorms and Do without eating and Drinking. they can eat and storage Food so if the are hungry they can chew it again.

Camels are very useful to people camels Depend on human and human depend on them. the human can use camels For minerals, Food, carring heavy Loads, and milk. camels Depend on the human to Dig Deep in the ground to get them water to survive when camels Die the are used in many ways.

So camels are used For very unique stuFF For human so they can survive in the Dessert Like the camels Do. camels can Live in these type of temperatures and can carry many things For humans and For themselves to survive in the Dessert.

Development of Ideas: 2

The writing is vague and shows only partial understanding of the given task. There is partial understanding demonstrated in accurately selecting evidence to identify the way the author demonstrates the interdependent relationship between camels and people in the desert. Ideas are somewhat developed with limited reasoning and descriptions. The details provided are merely listed without additional explanation or development. This response represents the low end of the “2” score point and would be strengthened with additional original analysis and an attempt to evaluate the effectiveness with which the author supports their claim.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. The response opens with an introduction that attempts to contextualize the content of the response (*Why are camels called... and how Do human and camels Depend on eachother...*). Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and evidence. There is an attempt at planning present, but the lack of transitions between ideas contributes to an uneven and disjointed reading. The last paragraph could be considered an attempt at a conclusion, but issues in clarity limit its success.

Language Conventions of Grammar and Usage: 1

The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and include fragments and run-ons that are awkward and lead to a monotonous reading. The writing contains a pattern of errors in grammar and usage that occasionally impedes meaning (e.g., *they can eat and storage Food..., so if the Why are camels are called..., can Live in these type of...*).

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English. The writing contains many errors in mechanics that occasionally impedes meaning. These errors include punctuation (e.g., period instead of a question mark, missing periods), capitalization errors at the beginning of sentences and random placement within words and sentences, and spelling (e.g., *Dessert*).

Ships of the Desert

The Deserts has very few home's for animals that can Survive in the Desert. During the day Deserts have dust and sand storms. Deserts get very little water, and the water that is available evaporates to quickly.

Camels can travel through hot deserts for several days or more without drinking water. They can carry loads up to 400 pounds. Their bodies are well suited for desert survival. They are nicknamed the ships of the Desert.

Some camels have a double row of long curly eyelashes. Camels can tightly shut their nostrils and still breathe. Camels have thick, rubbery lips covered with coarse hair. Their thick lips make it easier for them to eat dry bushes and prickly thorns. Camels has huge, padded feet with two toes. They can easily walk on loose gravel and sand without sinking.

Development of Ideas: 0

This response is comprised mostly of text from the passage and prompt. The only original content in this response is found in the first sentence (*The Deserts has very few home's for animals that can Survive in the Desert.*). The original writing is unclear and shows no understanding of the given task. Evidence use is solely direct copy of the textual evidence that also is not pertinent to the given task.

Writing Organization: 0

The lack of original content to organize demonstrates no evidence of planning or progression of ideas. The one original sentence is unclear and difficult to follow.

Language Conventions of Grammar and Usage: 0

There is insufficient original student writing to establish a tone appropriate to task, purpose, and audience. Original word choice is limited. There is only one original complete sentence, which demonstrates no variety in sentence length and structure. The original writing contains significant errors in grammar and usage (e.g., a subject-verb agreement error in *The Deserts has...*, and the use of the possessive *home's* instead of the plural "homes") to constitute a pattern in such a limited response.

Language Conventions of Mechanics: 0

The writing demonstrates a very limited command of the conventions of standard English (punctuation, capitalization, spelling). The original writing contains numerous errors in capitalization (e.g., *The Deserts...*, *...that can Survive in the Desert.*). This represents a pattern of errors in mechanics that impedes meaning, particularly in such a limited response.

Additional Potential Prompts for this Passage

Standard W.8.1

- You have read the passage, "The Arabian or Dromedary Camels: 'Ships of the Desert,'" about camels. Which feature of camels do you think is most important for survival? Use key details and examples from the passage to support your writing.
- You have read the passage, "The Arabian or Dromedary Camels: 'Ships of the Desert,'" about two different types of camels. The author states that camels' bodies are well suited for desert survival. Evaluate the effectiveness of her argument. Use key details and examples from the passage to support your writing.

Standard W.8.2

- You have read the passage, "The Arabian or Dromedary Camels: 'Ships of the Desert,'" about two different types of camels. Explain how the features of a camel are important for survival in the dessert. Use key details and examples from the passage to support your writing.
- You have read the passage, "The Arabian or Dromedary Camels: 'Ships of the Desert,'" about two different types of camels. Why does the author call camels the "ships of the desert?" Use key details and examples from the passage to support your writing.



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