English Language Arts

Three calibration cases • Observed in selected released student work

AUGUST 2026 / Part 2 / Level 2 of 6

Choose evidence that supports the claim

Anchor 2A uses a recognizable citation format. The rater nevertheless found a disconnect between the evidence and the writer’s position.

Test this possibility. The writer may select sources by shared topic rather than the point each source can establish.

Ask: If a reader accepted your evidence, why would that make your particular recommendation more persuasive?

Exam task · Response · PDF p. 9 · State commentary · Higher anchor

JUNE 2026 / Part 3 / Level 3 of 4

Make the reader’s inference explicit

In anchor 3B, lengthy quotations carry more of the response than the writer’s short explanations. The reader has to supply the interpretive step.

Test this possibility. The student may understand the passage orally but omit how the author’s choice develops the central idea.

Ask: Which few words from the quotation do the most work, and what do they make the reader understand?

Exam task · Response · PDF p. 9 · State commentary · Higher anchor

AUGUST 2026 / Part 3 / Level 2 of 4

Move from defining craft to analyzing it

Anchor 2B defines a writing strategy. The selected evidence offers an implicit connection, while the central idea closely follows the introduction.

Test this possibility. Knowing a literary term may be masking a need to explain its effect in this passage.

Ask: Change the highlighted words to plain language. What does the reader lose?

Exam task · Response · PDF p. 17 · State commentary · Higher anchor

English Language Arts

Constructed practice responses • Read independently, then compare with the facilitator interpretation.

ELA-4 / Analyze a craft choice

Original passage: “The bakery sign came down on Tuesday. On Wednesday a pale rectangle hovered over the door. By Friday, whenever a stranger asked where the bakery was, I pointed at the shape of what was missing.” State a central idea and analyze how one writing strategy develops it using two details.

Focal request

Explain how the pale rectangle left by a removed bakery sign helps develop a central idea.

Response A

The author uses imagery. Imagery helps us picture the rectangle on the wall.

Response B

The sign is gone, yet its outline is what the narrator points to. Making the absence visible shows how a neighborhood keeps remembering a place after it closes.

What the pair distinguishes

A identifies and defines a strategy; B connects a specific image and action to an interpretation. A different central idea is acceptable when specific details warrant it.

A fresh transfer check

Replace the rectangle detail with “the sign was gone.” What meaning becomes harder to convey, and why?

Evidence of transfer

Explains a change in meaning through a specific choice of language, without needing a more complex name for the strategy.