

Read the text and complete the task that follows it.

### Libby's Graduation

It was final exam day—for my dog. And I was nervous. It all started a few months ago when my mom and dad made a deal with me. After years of hearing me pester them about our need for a dog, they agreed to get one if I promised to care for it, train it, and love it. “The dog will be your responsibility,” Dad warned, “—and not just when it’s convenient.”

Libby, a four-month-old yellow Labrador retriever, arrived shortly thereafter. She was a 30-pound ball of fur, claws, and teeth with an uncanny ability to jump, dig, and chew. “I think she is part-kangaroo,” I said as she bounced up and down on her hind legs to greet me. She could also run like a racehorse. Each day after school I exercised Libby by taking her for long walks or by repeatedly throwing a tennis ball for her to chase down. When it was too wet to play outside, I lobbed an assortment of furry, squeaky toys up and down the stairs for her to retrieve. She never seemed to tire.

When Libby was six months old, Dad enrolled her in a puppy training class. I was to accompany them each Saturday for five weeks to learn how to train Libby to behave properly. On the first day of dog school, Libby was as excited as I had ever seen her. She howled and whined and stood on her hind legs when she saw the other dogs in the class. Her tail wagged at about 100 miles an hour as she ran and greeted each of her canine classmates. “If we could harness her tail’s energy,” my dad said, “I think she could generate enough power to light up a small city.”

Despite the distraction of having four potential playmates in the room, Libby breezed through her first class because we had already taught her to sit, lie down, and recognize her name. My homework was to reinforce these ideas throughout the week. Weeks 2 and 3 were more difficult. We were tasked with training Libby to avoid jumping on people when she met them and to walk on a leash without tugging ahead. When she was introduced to these concepts in class, she responded the way she usually did: she leapt on every dog owner in the class and pulled me around the room like she was leading a team of Alaskan sled dogs. “Dad, she’s not getting it,” I told him a few days later. “She’d rather greet people and lick them to death than stay down and get a treat.” “You have to work with her more,” he told me. “She’ll come around.” When I objected, saying I didn’t have enough time because of baseball practice and homework, my dad gave me his serious look. All he said was, “Remember our deal.”

That was enough for me. Our trainer said we were supposed to keep a “smile” in the leash when we walked, meaning there should be some slack between the owner and the dog. My leash was more of a tight-lipped grin. On our training treks down the street to the park, I frequently commanded Libby to “stop and sit” when she forged ahead. Libby would obediently sit and wait; then she would charge ahead. With so many starts and stops, our 15-minute walks stretched to half an hour.

I grudgingly missed a trip to the water park with my best friend for week 4, so I was not the happiest owner at the class. But the teacher said it was the most important class of the series because she was going to talk about the commands to “stay” and “come.” “Teaching your dog to come when she is called can save her life,” she said. “If she takes off chasing something into a dangerous area, she has to respond to your call.” She was right. I had seen Libby bolt across the street once while chasing a squirrel, and I was glad we lived on a quiet street with little traffic. So I worked extra hard on our homework that week.

Now, it was time for her fifth class—her final exam and, hopefully, her graduation. It seemed strange that I was so nervous for Libby’s final test. I wondered what would happen if she failed. Do dogs flunk? When Libby’s turn came, she nailed the sit, lie down, and stay commands. When I told her to stay and I crossed the room, she waited patiently, ignoring the other dogs, tilting her head to one side, and fixing her eyes on mine until I told her to “come.” It was impressive. We made our way through the cones pretty well, too, with only a couple of brief “stops” needed when Libby pulled the leash ahead of me. At the end, the teacher applauded. “I definitely think Libby gets the most improved award,” she announced.

I hugged Libby and gave her a jackpot: five sausage treats. “Way to go, Libs,” I said as she licked my cheek. I could smell the sausage all over my face, but I didn’t care. “I’m so proud of you.” My dad put his hand on my shoulder and patted Libby on the head. “I’m proud of both of you.”

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Explain how the narrator shows responsibility when caring for Libby. Use details from the text to support your answer.

## Constructed Response Item Rubric ELA Interim Assessment 6-5 RL.6.1, W.6.10

3	<p>The response:</p> <ul style="list-style-type: none"> <li>• is a well-formed paragraph that consists of a clear beginning, middle, and a connected end</li> <li>• gives sufficient evidence from the text (three or more examples).</li> <li>• fully explains how the narrator shows responsibility for Libby.</li> </ul>
2	<p>The response:</p> <ul style="list-style-type: none"> <li>• attempts a paragraph but may be lacking one or more elements (for example, no concluding statement) or elements are not connected.</li> <li>• gives some evidence from the text (two examples).</li> <li>• adequately explains how the narrator shows responsibility for Libby.</li> </ul>
1	<p>The response:</p> <ul style="list-style-type: none"> <li>• gives limited evidence of the ability to write a paragraph (is missing both a topic sentence and a concluding statement) or elements are unclear or unconnected.</li> <li>• gives little evidence from the text (one example).</li> <li>• attempts to explain how the narrator shows responsibility for Libby, but attempt may be insufficient or unclear.</li> </ul>
0	<p>The response:</p> <ul style="list-style-type: none"> <li>• gives little or no evidence of ability to write a paragraph or elements are mostly missing, unclear, or unconnected.</li> <li>• includes no relevant information from the text.</li> <li>• does not attempt to explain how the narrator shows responsibility for Libby.</li> </ul>