Education Quality and Accountability Office

EQAO

Assessments of Reading, Writing and Mathematics, Junior Division, 2007

Scoring Guide
Reading
Grade 6

Non-Continuous : Guide Dogs
Question 5

Grade 6 Reading Open-Response Item-Specific Rubric
Guide Dogs: Question 5

Q5: Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

The item asks students to use information from the selection to explain why being able to concentrate is an important quality of a guide dog.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question (e.g., I have a dog.) OR • restate the question (e.g., Guide dogs have to concentrate.)
10	Response attempts to answer the question (e.g., identifies when a guide dog needs to concentrate) but does not indicate an understanding that being able to concentrate is an important quality of a guide dog. Instead the response • answers an aspect of the question (e.g., They have to concentrate on their jobs.) OR • does not refer to the reading selection (e.g., the dog might walk into a pole) OR • provides inaccurate support (e.g., because they have to be happy).
20	Response indicates a partial understanding that being able to concentrate is an important quality of a guide dog, but does not show how the support from the selection proves it is an important quality. Response provides • irrelevant support from the reading selection OR • vague support from the reading selection (e.g., it has to do its task right) OR • limited support (e.g., could lead the owner into a dangerous situation.). The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding that being able to concentrate is an important quality of a guide dog and uses support from the selection, but does not fully explain why it is an important quality. The response includes • some accurate and relevant support and • some vague or underdeveloped support. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding that being able to concentrate is an important quality of a guide dog and provides specific and relevant support from the reading selection to explain fully why being able to concentrate is important for a guide dog.

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question #5

1

6 Explain why being able to concentrate is important for a guide dog. Use information from the
selection to support your answer.

Concentrate is important because
if you didn't have it it could get
luse or run away from you.

Rationale: Response is off-topic (e.g., *it you didn't have it it could get luse*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5

10

6 Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

I think being able to concentrate is important for a guide dog because they need to be healthy, and learn how to play and have fun.

Rationale: Response provides inaccurate support (e.g., *they need to be healthy, and learn how to play*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5

10

6 Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

It is important for them to keep Concetrated they have to be quiet, Calm have a desire to please their owner.

Rationale: Response does not demonstrate an understanding that being able to concentrate is an important quality (e.g., *they have to be quiet*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5**

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10

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Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

The reasoo why the guide dog are being able to concentrate is important because somatime the guide dog can over react and be very dangerous

Rationale: Response answers an aspect of the question (e.g., *the guide dog can over react and be very dangerous*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5

20

6 Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

Concentrateshion   is important for a guide dog because it has to do it task right.

Rationale: Response indicates a partial understanding and gives vague support from the selection (e.g., *it has to do its task right*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5**

20

Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

Being able to concentrate is important because if they weren't concentrating they could lead their owner into danger.

Rationale: Response indicates a partial understanding that being able to concentrate is an important quality for a guide dog with limited support from the selection (e.g., *if they weren't concentrating they could lead their owner into danger*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5

30

Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

Being able to concentrate is important for a guide dog is because it has an important task of guiding its owner If they do not concentrate Something bad could happen to their owner or even themselves.

Rationale: Response demonstrates an understanding that being able to concentrate is an important quality for a guide dog. Some vague support is provided (e.g., *If they do not concentrate something bad could happen*). Some accurate and relevant support is provided (e.g., *because it has an important task of guiding its owner*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5**

40

6 Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

Being able to concentrate is important for a guide dog because guide dogs are helping people that cant see, (BLIND so that the blind people dont run into any danger or walk into any traffic. If a guide dog cant concentrate theres a chance that the dog will bring it's owener into danger.

Rationale: Response provides specific and relevant support from the text (e.g., *people don't run into danger or walk into traffic*) and indicates an understanding that being able to concentrate is an important quality of a guide dog.

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 5

40

Explain why being able to concentrate is important for a guide dog. Use information from the selection to support your answer.

It is very important for guide dogs to concentrate while they are leading a person because if the dog's attention is on something else than they are not giving their full mind to the task at hand which could cause trouble & unpleasant situations. Also, to keep a owner pleased, a dog need to concentrate on his work.

Rationale: Response indicates a clear understanding that being able to concentrate is an important quality of a guide dog. Specific and relevant information is provided (e.g., *if the dog's attention is on something else than they are not giving their full mind to the task*).

Education Quality and Accountability Office

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Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007

Scoring Guide
Reading

Grade 6

Non-Continuous : Guide Dogs
Question 6

Grade 6 Reading Open-Response Item-Specific Rubric
Guide Dogs Question 6

Q7: Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

The item asks students to use their prior knowledge and experience about busy shopping centres and information from the selection about training guide dogs to explain why a busy shopping centre is a good training area for guide dogs.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question OR • restate the question (e.g., A shopping centre is a good training area for guide dogs.)
10	Response attempts to answer the question (e.g., identifies features of a busy shopping centre) but does not indicate a connection between the features of a busy shopping centre and the training requirements of a guide dog based on the selection. Instead the response • answers an aspect of the question (e.g., Shopping malls have lots of noisy activity.) OR • does not refer to the reading selection OR • provides inaccurate support (e.g., so they learn to bark).
20	Response indicates a partial understanding of the connection between the features of a busy shopping centre and the training requirements of a guide dog, but does not show how the support from the selection proves the connection. Response provides • irrelevant support from the reading selection OR • vague support from the reading selection (e.g., so they see lots of different types of activities) OR • limited support (e.g., so they learn to pay attention to their owner in a busy place). The response usually requires the reader to connect the support to what it is intended to prove.
30	Response makes a connection between the features of a busy shopping centre and the training requirements of a guide dog and uses support from the selection, but <u>does not fully</u> explain why it is a good training area for guide dogs. The response includes • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response makes a connection between the features of a busy shopping mall and the training requirements of a guide dog and provides <u>specific and relevant support</u> from the reading selection to explain fully why a busy shopping centre is a good training area for guide dogs.

ISR_B16117_Guide Dogs_Q7

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

10

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

Shopping centres are good for training because the owner may want to go from one place to the other. The guide dog can get some excercise as well.

Rationale: Response answers an aspect of the question (e.g., *Shopping centres are good for training*). The support is inaccurate (e.g., *The guide dog can get some exercise*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

10

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

Shopping centres and other situations to show
the dog that it's ready to start its first
day of school.

Rationale: Response attempts to answer the question (e.g., *shopping centres and other situations*) but provides inaccurate support (e.g. *start it's first day of school*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

20

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

I think a busy shopping centre is a
good training area for guide dogs so
the guide dogs can have a good chance
to meet new people and not to
harm them.

Rationale: Response indicates a partial understanding of why a busy shopping centre is a good training area with vague support from the selection (e.g., *the guide dogs can have a good chance to meet new people and not to harm them*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

20

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

It is a good training area because there is alot of people in there and the dog can get used to being around all of the people.

Rationale: Response indicates a partial understanding of the connection between the features of a busy shopping centre and the training requirements of a guide dog but the support provided is vague (e.g., *the dog can get used to being around all of the people*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6**

30

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

A shopping centre is a good training area because masters need to be sure that their guide dogs can remain calm in busy areas in order to work as a team.

Rationale: Response demonstrates an understanding of why a busy shopping centre is a good training area for guide dogs (e.g., *Masters need to be sure that their guide dogs can remain calm in busy areas*). Response includes some vague and underdeveloped support (e.g., *in order to work as a team*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

30

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

To Help the dog in any invorment and get the dog use to being around alot of people and becuase it is a big area.

Rationale: Response demonstrates why a shopping area is a good training area for guide dogs (e.g., *get the dog use to being around a lot of people*). Response also includes some vague support (e.g., *it is a big area*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6**

40

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

I belive a busy shopping centre is a good training area for a guide dog. I say this because then the dog can get used to people and the outside world. Also since a shopping centre is busy place the dog can learn to move swiftly and carefully without harming anyone or anything. An idea from the story was the dogs will remain clam around people if they train around people.

Rationale: Response fully demonstrates a connection between the features of a shopping centre and the training requirements for a guide dog (e.g., *since a shopping centre is busy place the dog can learn to move swiftly*). Specific and relevant support from the selection is provided (e.g., *the dogs will remain clam around people*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Continous Text (Guide Dogs) Question # 6

40

7 Explain why a busy shopping centre is a good training area for guide dogs. Use information from the selection and your own ideas to support your answer.

The busy shopping mall and places like that are good for the dogs training because there are going to be a lot of people there so he or she can be trained to ignore that and focus on doing his job.

Rationale: Response provides specific and relevant support to fully explain why a busy shopping centre is a good training area for guide dogs (e.g., *there are going to be a lot of people there so he or she can be trained to ignore that and focus on doing his job*).

Education Quality and Accountability Office

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Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007

Scoring Guide
Reading

Grade 6

Non-Narrative : Scourge
Question 11

Grade 6 Reading Open-Response Item-Specific Rubric
Scourge and Hamilton: Question 11

Q11: Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

The item asks students to understand information about Ned Myers's survival and his description of the disaster and the subsequent search for the ships by using information from the selection and their own ideas to explain the value of his accounts of the disaster in searching for the ships (e.g., how someone might use Ned's journals or description to find the ships).

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question (e.g., It was a big disaster) OR • restate the question (e.g., Ned Myers's accounts are valuable.).
10	Response attempts to answer the question but does not indicate an understanding of the relationship between Ned Myers's survival and his description of the disaster and the subsequent search for the ships. Instead the response • <u>answers an aspect of the question</u> (e.g., Ned describes how they sank in his journal) OR • <u>does not refer to the reading selection</u> (e.g., Explorers have maps that show where sunken ships are.) OR • <u>provides inaccurate support</u> (e.g., he could show Dr. Nelson where the ships were.).
20	Response indicates a partial understanding of the relationship between Ned Myers's survival and his description of the disaster and the subsequent search for the ships, but the support from the selection does not prove the value of his accounts in searching for the ships. Response provides • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection (e.g., he told stories about the disaster so people were curious) OR • <u>limited support</u> (e.g., his journal probably gave directions to where they sank). The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of the relationship between Ned Myers's survival and his description of the disaster and the subsequent search for the ships and uses support from the selection, but <u>does not fully</u> explain the value of his accounts in searching for the ships. The response includes • <u>some accurate and relevant support</u> (e.g., people read his accounts and were curious about the ships so they wanted to look for them.) and • <u>some vague or underdeveloped support</u> (e.g., would have a lot information about sinking). The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of the relationship between Ned Myers's accounts of the disaster and the subsequent search for the ships and provides <u>specific and relevant support</u> from the reading selection to explain fully the value of his accounts in searching for the ships.

ISR_B16111_Scourge and Hamilton_Q6

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

1

Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

It is very valubal because

Rationale: Response does not attempt to answer the question.

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

10

Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

When he felt the rain he could of told his crew that it was starting to rain.

Rationale: Response attempts to answer the question but does not indicate an understanding of the value of Ned Myers' accounts of the disaster.

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

10

6 Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

His expiriance must of been extreemly frightning when this event happened to him. The value would be millions of dollars for what happened

Rationale: Response describes an aspect of the question (e.g., *extremely frightening*) and does not show an understanding of the value of Ned Myers's account.

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

20

Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

Ned's accounts of the disaster aroused curiosity because he was the only Survivor.

Rationale: Response indicates a partial understanding of the value of Ned Myers's account. There is limited support provided (e.g., *he was the only surviver*).

11 Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

20

6 Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

I think that the value is that you FIND out How the ships sank and How ned myers lived.

Rationale: Response shows partial understanding and provides limited support (e.g., *you find out how the ships sunk and how Ned Myers lived*).

**11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11**

30

Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use information from the selection and your own ideas to support your answer.

The value of Ned acounts of the disaster are the information of his journal. Thanks to Neds Jornal everyone knows what happened (a big gust of wind knocked both ships over drowning more then half the people on board.

Rationale: Response indicates an understanding of the value of the accounts of the disaster. There is some relevant support (e.g., *Thanks to Neds Jornal everyone knows what happened*).

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

30

---

6 Explain the value of Ned Myers's accounts of the disaster in the search for the two ships. Use
information from the selection and your own ideas to support your answer.

Ned Myers's accounts of the disaster has aroused
curiosity ever since it happened. He might have
written down where the ship was and if it was
near any land or how far they were from land.

Rationale: Response provides some accurate and relevant support but also requires reader to
make some connections (e.g., *aroused curiosity...He might have written down where the ship
was*).

11Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 11

40

Ned Myers's accounts of the disaster in the search for the two ships aroused curiosity and probably made scientists and ship-wreck studyers want to look into them. They would also probably be able to find it easyer by reading where the location is.

Rationale: Response indicates an understanding of the value of Ned Myers's account and provides specific and relevant support (e.g., *be able to find it easyer by reading where the location is*).

Education Quality and Accountability Office

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Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007

Scoring Guide
Reading

Grade 6

Non-Narrative : Scourge
Question 12

Grade 6 Reading Open-Response Item-Specific Rubric
Scourge and Hamilton: Question 12

Q12: Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

The item asks students to use information in the selection and their own ideas about the human and environmental threats to the *Scourge* and the *Hamilton* to identify and describes ways in which the ships can be protected.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question (e.g., there are many human and environmental threats) OR • restate the question (e.g., The ships might be protected.).
10	Response attempts to answer the question (e.g., identifies a human or environmental threat to the ships) but does not identify or describe ways in which the ships can be protected. Instead the response • <u>answers an aspect of the question</u> (e.g., the mussels are stuck to the ship) OR • <u>does not refer to the reading selection</u> (e.g., people throw garbage) OR • <u>provides inaccurate support</u> (e.g., they are in good condition; they can sail somewhere else)
20	Response indicates a partial understanding of the human and environmental threats to the *Scourge* and the *Hamilton* based on the selection but describes ways in which the ships can be protected from the human and environmental threats using: • <u>irrelevant support</u> from the reading selection (e.g., it is expensive to repair) OR • <u>vague support</u> from the reading selection (e.g., you can build a fence around it; make it restricted) OR • <u>limited support</u> (e.g., take them out of the water). The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of the human and environmental threats to the *Scourge* and the *Hamilton* based on the selection but <u>does not fully</u> describe ways in which the ships can be protected from the human and environmental threats. The response includes • <u>some accurate and relevant support</u> (e.g., the government could make it a restricted museum area so you can only go and see the ships with permission) and • <u>some vague or underdeveloped support</u> (e.g., it's 90 metres under water). The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of the human and environmental threats to the *Scourge* and the *Hamilton* based on the selection and provides <u>specific and relevant support</u> from the selection to describe fully ways in which the ships can be protected from the human and environmental threats.

ISR_B16111_Scourge and Hamilton_Q7

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12**

10

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

The boat is 90 metres under water
and they have Saliars to
drive the boat for them to be
safe.

Rationale: Response attempts to answer the question using inaccurate support (e.g., *they have saliars to drive the boat for them to be safe*).

**Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12**

10

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

I + The Scourge and the Hamilton might be protected by oil spills, fish, sharks, and other sea creatures that might destroy the ship.

Rationale: Response attempts to answer the question but does not refer to the reading selection (e.g., *protected by oil spills, fish, sharks*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12

20

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

People can protect the ship by haveing divers go down and to get the inportand artifacts and put them in a muisium. And cover the ship with something the musels don't like.

Rationale: Response indicates a partial understanding of the human and environmental threats to the ships. There is limited support (e.g., *and cover the ship with something the musels don't like*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12

20

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

The Scourge and the himilton might be protected from human and environmental threats by bringing it up to the surface to preserve it.

Rationale: Response indicates a partial understanding of the human and environmental threats and provides limited support (e.g., *by bringing it up to the surface to preserve it*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12

30

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and
environmental threats. Use information from the selection and your own ideas to support your answer.

To protect the Scourge and Hamilton from human threats
there could be a law of not being able to touch the
ships only look. From enviromental they could get a
permit to lift the ships out of the water and case it
in an airtight glass room,

Rationale: Response indicates an understanding of the human and environmental threats to
the ships. Response includes some accurate and relevant support from the selection about
how the ships can be protected (e.g., *there could be a law of not being able to touch the
ships... get a permit to lift the ships out of the water*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12

30

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

A few ways the Scourge and the Hamilton
could be protected from human is too
1. preserve it in a musium 2. make
some type of gate around the ships
or 3. have police guard the ship.

Rationale: Response includes some accurate and relevant support about how the ships can be protected from human threats (e.g., *preserve it... have police guard the ship*) and some underdeveloped support (e.g., *make some type of gate*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Non-Narrative Text (Scourge) Question # 12

40

7 Describe ways in which the *Scourge* and the *Hamilton* might be protected from human and environmental threats. Use information from the selection and your own ideas to support your answer.

One way is that if someone goes down to see the ships, like robbers they could be fined. With all the fines that they collect they could bring the two ships up and put them in a museum.

Rationale: Response fully describes ways in which the ships can be protected from the human and environmental threats using specific and relevant support (e.g.,*robbers...could be fined. With all the fines...they could put them in a museum*).