

Education Quality and
Accountability Office



Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2010 Assessment: Language 1, Reading

**Item-Specific Rubrics and
Sample Student Responses with Annotations**

**Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 5**

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., Caleb’s emotions about his championship game change between paragraphs 4 and 16).
10	<p>Response attempts to answer how Caleb’s emotions about his championship game change between paragraphs 4 and 16.</p> <p>The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support.</u>
20	<p>Response indicates a partial understanding by explaining how Caleb’s emotions about his championship game change between paragraphs 4 and 16.</p> <p>The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how Caleb’s emotions about his championship game change between paragraphs 4 and 16.</p> <p>The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support.</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by explaining how Caleb’s emotions about his championship game change between paragraphs 4 and 16 and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> how Caleb’s emotions about his championship game change between paragraphs 4 and 16.</p>

Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 5

Code
10

- 19 Describe how Caleb's emotions about his championship game change between paragraphs 4 and 16. Use specific examples from the text and your own ideas to support your answer.

I think Caleb felt scared and worried about losing his hockey game.

Annotation: Response attempts to answer the question by identifying how Caleb feels at the beginning of the text (e.g., *scared and worried*), but does not describe a change in his emotions, nor state a cause for the change.

Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 5

Code
20

Describe how Caleb's emotions about his championship game change between paragraphs 4 and 16.
Use specific examples from the text and your own ideas to support your answer.

He was feeling sick then he
he made outstanding glove save
and felt so much better.

Annotation: Response indicates a partial understanding of how Caleb's emotions change by providing limited support of how he feels at the beginning of the text (e.g., *feeling sick*) and vague support of a change at the end of the text (e.g., *felt so much better*). Response also provides a cause for the change (e.g., *made outstanding glove save*).

**Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 5**

**Code
30**

Describe how Caleb's emotions about his championship game change between paragraphs 4 and 16. Use specific examples from the text and your own ideas to support your answer.

A first he thought that he wasn't going to do so well. His coach told him this game would be like any other. Caleb was still a bit worried about letting in the first shot but after he saved the first shot he felt great

Annotation: Response indicates an understanding of how Caleb's emotions change by providing some accurate and relevant support to describe the changes in Caleb's emotions (e.g., *he thought that he wasn't going to do so well...Caleb was still a bit worried about letting in the first shot...he felt great*) and the cause of the changes (e.g., *His coach told him this game would be like any other...he saved the first shot*).

**Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 5**

**Code
40**

Describe how Caleb's emotions about his championship game change between paragraphs 4 and 16. Use specific examples from the text and your own ideas to support your answer.

Caleb was anxious about his game. Because Caleb was anxious, it made him feel sick and unconfident. But when his coach tells him to imagine that it's any other game, And when Caleb heard the crowd and saved that first shot, he felt confident.

Annotation: Response indicates a thorough understanding of how Caleb's emotions changed by providing specific support of a change in feelings from the beginning of the text (e.g., *Caleb was anxious about his game...it made him feel sick and unconfident*) and the end of the text (e.g., *he felt confident*). Response also provides relevant details to fully explain the cause of the changes (e.g., *his coach tells him to imagine that it's any other game...Caleb heard the crowd...saved that first shot*).

Scoring Guide for Reading Open-Response Short Narrative (Overcome) - Question 6

Q6: Explain how the title “Overcome” relates to the text. Use specific details from the text to support your answer.

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., The title “Overcome” relates to the text).
10	<p>Response attempts to answer how the title “Overcome” relates to the text. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>.
20	<p>Response indicates a partial understanding by explaining how the title “Overcome” relates to the text. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how the title “Overcome” relates to the text. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by explaining how the title “Overcome” relates to the text and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> how the title “Overcome” relates to the text.</p>

Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 6

Code
10

Explain how the title “Overcome” relates to the text. Use specific details from the text to support your answer.

overcome is a good title
because caleb has to overcome
the fear of the game.

Annotation:

Response answers an aspect of the question (e.g., *Caleb has to overcome the fear of the game*) to explain how the title relates to the text. Response is underdeveloped, referring only vaguely to what Caleb overcomes.

Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 6

Code
20

Explain how the title “Overcome” relates to the text. Use specific details from the text to support your answer.

Overcome relates to the text
because in the end of the story
he overcomes his fear, sickness,
and starts to become more
confident.

Annotation:

Response indicates a partial understanding of how the title relates to the text by using limited support to explain what Caleb had to overcome (e.g., *fear, sickness*) and the result (e.g., *starts to become more confident*). Response requires the reader to connect the support to what Caleb had to overcome.

Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 6

Code
30

Explain how the title "Overcome" relates to the text. Use specific details from the text to support your answer.

The title relates to the text because he has a huge fear of messing up the whole game, but when he stops the first goal he isn't scared and he had "Overcome" his fear

Annotation: Response indicates an understanding of how the title relates to the text by providing some accurate support to explain what Caleb has to overcome (e.g., *he has a huge fear of messing up the whole game*) and how he achieves this (e.g., *when he stops the first goal*) and some underdeveloped support for the results (e.g., *he isn't scared*).

**Scoring Guide for Reading Open-Response
Short Narrative (Overcome) - Question 6**

**Code
40**

Explain how the title “Overcome” relates to the text. Use specific details from the text to support your answer.

The title “Overcome” relates to the text because he had so many emotions, especially fear so when he entered the game, his fear intensified when the referee dropped the puck. Even though the opponent was heading his way, he overcame his fear and blocked the first shot to his net.

Annotation: Response indicates an understanding of how the title relates to the text by providing specific and relevant details to fully explain what he overcomes (e.g., *he had so many emotions, especially fear...his fear intensified when the referee dropped the puck*) and how he overcomes (e.g., *the opponent was heading his way...overcame his fear...blocked the first shot*).

Scoring Guide for Reading Open-Response Poem (Husky Team) - Question 11

Q11: Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., Two challenges that the driver and her dogs face).
10	<p>Response attempts to answer by explaining two challenges that the driver and her dogs face. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>.
20	<p>Response indicates a partial understanding by explaining two challenges that the driver and her dogs face. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining two challenges that the driver and her dogs face. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by explaining two challenges that the driver and her dogs face and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> two challenges that the driver and her dogs face.</p>

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 11

Code
10

Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

They face cold weather and

they face food shortage.

Annotation:

Response attempts to explain two challenges that the driver and her dog face by answering an aspect of the question (e.g., *cold weather*; *food shortage*).

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 11

Code
20

Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

One challenge for the driver and her dogs is that the driver was wondering if he gets home on time. Before the light goes away. Another challenge is that the driver and the dogs were very hungry.

Annotation:

Response indicates a partial understanding by explaining two challenges (e.g., *wondering if he gets home on time; driver and the dogs were very hungry*) and provides vague support (e.g., *before the light goes away*). Response provides a list which requires the reader to connect the support to being a challenge for the driver and her dogs.

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 11

Code
30

Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

Two challenges that they faced were that they didn't have much daylight because it says "could they reach home before darkness fell?" And that they were cold and hungry. Paragraph 3 says "deep in the belly hunger growled."

Annotation:

Response indicates an understanding by identifying two challenges (e.g., *didn't have much daylight; they were cold and hungry*) and providing some accurate and relevant support (e.g., *could they reach home before darkness fell?; deep in the belly hunger growled*) to explain the challenges that the driver and her dogs face. Response requires the reader to make some connections between the support and the challenges the driver and her dogs face.

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 11

Code
40

Explain two challenges that the driver and her dogs face. Use examples from the text and your own ideas to support your answer.

The two challenges were hunger and cold, because it said in the text both driver and dogs were starving, this can cause the dogs to get tired and stop. Also in the text it said Fingers and toes grow numb from cold, this can cause the driver to get too cold to command and then she couldn't tell the dogs where to go.

Annotation:

Response indicates an understanding by identifying two challenges (e.g., *hunger and cold*) and providing specific and relevant support (e.g., *in the text both driver and dogs were starving; it said fingers and toes grow numb from cold*) and relevant support to fully explain (e.g. *cause the dogs to get tired and stop; cause the driver to get too cold to command . . . couldn't tell the dogs where to go*) two challenges the driver and her dogs face.

Scoring Guide for Reading Open-Response Poem (Husky Team) - Question 12

Q12: Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., One characteristic of the dogsled team that allows it to get home safely).
10	<p>Response attempts to answer by describing one characteristic of the dogsled team that allows it to get home safely.</p> <p>The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>.
20	<p>Response indicates a partial understanding by describing one characteristic of the dogsled team that allows it to get home safely.</p> <p>The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by describing one characteristic of the dogsled team that allows it to get home safely.</p> <p>The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by describing one characteristic of the dogsled team that allows it to get home safely and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> the characteristic of the dogsled team that allows it to get home safely.</p>

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 12

Code
10

Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

ONE characteristic is commanding the dogs
because the driver commanded the dogs and
herself to safety.

Annotation:

Response attempts to answer the question by identifying an incorrect characteristic that allows the dogsled team to get home safely (e.g., *One characteristic is commanding the dogs*). Response attempts to describe the characteristic by providing inaccurate support (e.g., *the driver commanded the dogs and herself to safety*).

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 12

Code
20

Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

One characteristic of the
dogsled team would be braveness.
In the text it says there racing the
darkness just to get food back home.

Annotation:

Response identifies a characteristic of the dogsled team (e.g., *braveness*) and uses limited support (e.g., *there racing the darkness just to get food back home*) from the reading selection to describe the characteristic. The reader is required to connect support to what it is intended to prove.

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 12

Code
30

Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

The dogs and the person have determination. As it says in line 3, "as the huskies struggled and the wind screamed past". It shows that they were struggling, and they still found thier way. Petermination is a good thing to have.

Annotation:

Response describes one characteristic of the dogsled team (e.g., *determination*). Response is underdeveloped in that the reader is required to make some connections between the characteristics of the dogsled team and the support (e.g., *they were struggling and still found thier way*).

Scoring Guide for Reading Open-Response
Poem (Husky Team) - Question 12

Code
40

Describe one characteristic of the dogsled team that allows it to get home safely. Use specific details from the text and your own ideas to support your answer.

One of the characteristics of the dog sled that allowed it to get home safely was that "the dogs sped past icy caverns" and "the dogs dashed along." I think the sled got home safely because it was so speedy quick and fast. They went fast enough that they got home before dark.

Annotation:

Response identifies a characteristic of the dogsled team that allows it to get home safely (e.g. *speedy quick and fast*). Response provides specific (e.g., *the dogs sped past icy caverns; the dogs dashed along*) and relevant support (e.g., *They went fast enough that they got home before dark.*) to explain fully the characteristic of the dogsled team that allows it to get home safely.

Scoring Guide for Reading Open-Response Informational (Gordon Lightfoot) – Question 18

Q18: Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., Gordon Lightfoot is an important Canadian).
10	<p>Response attempts to answer why Gordon Lightfoot is an important Canadian. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>.
20	<p>Response indicates a partial understanding by explaining why Gordon Lightfoot is an important Canadian. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining why Gordon Lightfoot is an important Canadian. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by explaining why Gordon Lightfoot is an important Canadian and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> why Gordon Lightfoot is an important Canadian.</p>

**Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) – Question 18**

**Code
10**

Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

Gordon Lightfoot is an important
Canadian because of his music.

Annotation:

Response attempts to answer why Gordon Lightfoot is an important Canadian by answering an aspect of the question (e.g., *because of his music*).

**Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) – Question 18**

**Code
20**

Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

Gordon Lightfoot is an important Canadian because he was very talented and won many awards with his career.

Annotation:

Response indicates an understanding by providing vague support (e.g., *he was very talented and won many awards*) from the reading selection to explain why Gordon Lightfoot is an important Canadian. Response requires the reader to connect the support to why he would be considered an important Canadian.

Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) – Question 18

Code
30

Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

Gordon Lightfoot is an important Canadian because he is one of the most talented Canadian. He has won 15 juno awards, and is in the Canadian music hall of fame.

Annotation:

Response indicates an understanding by providing some accurate and relevant support (e.g., *he won 15 juno awards; is in the Canadian music hall of fame*) and some vague support (e.g., *he is one of the most talented Canadian*) to explain why Gordon Lightfoot is an important Canadian.

**Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) – Question 18**

**Code
40**

Explain why Gordon Lightfoot is an important Canadian. Use specific details from the text and your own ideas to support your answer.

Gordon Lightfoot is an important Canadian. He was a Canadian musician who wrote songs about Canadian history and nature. His songs were sung by Elvis sometimes. He is known to be a great song writer. He was presented with the Order of Canada. A Canadian this popular and successful must be important. It's people like him that give us a good reputation.

Annotation:

Response indicates an understanding by providing specific and relevant support (e.g., *wrote songs about Canadian history and nature; songs were sung by Elvis; a great songwriter; presented with the Order of Canada*) to explain fully (e.g., *A Canadian this popular and successful must be important*) why Gordon Lightfoot is an important Canadian.

Scoring Guide for Reading Open-Response Informational (Gordon Lightfoot) - Question 19

Q19: Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.

Code	Descriptor
I	<ul style="list-style-type: none"> • <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> • <i>Irrelevant content: does not attempt assigned question</i> • <i>Off topic: no relationship of written work to the question</i> <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question (e.g., Gordon Lightfoot became successful).
10	<p>Response attempts to answer how Gordon Lightfoot became successful. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support.</u>
20	<p>Response indicates a partial understanding by explaining how Gordon Lightfoot became successful. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how Gordon Lightfoot became successful. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support.</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by explaining how Gordon Lightfoot became successful and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> how Gordon Lightfoot became successful.</p>

Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) - Question 19

Code
10

Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.

he became successful by sing in
a church choir. Thus how he
became a famous singer.

Annotation:

Response attempts to answer how Gordon Lightfoot became successful by answering an aspect of the question (e.g., *become successful by sing in a church choir*).

Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) - Question 19

Code
20

~~Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.~~

Gordon Lightfoot became successful by
winning lots of contests with his talent
and then he got noticed and it became
his career.

Annotation:

Response indicates a partial understanding by providing vague support (e.g. *by winning lots of contests; he got noticed and it became his career*) from the reading selection to explain how Gordon Lightfoot became successful.

**Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) - Question 19**

**Code
30**

Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.

Gordon Lightfoot became successful because of all his hard work. In the text it explains that Gordon worked really hard with music starting at age 5-13. Gordon has also won many awards based on his hard work ^{towards} music as well as ^{his love for} love for music.

Annotation:

Response identifies why Gordon Lightfoot became successful (e.g., *because of all his hard work*). Response provides some accurate and relevant support (e.g., *worked really hard with music starting at age 5-13*) and some underdeveloped support (e.g., *won many awards based on his hard work towards music*) to explain how Gordon Lightfoot became successful.

**Scoring Guide for Reading Open-Response
Informational (Gordon Lightfoot) - Question 19**

**Code
40**

1 Explain how Gordon Lightfoot became successful. Use specific details from the text and your own ideas to support your answer.

I think Gordon Lightfoot became a successful musician because ever since he was little it said he was in the choir and he took piano lessons and taught himself how to play the drums makes me think he is a natural musician and has a talent and desire to play music which I think made him successful.

Annotation:

Response indicates an understanding by providing specific and relevant support (e.g., *he was in the choir; he took piano lessons; taught himself how to play the drums*) to explain fully (e.g., *makes me think he is a natural musician and has a talent and desire to play music*) how Gordon Lightfoot became successful.