

Education Quality and
Accountability Office



Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2011 Assessment: Language 1, Reading

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

Scoring Guide for Reading Open Response Short Narrative (Nobody Knows the Difference) Question 5

Q5: Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.,).
10	<p>Response attempts to answer why the parent decides to give her change to the ticket seller at the end of the text.</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 of the question by explaining why the parent decides to give her change to the ticket seller at the end of the text.</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 why the parent decides to give her change to the ticket seller at the end of the text.</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 providing <u>specific and relevant support</u> to <u>explain fully</u> why the parent decides to give her change to the ticket seller at the end of the text.</p>

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 5

Code 10

Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

I think the parent gives the money
because the ticket man said it was a
donation.

Annotation:

Response attempts to answer why the parent decides to give her change to the ticket seller at the end of the text by providing inaccurate support (e.g., *because the ticket man said it was a donation*).

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 5

Code 20

Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

The parent decides to give her change to the ticket seller at the end of the text because, she said "the scenery is beautiful and those costumes couldn't have been cheap."

Annotation:

Response indicates a partial understanding of why the parent decides to give her change to the ticket seller at the end of the text by providing limited support (e.g., "*the scenery is beautiful and those costumes couldn't have been cheap*"). Response requires the reader to connect the support to why the parent gives her change to the ticket seller at the end of the text.

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 5

Code 30

Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

I think that because she said that
the scenery is beautiful and the costumes
aren't cheap. I also think that because
she must of saw the boy give donations
so she wanted to be nice.

Annotation:

Response indicates an understanding of why the parent decides to give her change to the ticket seller at the end of the text by including some accurate (e.g., *the scenery is beautiful and the costumes aren't cheap*) and relevant support (e.g., *she must of saw the boy give donations so she wanted to be nice*). Response is underdeveloped in that the reader is required to make some connections between the support and why the parent gives her change to the ticket seller at the end of the text.

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 5

Code 40

Explain why the parent decides to give her change to the ticket seller at the end of the text. Use specific details from the text and your own ideas to support your answer.

I think the parent decides to give her change to the ticket seller because she said "the scenery is beautiful and those costumes couldn't have been cheap." I also think she may have felt guilty that she was upset about paying, while a little boy insisted on paying because he didn't before.

Annotation:

Response indicates an understanding by providing specific (e.g., "*the scenery is beautiful and those costumes couldn't have been cheap*") and relevant support (e.g., *she may have felt guilty that she was upset about paying, while a little boy insisted on paying because he didn't before*) to explain fully why the parent decides to give her change to the ticket seller.

Scoring Guide for Reading Open Response Short Narrative (Nobody Knows the Difference) Question 6

Q6: Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.).
10	<p>Response attempts to describe how the boy's actions support the theme of honesty in this text.</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 how the boy's actions support the theme of honesty in this text.</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 how the boy's actions support the theme of honesty in this text.</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 providing <u>specific and relevant support</u> to <u>explain fully</u> how the boy's actions support the theme of honesty in this text.</p>

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 6

Code 10

Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.

The boy's actions support the theme of honesty in this text because he didn't pay earlier, so he pays now.

Annotation:

Response attempts to explain how the boy's actions support the theme of honesty by answering an aspect of the question (e.g., *he didn't pay earlier, so he pays now*).

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 6

Code 20

~~Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.~~

because he actually told the teller that he snuck in to the play last night without paying so he came back and paid for the other night.

Annotation:

Response indicates a partial understanding of how the boy's actions support the theme of honesty by providing limited support (e.g., *he actually told the teller that he snuck in to the play last night without paying; . . . he came back and paid for the other night*). Response requires the reader to make connections between the boy's actions and how his actions support the theme of honesty.

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 6

Code 30

Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.

The boy's actions support the theme of honesty because yesterday night the boy and his brother came to watch the show but no one was there on the ticket counter so they just went in, then the boy next day came and gave the money.

Annotation:

Response indicates an understanding of how the boy's actions support the theme of honesty by including some accurate (e.g., *yesterday night the boy and his brother came to watch the show but no one was there on the ticket counter so they just went in . . .*) and relevant support (e.g., *the boy the next day came and gave the money*). Response is underdeveloped in that the reader is required to make some connections between the boy's actions and how his actions support the theme of honesty.

Scoring Guide for Reading Open Response
Short Narrative (Nobody Knows the Difference) Question 6

Code 40

Describe how the boy's actions support the theme of honesty in this text. Use information from the text to support your answer.

The boy's actions support the theme of honesty because the boy showed honesty by telling the truth and actually giving the money he owed. In the text the boy resonded to "Nobody knows the difference" by saying "I know the difference." This shows he would feel guilty.

Annotation:

Response indicates an understanding by providing specific (e.g., *the boy resonded to "Nobody knows the difference" by saying "I know the difference"*) and relevant support (e.g., *boy showed honesty by telling the truth and actually giving the money he owed*) to explain fully how the boy's actions support the theme of honesty.

Scoring Guide for Reading Open Response Poem (Juggling) Question 11

Q11: Compare the change in the juggler’s attitude from lines 8-14 to lines 35-40. Use specific details and examples from the text and your own ideas to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.,).
10	<p>Response attempts to compare the change in the juggler’s attitude from lines 8-14 to lines 35-40.</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 of the change in the juggler’s attitude from lines 8-14 to lines 35-40.</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 of the change in the juggler’s attitude from lines 8-14 to lines 35-40.</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 providing <u>specific and relevant support</u> to <u>explain fully</u> the change in the juggler’s attitude from lines 8-14 to lines 35-40.</p>

Scoring Guide for Reading Open Response
Poem (Juggling) Question 11

Code 10

Compare the change in the juggler's attitude from lines 8-14 to lines 35-40. Use specific details and examples from the text and your own ideas to support your answer.

The jugglers attitude change
because 8 to 14 he did not
seem to confidint that he can
do it but in 35 to 40 he
felt confidint that he can do it.

Annotation:

Response attempts to compare the change in the juggler's attitude from lines 8-14 to lines 35-40 by answering an aspect of the question (e.g., *he did not seem to confidint; . . . he felt confidint that he can do it*).

Scoring Guide for Reading Open Response
Poem (Juggling) Question 11

Code 20

Compare the change in the juggler's attitude from lines 8–14 to lines 35–40. Use specific details and examples from the text and your own ideas to support your answer.

The change in the juggler's attitude is that he wasn't so confident before but now he is really confident because he learned to juggl three pins at once.

Annotation:

Response indicates a partial understanding of the change in the juggler's attitude from lines 8-14 to lines 35-40 by providing vague support (e.g., *he wasn't so confident before but now he is really confident*) and limited support (e.g., *he learned to juggl three pins at once*). Response requires the reader to make connections between the support and the change in the juggler's attitude.

Scoring Guide for Reading Open Response
Poem (Juggling) Question 11

Code 30

Compare the change in the juggler's attitude from lines 8–14 to lines 35–40. Use specific details and examples from the text and your own ideas to support your answer.

The juggler's attitude changed because on lines 8-14, he was scared to juggle three clubs and had no confidence, or didn't believe in himself. On lines 35-40, that all changed. He was able to juggle three clubs with ease, and he had confidence.

Annotation:

Response indicates an understanding of the change in the juggler's attitude from lines 8-14 to lines 35-40 by including some accurate and relevant support (e.g., *he was scared to juggle three clubs and had no confidence, or didn't believe in himself*; . . . *He was able to juggle three clubs with ease, and he had confidence*). Response is underdeveloped in that the reader is required to make some connections between the support and the change in the juggler's attitude.

Scoring Guide for Reading Open Response
Poem (Juggling) Question 11

Code 40

Compare the change in the juggler's attitude from lines 8–14 to lines 35–40. Use specific details and examples from the text and your own ideas to support your answer.

From lines 8-14 to lines 35-40 the juggler's attitude changed in a few ways. In lines 8-14 he was only launching 2 clubs so that he could control them and he was very cautious. In lines 35-40 he became more daring and finally added 3 clubs though it had risks. I also think that he became more skilled with juggling too. In my opinion, if he won't take the risk of 3 clubs then he's not a real juggler.

Annotation:

Response indicates an understanding by providing specific and relevant support (e.g., *In lines 8-14 he was only launching 2 clubs so that he could control them and was very cautious; In lines 35-40 he became more daring and finally added three clubs though it had risks; . . . he became more skilled with juggling too*) to explain fully the change in the juggler's attitude from lines 8-14 to lines 35-40.

Scoring Guide for Reading Open Response Poem (Juggling) Question 12

Q12: Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.,).
10	<p>Response attempts to answer by explaining what is meant by “perfect order, perfect chaos”. 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 of the question by explaining what is meant by “perfect order, perfect chaos”. 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 what is meant by “perfect order, perfect chaos”. 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 providing <u>specific and relevant support</u> to <u>explain fully</u> what is meant by “perfect order, perfect chaos”.</p>

Scoring Guide for Reading Open Response
Poem (Juggling) Question 12

Code 10

Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

I think that they meant was that the clubs
were following each other in perfect order and
they never went out of lines.

Annotation:

Response attempts to explain what is meant by “perfect order, perfect chaos” by answering an aspect of the question (e.g., *they never went out of lines.*). Response addresses “order”, but not “chaos”.

Scoring Guide for Reading Open Response
Poem (Juggling) Question 12

Code 20

Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

“Perfect order, perfect chaos” in the text emphasizes how perfect the juggler was doing with three clubs and how the clubs were so controlled in the air.

Annotation:

Response indicates a partial understanding of what is meant by “perfect order, perfect chaos” by providing limited support for “order” (e.g., *how perfect the juggler was doing with three clubs. . . clubs were so controlled in the air.*). Response does not address “perfect chaos”.

Scoring Guide for Reading Open Response
Poem (Juggling) Question 12

Code 30

Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

“Perfect order” means the way the clubs go around the juggler’s hands neatly and in perfect time.
“Perfect chaos” means it looks frightening but the juggler juggles neatly without hitting anything. That’s why the juggler can “trust the risk of each new throw.”

Annotation:

Response indicates an understanding of what is meant by “perfect order, perfect chaos” by including some accurate and relevant details for “order” (e.g., *the clubs go around the juggler’s hands neatly and in perfect time.*) and some underdeveloped support for “chaos” (e.g., *it looks frightening. . . without hitting anything.*). The response is underdeveloped in that the reader is required to make connections between the support and the meaning of “perfect order, perfect chaos”.

Scoring Guide for Reading Open Response
Poem (Juggling) Question 12

Code 40

Explain what is meant by “perfect order, perfect chaos” (line 38). Use specific details and examples from the text and your own ideas to support your answer.

“Perfect order, perfect chaos” was said to describe what the clubs represented in the air. In a way, there was perfect order because the clubs were in the air, never touching, landing perfectly in the juggler’s hands, and there was perfect chaos because the clubs were all in a jumble while in the air.

Annotation:

Response indicates an understanding by providing specific and relevant details for “order” and “chaos” (e.g., *what the clubs represented in the air. . . the clubs were in the air, never touching, landing perfectly in the juggler’s hands. . . the clubs were all in a jumble while in the air*) to explain fully what is meant by “perfect order, perfect chaos”.

Scoring Guide for Reading Open Response Informational (Peach Baskets and Basketballs) Question 18

Q18: Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.,).
10	<p>Response attempts to answer how the changes to basketball have made it an easier sport to play.</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 of the question by explaining how the changes to basketball have made it an easier sport to play.</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 the changes to basketball have made it an easier sport to play.</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 providing <u>specific and relevant support</u> to <u>explain fully</u> how the changes to basketball have made it an easier sport to play.</p>

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 18

Code 10

Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

Some of the changes that hapent was
that the ball that he envented was
very diferent that the ball that
wee have now.

Annotation:

Response attempts to explain how the changes to basketball have made it an easier sport to play by answering an aspect of the question (e.g. *the ball that he envented was very diferent that the ball that wee have now*).

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 18

Code 20

Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

Changes have made it easier because the ball falls through the net and they don't have to use a stick or ladder.

Annotation:

Response indicates a partial understanding by providing limited support (e.g. *the ball falls through the net . . . don't have to use a stick or ladder*) to explain how the changes to basketball have made it an easier sport to play. Response requires the reader to connect the support to basketball being an easier sport to play.

Scoring Guide for Reading Open Response Informational (Peach Baskets and Basketballs) Question 18

Code 30

Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

The changes to basketball have made it an easier sport to play because it goes faster. Before, they were using peach baskets as the baskets, so they had to climb up the latter in order to get the ball. Now they just have net with a hole in the bottem so it can just fall out.

Annotation:

Response indicates an understanding by explaining how the changes to basketball have made it an easier sport to play by including some accurate and relevant support (e.g. *it goes faster; . . . they were using peach baskets...so they had to climb up the latter*) and some underdeveloped support (e.g. *now they just have a net with a hole in the bottem so it can just fall out*). Response requires the reader to make some connections between the support and basketball being an easier sport to play.

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 18

Code 40

Explain how the changes to basketball have made it an easier sport to play. Use specific examples from the text and your own ideas to support your answer.

The changes of basketball have made it easier to play because before they had used soccer balls and nets without letting the ball through. But now they use basketballs, which are more bouncier. And now they have nets that let the balls through so then people won't need a stick to get it off the nets.

Annotation:

Response indicates an understanding by providing specific and relevant support (e.g. *before they had used soccer balls and nets without letting the ball through; now they use basketballs, which are more bouncier; now they have nets that let the balls through; people won't need a stick to get it off the nets*) to explain fully basketball being an easier sport to play.

Scoring Guide for Reading Open Response Informational (Peach Baskets and Basketballs) Question 19

Q19: Identify one characteristic of Naismith and describe how it contributed to the invention of basketball. Use specific details from the text and your own ideas to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
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.).
10	<p>Response attempts to identify one characteristic of Naismith and describe how it contributed to the invention of basketball.</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 identifying one characteristic of Naismith and describing how it contributed to the invention of basketball.</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 identifying one characteristic of Naismith and describing how it contributed to the invention of basketball .</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 identifying one characteristic of Naismith and providing <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> how it contributed to the invention of basketball.</p>

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 19

Code 10

Identify one characteristic of Naismith and describe how it contributed to the invention of basketball. Use specific details from the text and your own ideas to support your answer.

One characteristic of Naismith was that he was athletic and this is how it contributed to the invention of basketball.

Annotation:

Response attempts to identify one characteristic of Naismith and describe how it contributed to the invention of basketball by answering an aspect of the question (e.g., *he was athletic and this is how it contributed to the invention of basketball*).

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 19

Code 20

Identify one characteristic of Naismith and describe how it contributed to the invention of basketball.
Use specific details from the text and your own ideas to support your answer.

James Naismith had one outstanding
characteristic. It was that he was a
physical education teacher so he must be
active. That let him create the wonderful
game called basketball.

Annotation:

Response indicates a partial understanding by identifying one of Naismith's characteristics (e.g., *he was a physical education teacher*) and providing limited support (e.g., *so he must be active*). Reader must connect the support to how it contributed to the invention of basketball.

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 19

Code 30

Identify one characteristic of Naismith and describe how it contributed to the invention of basketball. Use specific details from the text and your own ideas to support your answer.

One characteristic of Naismith is he is very creative. His creatifity lead to basket ball because back in 1891 they didn't have nets or basketballs and using peach baskets and soccerballs he created a new game.

Annotation:

Response indicates an understanding by identifying a characteristic of Naismith (e.g., *he is very creative*) and including some accurate and relevant support (e.g., *in 1891 they didn't have nets or basketballs and using peach baskets and soccerballs he created a new game.*) to describe how it contributed to the invention of basketball. Reader had to make some connections between the identified characteristic and how it contributed to the invention of basketball.

Scoring Guide for Reading Open Response
Informational (Peach Baskets and Basketballs) Question 19

Code 40

Identify one characteristic of Naismith and describe how it contributed to the invention of basketball. Use specific details from the text and your own ideas to support your answer.

One characteristic of Naismith is he is a very athletic person. I know this because it says, "he played lacrosse, and rugby and practised gymnastics". This contributed to the invention of basketball because he has to make up rules and know how it feels to play the game. He has to know what every player has to do and their role.

Annotation:

Response indicates an understanding by identifying one characteristic of Naismith (e.g., *he is a very athletic person*) and providing specific (e.g., *he played lacrosse, and rugby and practised gymnastics*) and relevant support (e.g., *he has to make up rules and know how it feels to play the game; has to know what every player has to do and their role*) to explain fully how it contributed to the invention of basketball.