

**Education Quality and
Accountability Office**



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

**Scoring Guide
Reading**

Grade 6

**Long Narrative : Hannah
Question 11**

Grade 6 Reading Open-Response Item-Specific Rubric
Hannah's Great Day Question 11

Q11: Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

The item asks students to use information from the selection to show their understanding of Hannah's motivation for beginning the Ladybug Foundation and public speaking about her cause by explaining why she believed it was important to help the homeless.

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., Hannah helps the homeless.).
10	<p>Response attempts to answer the question but does not indicate an understanding of Hannah's motivation or explain why she believed it was important to help the homeless. Instead the response</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> (e.g., she sells the Ladybug jars to help homeless people) OR • <u>does not refer to the reading selection</u> (e.g., because it's important for Canadians) OR • <u>provides inaccurate support</u> (e.g., to make money).
20	<p>Response indicates a partial understanding of Hannah's motivation but does not explain why she believed it was important to help the homeless. 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 (e.g., they don't have very much) OR • <u>limited support</u> (e.g., because they are good people with sad hearts). <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 Hannah's motivation but <u>does not fully</u> explain why she believed it was important to help the homeless. The response includes</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> (e.g., people who have clothes and money should help people who don't have those things) 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 of understanding of Hannah's motivation, and provides <u>specific and relevant support</u> from the reading selection to explain fully why she believed it was important to help the homeless.</p>

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

10

- Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

It was important to help the homeless
so they can get jobs and make money.

Rationale: Response attempts to answer the question but does not refer to the reading selection (e.g., *so they can get jobs and make money*).

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

10

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

Hannah believed it was important because she
wanted to assist homeless people in
Canada.

Rationale: Response does not indicate an understanding of Hannah's motivation and answers only an aspect of the question (e.g., *she wanted to assist homeless people*).

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

20

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

Hannah believed it was important to help the
homeless people because they are good people
just with sad hearts.

Rationale: Response indicates a partial understanding of Hannah's motivation, however there is limited support (e.g., *they are good people just with sad hearts*).

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

20

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

Because they did not have any homes to
live in and were cold that is why
hannah raised money.

Rationale: Response indicates a partial understanding of Hannah's motivation and provides vague support from the reading selection (e.g., *they did not have any homes to live in and were cold*).

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

30

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

Hannah believed it was important to help the homeless because she believed that they're people to, and they need help. She also said that homeless people are great people with sad hearts.

Rationale: Response explains Hannah's motivation for helping the homeless (e.g., she believed they are people to, and they need help). There is some accurate and relevant support (e.g., She also said that homeless people are great people with sad hearts).

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

30

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

She believed it was important
because they should be treated
with respect to like the rest
of us had even if there
homeless and poor.

Rationale: Response provides an explanation using adequate, relevant and somewhat vague support from the reading selection (e.g., *they should be treated with respect to like the rest of us*).

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

40

- 12 Explain why Hannah believed it was important to help the homeless. Use information from the selection to support your answer.

Hannah believed it was important to help the homeless because she knows that homeless people need a little spirit lifting, comfort and they need food. I know this because in paragraph 8 Hannah says "if they're cold, give them your mitts. If they're sad, give them a smile. If they're hungry, give 'em a sandwich

Rationale: Response fully explains Hannah's motivation to help the homeless using specific and relevant support from the reading selection (e.g., *because she knows that homeless people need a little spirit lifting, comfort and they need food. I know this because in paragraph 8...*).

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

**Scoring Guide
Reading**

Grade 6

**Long Narrative : Hannah
Question 12**

Grade 6 Reading Open-Response Item-Specific Rubric
Hannah's Great Day Question 12

Q12: Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

The item asks students to make a connection between the work of Hannah's Ladybug Foundation and its possible effects on other people by explaining how the work of the Foundation might influence other Canadians (e.g., begin other charitable foundations, participate in fundraisers, be kind to people, donate clothing, advocate for the homeless).

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 (e.g., Ladybugs are beautiful and nice and can fly.) OR • restate the question (e.g., It influences Canadians.)
10	<p>Response attempts to answer the question (e.g., describes what the foundation does) but does not indicate an understanding of how Hannah's Ladybug Foundation might influence other Canadians. Instead the response</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> (e.g., so the homeless can get clothes and food) OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u> (e.g., so she can buy homes for more people).
20	<p>Response indicates a partial understanding of the work of Hannah's Ladybug Foundation and its possible effects on the other people, but does not show how the support from the selection explains its influence on other Canadians. 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 (e.g., You will give more.)OR • <u>limited support</u> (e.g., People donate clothing.). <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 work of Hannah's Ladybug Foundation and its possible effects on the other people using support from the selection, but <u>does not fully</u> explain its influence on other Canadians. The response includes</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> (e.g., People will want to support her foundation and raise money for the homeless) 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 of the work of Hannah's Ladybug Foundation and its possible effects on the other people, and provides <u>specific and relevant support</u> from the reading selection to explain fully how Hannah's Ladybug Foundation might influence other Canadians.</p>

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



12 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

Because ladybug are beautiful and
nice it's like to fly.

Rationale: Response does not attempt to answer the question.

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

10

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

So the homeless can get good cloths and
get foods.

Rationale: Response indicates what the foundation might provide (e.g. *good clothes...and...food*). The response does not describe the influence of the Ladybug Foundation on other Canadians.

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

10

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

For she can buy more
homes for the home less and
raise money.

Rationale: Response describes what the foundation does (raise money) but provides inaccurate support (e.g. so she can buy homes for more people).

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

20

- 12 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

Hannah's Ladybug Foundation might influence other Canadians so they can donate to help the homeless so they have some where to live

Rationale: Response indicates a partial understanding of how the Ladybug Foundation might be influential. There is vague support (e.g., *so they can donate to help the homeless*).

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

20

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

It would influence others
because they would feel sorry
for them and donate money.

Rationale: Response requires the reader to connect the limited support (*because they would feel sorry for them*) to what it is intended to prove (*they would... donate money*).

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

30

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

I think the Ladybug Foundation will influence other Canadians to donate more money to churches and other charities, and also to donate more food and clothes to food banks and clothes banks.

Rationale: Response describes ways in which the Foundation will influence other Canadians using some accurate and relevant support (e.g., to donate more food and clothes to food banks and clothes banks) and some underdeveloped support (e.g., to donate more money to churches).

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

30

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

It will influence other Canadians because they will see a nine year old girl trying to raise money for the homeless and trying to make a difference and you're older than her and not doing anything to help you would want to help and donate some money.

Rationale: Response shows an understanding of the work of the Ladybug Foundation and provides some relevant support (e.g., *they will see a nine year old girl trying to raise money*) as well as some underdeveloped support (e.g., *and you're older than her and not doing anything to help*).

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

40

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

I think Hannah's Ladybug Foundation might influence other people to help the homeless by giving the homeless a blanket or a meal to eat or a smile to cheer them up to show that they might not have a related family but they would know they have us if we help them.

Rationale: Response explains how the Ladybug Foundation might influence other Canadians. Specific and relevant support is provided by making a solid connection with the reading selection (e.g., by giving the homeless a blanket or a meal to eat or a smile to cheer them up).

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

40

- 13 Explain how Hannah's Ladybug Foundation might influence other Canadians. Use information from the selection to support your answer.

Hannah's Ladybug Foundation might influence other Canadians by showing them how much she is helping no matter what her age is. She shows people that they are good people and could make a difference in their life by making a donation.

Rationale: Response indicates a thorough understanding of the work of the Ladybug Foundation and provides specific and relevant support (e.g., *she shows people that they are good people and could make a difference in their life by making a donation*).

**Education Quality and
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**Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007**

**Scoring Guide
Reading**

Grade 6

**Poem : Pocket Watch
Question 21**

Grade 6 Reading Open-Response Item-Specific Rubric
Pocket Watch Question 21

Q21: Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

The item asks students to demonstrate their understanding of the significance of the pocket watch and the event of turning 12 in the poem by using information from the selection and their own ideas to explain why the speaker's father gives the watch to him when he turns 12.

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> Typical responses: <ul style="list-style-type: none"> • do not attempt to answer the question (e.g., my father gave me a watch) OR • restate the question (e.g., the father gives the watch to his son.).
10	Response attempts to answer the question but does not indicate an understanding of the significance of the pocket watch as it relates to the event of turning 12 in the poem. Instead the response <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> (e.g., he's older now) OR • <u>does not refer to the reading selection</u> (e.g., nobody lives forever) OR • <u>provides inaccurate support</u> (e.g., it's the son's watch).
20	Response indicates a partial understanding of the significance of the pocket watch as it relates to the event of turning 12 in the poem but does not show how the support from the selection proves why the speaker's father gives the watch to him when he turns 12. Response provides <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection (e.g., old enough to do stuff by himself) OR • <u>limited support</u> (e.g., because the boy becomes a man). The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of the significance of the pocket watch as it relates to the event of turning 12 in the poem but <u>does not fully</u> explain why the speaker's father gives the watch to him when he turns 12. The response includes <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> (e.g., it's a tradition passed on from father to son) and • <u>some vague or underdeveloped support</u> (e.g., his dad thinks he's responsible). 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 significance of the pocket watch as it relates to the event of turning 12 in the poem and provides <u>specific and relevant support</u> from the reading selection to explain fully why the speaker's father gives the watch to him when he turns 12.

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

10

6 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

His father gave him that watch for
his birth day.

Rationale: Response attempts to answer the question but addresses only an aspect of the question (e.g., *for his birthday*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

10

- 6 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

I think the reader made the dad give his son when
he was 12 because when you are 12 you are older and nobody
lives for ever.

Rationale: Response attempts to answer the question but does not refer to the reading selection (e.g., *no one lives for ever*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

20

- 3 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

The speaker's father gave the watch to his son when he was 12 because that day he wasn't a kid he was a man.

Rationale: Response identifies a reason why the speaker's father gave him the watch and includes limited support (e.g., *he wasn't a kid he was a man*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

20

- 6 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

The father gave the son the watch because
it was given to him when he turned 12
years old from his father.

Rationale: Response indicates partial understanding of the significance of the watch and provides vague support (e.g., *because it was given to him when he turned 12*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

30

- Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

I think that it was a family tradition to give the pocket watch to your son. It also shows that you are a man when you turn 12 and receive this pocket watch.

Rationale: Response identifies a reason why the speaker's father gave him the watch (e.g., *it was a family tradition*). Response includes some relevant and vague support (e.g., *It also shows that you are a man when you turn 12 and receive this pocket watch*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

30

- 6 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

I think the speaker's father gave the watch to his son when he turned 12 because the dad said he isn't a boy anymore he has become a man, which means he has to be more responsible now.

Rationale: Response indicates an understanding of the significance of the pocket watch and offers some accurate and relevant support (e.g., ... which means he has to be more responsible now).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 21

40

- Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

The speaker's father gives him the watch to show that he was getting older, that he was a man and he could handle the responsibility. It also was given to him because it had been passed down from one generation to the next.

Rationale: Response identifies a reason why the speaker's father gave him the watch. The response includes specific and relevant support from the reading selection (e.g., *the speaker's father gives him the watch to show that he was getting older, that he was a man, and he could handle the responsibility*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question #21

40

- 6 Explain why the speaker's father gives the watch to his son when he turns 12. Use information from the selection and your own ideas to support your answer.

The boys father may have given him the watch because at the age of 12, it is a tradition to give a watch. Also at that age, his father may think that he is responsible enough, or he is a man.

Rationale: Response indicates an understanding of the significance of the pocket watch (e.g., *it is a tradition*) and offers specific and relevant support (e.g., *...he is responsible enough, or he is a man*).

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

**Scoring Guide
Reading**

Grade 6

**Poem : Pocket Watch
Question 22**

Grade 6 Reading Open-Response Item-Specific Rubric
Pocket Watch Question 22

Q22: Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

The item asks students to use their prior knowledge and experience to make a prediction about what the speaker might do with his new watch at the end of the poem based on the speaker's actions, thoughts and words and the events in the poem.

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 (e.g., I got a watch for my birthday.) OR • restate the question.
10	<p>Response attempts to answer the question by making a prediction, but does not connect the prediction to the speaker's actions, words and thoughts and the events in the poem. Instead the response</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> (e.g., he's older now) OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u> (e.g., get another one).
20	<p>Response makes a prediction about what the speaker might do with the watch at the end of the poem but does not show how the prediction is based on the speaker's actions, words and thoughts and events in the poem. Response provides</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection (e.g., look for the watch) OR • <u>vague support</u> from the reading selection (e.g., he might play with the watch) OR • <u>limited support</u> (e.g., wear it all the time; take good care of it). <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response makes a prediction about what the speaker might do with the watch at the end of the poem but <u>does not fully</u> explain how the prediction is based on the speaker's actions, words and thoughts and events in the poem. The response includes</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> (e.g., get a special chain for the watch so he doesn't lose it) and • <u>some vague or underdeveloped support</u> (e.g., be more careful). <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response makes a prediction about what the speaker might do with the watch at the end of the poem and provides <u>specific and relevant support</u> from the reading selection to explain fully how the prediction is based on the speaker's actions, words and thoughts and events in the poem.</p>

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

10

- Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

He might go out more because he knows
what time to be back when his parents need
him home.

Rationale: Response attempts to answer an aspect of the question, but does not refer to the reading selection. The support is inaccurate (e.g., *He might go out more because he knows what time to be back*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

10

- 7 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

I would predict that the speaker would go to school. When he got to school, he met some classmate and someone stole his new watch.

Rationale: Response makes a prediction but does not refer to the reading selection (e.g., *When he got to school, he met some classmate and someone stole his new watch*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

20

- 7 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

He might take very good care of it or he might
show it to all of his friends.

Rationale: Response makes a prediction about what the speaker might do (e.g., *he might take very good care of it*) but the support is limited.

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

20

- 7 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

I think he is going to tell his Dad because
he doesn't want to feel as bad for not even
telling his Dad.

Rationale: Response makes a prediction but does not show how the prediction is based on speaker's words, thoughts and actions. Response provides limited support from the reading selection (e.g., *he doesn't want to feel as bad for not even telling his Dad*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

30

- Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

I think the speaker will keep it in a safe place
because he already lost the first one. So I think he
will be more careful now

Rationale: Response makes a prediction about what the speaker might do (e.g., *he will keep it in a safe place*). There is some accurate but vague support (e.g., *he will be more careful now*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

30

- 7 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

I think that the boy will not tell his father
that he has lost the watch and it will still
continue to be passed on.

Rationale: Response makes a prediction and provides some accurate, relevant but underdeveloped support (e.g., *it will still continue to be passed on*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

40

- 77 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

I think that the speaker will pretend that the new watch is his grandfathers watch I think the speaker will not tell his father because in the poem he says "But that I lost the gifted one (watch) is a secret never told" I predict that the speaker will keep the tradition and give the watch to his child.

Rationale: Response fully explains a prediction with specific and relevant support from the reading selection (e.g., *the speaker will pretend that the new watch is his grandfathers watch...because in the poem he says...*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Poem (Pocket Watch) Question # 22

40

- 7 Based on the ending of the poem, predict what the speaker might do with his new watch. Explain your answer using information from the selection and your own ideas for support.

Based on the ending of the poem, since it said it was a secret never told, the boy never told anyone about the replacement with the new watch, and I think the new one will be passed down for generations, and maybe one of the descendants will lose that one and also buy a replacement to replace that one, which will be passed on, and etc.

Rationale: Response makes a prediction and provides specific and relevant support from the selection (e.g., *maybe one of the descendants will lose that one and also buy a replacement...which will be passed on...*).

**Education Quality and
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**Assessments of Reading,
Writing and Mathematics,
Junior Division, 2007**

Scoring Guide

Reading

Grade 6

Short Narrative : What a Job!

Question 28

Grade 6 Reading Open-Response Item-Specific Rubric
What a Job! Question 28

Q28: Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

The item asks students to show their understanding of character development as a result of a character's actions, words and thoughts by explaining why Devon speaks very little throughout the story.

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> Typical responses: <ul style="list-style-type: none"> • do not attempt to answer the question (e.g., I talk a lot.) OR • restate the question (e.g., Devon speaks very little.)
10	Response attempts to answer the question but does not indicate an understanding of character development in the story or why Devon speaks very little throughout the story. Instead the response <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> (e.g., Devon wants to be a reporter.) OR • <u>does not refer to the reading selection</u> (e.g., Devon is shy) OR • <u>provides inaccurate support.</u>
20	Response indicates a partial understanding of character development in the story and identifies a reason Devon speaks very little but does not show how the support from the selection proves why he speaks very little throughout the story. Response provides <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection (e.g., Devon talks to his friends.) OR • <u>vague support</u> from the reading selection (e.g., he's thinking) OR • <u>limited support.</u> The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of character development in the story by identifying a reason Devon speaks very little and using support from the selection, but <u>does not fully explain</u> why he speaks very little throughout the story. The response includes <ul style="list-style-type: none"> • <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 indicates an understanding of character development in the story and provides <u>specific and relevant support</u> from the reading selection to explain fully why Devon speaks very little throughout the story.

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

10

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

Devon speaks little because the story is about
jobs and Devon friends help to say there jobs and
what they want to be. The story is not about Devon
it is about different jobs.

Rationale: Response attempts to answer the question but does not indicate an understanding of character development (e.g., *The story is not about Devon it is about different jobs*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

10

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

In the selection, he's the one who gets the job so
he's probably thinking about the positive
things.

Rationale: Response answers only an aspect of the question and does not indicate an understanding of character development (e.g., *he's probably thinking about the positive things*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

20

- 5 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

I think that he talks very little because
every body else was talking to him

Rationale: Response indicates a partial understanding of character development but provides limited support from the text (e.g., *because everybody else was talking to him*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

20

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

Devon says very little because all of his friends keep on talking and so he can't decided what he want's to do when he is older in his career and he gets mad.

Rationale: Response identifies a reason why Devon does not speak but indicates only partial understanding of character development (e.g., *he can't decide what he want's to do when he gets older*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

30

- 5 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

I think Devon speaks very little because his friends are supporting him and telling him the goods and bads of the job like when Fatima said "not call people like driving in clogged roads and blizzards"

Rationale: Response provides some accurate and relevant support but is somewhat underdeveloped (e.g., because his friends are supporting him and telling him the goods and bads of the job).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

30

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

Devon speaks very little in the story because he is listening to everyone and everyone is so excited that he is going to be on tv when he is older and they are all talking about how famous or whatever he is going to be. So basically he doesn't talk because everyone is so excited.

Rationale: Response indicates an understanding of character development, identifies a reason why Devon doesn't speak and offers some accurate, relevant but vague support (e.g., everyone is so excited that he is going to be on tv).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

40

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

Devon speaks very little throughout the selection because he is listening to everyone else tell him the details about his possible future job. Everyone is giving him the pros & cons before he makes the decision. This way he can make an educated decision.

Rationale: Response demonstrates a clear understanding of character development using specific and relevant support (e.g., *Everyone is giving him the pros and cons before he makes the decision*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 28

40

- 6 Explain why Devon speaks very little throughout the selection. Use information from the selection to support your answer.

I think Devon only speaks a little throughout the selection because he is listening to everyone's comments and thinking if he should still become a weather person.

Rationale: Response indicates an understanding of character development using specific and relevant support (e.g., *he is listening to everyone's comments and thinking if he should still become a weather person*).

**Education Quality and
Accountability Office**



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

Scoring Guide

Reading

Grade 6

Short Narrative : What a Job!

Question 29

Grade 6 Reading Open-Response Item-Specific Rubric
What a Job! Question 29

Q29: Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

The item asks students to use information from the selection and their own ideas to show their understanding of character development by explaining why Devon changes his mind about becoming a TV weather reporter as a result of the events in the story.

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 (e.g., I want to be on TV.) OR • restate the question (e.g., Devon changes his mind about becoming a reporter.).
10	<p>Response attempts to answer the question but does not indicate an understanding of character development in the story or why Devon changes his mind about becoming a TV weather reporter as a result of the events in the story. Instead the response</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 character development in the story and identifies a reason Devon changes his mind but does not show how the support from the selection proves why he changes his mind by the end of the story. 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> <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 character development in the story by identifying a reason Devon changes his mind and using support from the selection, but <u>does not fully</u> explain why he changes his mind by the end of the story. 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 of character development in the story and provides <u>specific and relevant support</u> from the reading selection to explain fully why Devon changes his mind by the end of the story.</p>

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

10

- 7 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

Devon changes his mind because
the Grade 6 students said
he would be on TV and he
would have to take on the
news to the world.

Rationale: Response attempts to answer the question but provides inaccurate support (e.g., said he would be on TV).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

10

- 7 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

It is way to hard to be a weather man.

Rationale: Response answers an aspect of the question only (e.g., *to hard to be a weather man*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

20

- 7 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

Because his classmates were pointing out just about every negative thing about being a weather person.

Rationale: Response indicates a partial understanding of why Devon changes his mind and provides limited support (e.g., *pointing out just about every negative thing about being an anchor person*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

20

- 7 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

I think Devon changes his mind about becoming a weather reporter on the TV news because his classmates are telling him things about things that could happen to him if he becomes a weather reporter.

Rationale: Response identifies a reason why Devon changes his mind but provides vague support (e.g., *telling him things about things that could happen to him*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

30

- Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

Devon changes his mind about becoming a weather reporter on the TV news because most of his classmates are telling him conds about his career. Therefore, he thinks that he chose a bad career, so that is why Devon changes his mind.

Rationale: Response indicates an understanding of character development but does not fully explain why Devon changes his mind (e.g., *he thinks that he chose a bad career*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

30

- 7 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

Devon changes his mind about becoming a weather reporter on tv because after listening to his friends opinions, he understands that he can't please everyone. So he decides to choose another job on tv.

Rationale: Response indicates an understanding of character development and offers some accurate and relevant support (e.g., *after listening...he understands...so he decides to choose another job*).

Assessments of Reading, Writing and Mathematics, Junior Division
Anchor Set and Rationales for Reading Open-Response
Short Narrative (What a Job!) Question # 29

40

- 76 Explain why Devon changes his mind about becoming a weather reporter on the TV news. Use information from the selection and your own ideas to support your answer.

I think he changes his mind about becoming a weather reporter because in the selection, it is mentioned by Su-Ling that he would not be able to please everyone if he was a weather reporter. I think he would rather choose a job that would make everyone happy.

Rationale: Response fully explains why Devon might have changed his mind. Response includes relevant and specific support from the selection (e.g., *it is mentioned by Su-Ling that he would not be able to please everyone...I think he would rather choose a job that would make everyone happy*).