

Education Quality and
Accountability Office



Assessment of Reading, Writing and Mathematics:
Junior Division

**Released 2008 Assessment: Language 2, Reading
Item-Specific Rubrics and
Sample Student Responses with Annotations**

Scoring Guide for Reading Open-Response Long Narrative (The Green Detective) Question 11

Q11: Explain Sam’s reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples 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., He knows the encyclopedia is not in the library.).
10	<p>Response attempts to explain Sam’s reaction when he realizes the encyclopedia is no longer in the library. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate support.
20	<p>Response identifies a reaction and indicates a partial understanding by explaining Sam’s reaction when he realizes the encyclopedia is no longer in the library. The response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support. <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response identifies a reaction and indicates an understanding by explaining Sam’s reaction when he realizes the encyclopedia is no longer in the library. The response includes:</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support . <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response identifies a reaction and indicates an understanding by explaining Sam’s reaction when he realizes the encyclopedia is no longer in the library and provides specific and relevant support from the reading selection to explain fully why he reacts that way.</p>

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 11

Code
10

Explain Sam's reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples from the text to support your answer.

He was upset be-
cause he wanted to check
more leaves

Annotation:

Response attempts to explain a reaction by answering an aspect of the question (e.g., *He was upset...*) and providing inaccurate support (e.g., *...he wanted to check more leaves*).

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 11

Code
20

Explain Sam's reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples from the text to support your answer.

That he was sad that he couldn't find
the leaves in the encyclopedia but with
the help from Erin he found the leaves.

Annotation:

Response identifies a reaction (e.g., *sad*) and indicates a partial understanding of Sam's reaction by providing irrelevant support (e.g., *...with help from Erin he found the leaves.*).

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 11

Code
30

Explain Sam's reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples from the text to support your answer.

Sam's reaction when he realizes the encyclopedia is not in the library is that he is surprised because the encyclopedia almost never gets taken out of the library. He is also worried because he can't find his leaves!

Annotation:

Response identifies a reaction (e.g., ...*surprised* ...) and indicates an understanding of Sam's reaction by providing some accurate and relevant support (e.g., ...*because the encyclopedia almost never gets taken out of the library.*) and some vague or underdeveloped support (e.g., ...*worried because he can't find his leaves!*).

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 11

Code
40

- 25 Explain Sam's reaction when he realizes the encyclopedia is no longer in the library. Use specific details and examples from the text to support your answer.

When Sam realizes the encyclopedia is gone he panics because he is scared that the leaves will either be ruined or lost. One of the sentences that demonstrate this is: "What does it matter? What am I going to do?" Sam is panicking because his leaves could be gone.

Annotation:

Response identifies a reaction (e.g., ...*he panics because he is scared.*) and indicates an understanding of Sam's reaction by providing specific and relevant support (e.g., ...*that the leaves are either lost or ruined.*) to explain fully why he reacts that way (e.g., *Sam is panicking because his leaves could be gone.*).

Scoring Guide for Reading Open-Response Long Narrative (The Green Detective) Question 12

Q12: Explain how the main problem in this selection is solved. Use specific details from the selection 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., The problem is solved).
10	<p>Response attempts to answer the question of how the main problem is solved. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate details.
20	<p>Response indicates a partial understanding of how the main problem is solved. Response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support. <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 how the main problem is solved. The response includes:</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support. <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 how the main problem is solved. The response provides specific and relevant support from the reading selection to explain fully how Sam and Erin solve the problem.</p>

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 12

Code
10

Explain how the main problem in this selection is solved. Use specific details from the selection to support your answer.

The reason why he solved the problem was because he was thinking.

Annotation:

Response answers an aspect of the question (e.g., ...*he was thinking.*), but does not identify the main problem or refer to the reading selection to explain the solution.

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 12

Code
20

Explain how the main problem in this selection is solved. Use specific details from the selection to support your answer.

When Sam found out where
the encyclopedia's were (Gr.3,
Gr.4 and Gr.5) he went and
looked for them, going to each
class, finally all his work payed off.

Annotation:

Response indicates a partial understanding of how the main problem was solved by providing limited support (e.g., ...*he went and looked for them, going to each class, finally all his work payed off.*), requiring the reader to connect the details to the problem and its solution.

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 12

Code
30

Explain how the main problem in this selection is solved. Use specific details from the selection to support your answer.

He solved the problem by going to the grade four classroom and finding the encyclopedia which had his leaves in it. The grade fours were using the encyclopedias for mammals, that is why they were allowed to take it out of the library.

Annotation:

Response indicates an understanding of how the main problem is solved by using some accurate and relevant support (e.g., ...by going to the grade four classroom and finding the encyclopedia which had his leaves in it.), but requires the reader to connect the details to the problem and its solution.

Scoring Guide for Reading Open-Response
Long Narrative (The Green Detective) Question 12

Code
40

Explain how the main problem in this selection is solved. Use specific details from the selection to support your answer.

The main problem was that the volume 12 encyclopedias that the leaves were in were gone. They were all scattered in the school. Sam and Erin discovered the grade 4's had the encyclopedias. They knew because grade 4's were learning about mammals. So when they were thinking of words they thought "zebra". When they went to see they were correct.

Annotation:

Response indicates an understanding of how the main problem is solved (states the problem as well as the solution) and provides specific and relevant support (e.g., ...*grade 4's had the encyclopedias. They knew because...*, ...*thinking of words they thought "zebra". When they went to see they were correct.*).

Scoring Guide for Reading Open-Response Poem (Rain) Question 21

Q21: How does rain affect nature? Use specific details from the poem 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. the rain affects the nature.).
10	<p>Response attempts to answer the question how does rain affect nature. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate support.
20	<p>Response indicates a partial understanding of how the rain affects nature. The response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support. <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 how the rain affects nature. The response includes:</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support. <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 how the rain affects nature by providing specific and relevant support from the reading selection to explain fully how the rain affects nature.</p>

Scoring Guide for Reading Open-Response
Poem (Rain) Question 21

Code
10

How does rain affect nature? Use specific details and examples from the poem and your own ideas to support your answer.

Rain affect nature because if
too much rain falls the corps
and vegetables will die.

Annotation:

Response does not refer to the reading selection (e.g., ...*the corps and vegetables will die*).

Scoring Guide for Reading Open-Response
Poem (Rain) Question 21

Code
20

How does rain affect nature? Use specific details and examples from the poem and your own ideas to support your answer.

Rain affects nature by watering all the plants and grass. The rain makes puddles and the world colourfull.

Annotation:

Response provides vague support (e.g., ...*by watering all the plants and grass*) and irrelevant support (e.g., ...*makes...the world colourfull.*) from the reading selection.

Scoring Guide for Reading Open-Response
Poem (Rain) Question 21

Code
30

How does rain affect nature? Use specific details and examples from the poem and your own ideas to support your answer.

Rain affects nature in many different ways. One reason is that maybe it was sunny for so many days and nature did not have any water to drink. So when it rains they drink lots of water. After the rain stops, everything will look new and green, like in the poem.

Annotation:

Response provides some accurate and relevant support (e.g., *After the rain stops, everything will look new and green...*), and some vague support (e.g., *...maybe it was sunny for so many days and nature did not have any water to drink.*) to explain how the rain affects nature.

Scoring Guide for Reading Open-Response
Poem (Rain) Question 21

Code
40

How does rain affect nature? Use specific details and examples from the poem and your own ideas to support your answer.

Rain affects nature by renewing it, by helping plants grow, by cleansing nature. The story states that, "Moor and meadow, fern and flower, drink the raindrops, hour by hour." This is saying that the plants drink the water so they can grow, and that after the rain has fallen, "How new and green things appear." As I watch the rain come down, I see how it cleanses everything, how nature is cleansed.

Annotation:

Response provides specific and relevant support from the reading selection (e.g., *Moor and meadow, fern and flower, drink the raindrops...*, *...new and green things appear.*) to explain how the rain affects nature.

Scoring Guide for Reading Open-Response Poem (Rain) Question 22

Q22: Describe the speaker’s thoughts and feelings about the rain. Use specific details and examples from the selection 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 (e.g., birds flew) OR restate the question (e.g., The speaker feels.)
10	<p>Response attempts to answer the question by describing the speaker’s thoughts and feelings about the rain. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate support.
20	<p>Response indicates a partial understanding by describing the speaker’s thoughts and feelings about the rain. The response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support. <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 the speaker’s thoughts and feelings about the rain. The response includes :</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support. <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 the speaker’s thoughts and feelings about the rain and provides specific and relevant support from the reading selection to describe fully the speaker’s thoughts and feelings about the rain.</p>

Scoring Guide for Reading Open-Response
Poem (Rain) Question 22

Code
10

Describe the speaker's thoughts and feelings about the rain. Use specific details and examples from the selection to support your answer.

He likes it. He thinks it is good.

Annotation:

Response attempts to answer the question by answering an aspect of the question (e.g., ...*thinks it is good*).

Scoring Guide for Reading Open-Response
Poem (Rain) Question 22

Code
20

Describe the speaker's thoughts and feelings about the rain. Use specific details and examples from the selection to support your answer.

The speaker's thoughts and feelings about the rain is that he is happy because he's talking about the beautiful thing that rain does.

Annotation:

Response indicates a partial understanding by describing the speaker's thoughts and feelings (e.g., ...he happy...) and providing vague support (e.g., ...he's talking about the beautiful thing...).

Scoring Guide for Reading Open-Response
Poem (Rain) Question 22

Code
30

Describe the speaker's thoughts and feelings about the rain. Use specific details and examples from the selection to support your answer.

The speakers thoughts and feelings about rain are! it makes birds happy and it makes everything look beautiful. When you are sleeping it is very soothing if it is raining on the roof.

Annotation:

Response provides some accurate (e.g., ...*it makes birds happy.*) and relevant support (e.g., ...*it is very soothing.*), and some vague or underdeveloped support (e.g., ...*everything look beautiful.*) Response requires the reader to make some connections between the support and what it is intended to prove.

Scoring Guide for Reading Open-Response
Poem (Rain) Question 22

Code
40

Describe the speaker's thoughts and feelings about the rain. Use specific details and examples from the selection to support your answer.

The speaker thinks that rain is very calming. I know because it said, "Hush - Hushing all around with its low and lulling sound." That means it is kind of like quite music. The speaker obviously loves the rain.

Annotation:

Response indicates an understanding by providing specific and relevant support (e.g., ...*"Hush-Hushing...low and lulling sound"* ...*means it is kind of like quite music.*) to describe fully the speaker's thoughts and feelings about the rain (e.g., *The speaker thinks that the rain is very calming.*).

Scoring Guide for Reading Open-Response Short Narrative (Micah’s Morning) Question 28

Q28: Using specific details and examples from the selection to support your answer, explain why “Micah’s Morning” is an appropriate title for this selection.

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 (e.g., I like the title.) OR restate the question (e.g., It’s a good title for this story.).
10	<p>Response attempts to answer why “Micah’s Morning” is or is not an appropriate title for this selection. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate support.
20	<p>Response indicates a partial understanding of why “Micah’s Morning” is or is not an appropriate title for this selection. Response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support 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 why “Micah’s Morning” is or is not an appropriate title for this selection. The response includes:</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support. <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 why “Micah’s Morning” is or is not an appropriate title for this selection and provides specific and relevant support from the reading selection to explain fully why the title is or is not appropriate.</p>

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 28

Code
10

Using specific details and examples from the selection to support your answer, explain why "Micah's Morning" is an appropriate title for this selection.

I think it was a good selection because it tells on how Micah's life is when he has to change the way he sleeps.

Annotation:

Response attempts to answer why the title is appropriate (e.g., *I think it was a good selection...*) by answering an aspect of the question (e.g., *...tells on how Micah's life is when he has to change the way he sleeps.*).

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 28

Code
20

Using specific details and examples from the selection to support your answer, explain why "Micah's Morning" is an appropriate title for this selection.

The title is appropriate cause he has to get up in the morning and do chores like, get and make coffee for the visitors and clean the fish house.

Annotation:

Response indicates a partial understanding of why Micah's morning is an appropriate title by providing vague support (e.g., *...he has to get up in the morning...*) and limited support (e.g., *...do chores..., ...make coffee...*). The response requires the reader to connect the support to what it is intended to prove.

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 28

Code
30

Using specific details and examples from the selection to support your answer, explain why "Micah's Morning" is an appropriate title for this selection.

"Micah's Morning" is a good title because this 1 morning that he had was so beautiful and amazing, that it said: "For now, the morning belonged only to him" meaning he thought of the morning as his.

Annotation:

Response indicates an understanding of why "Micah's Morning" is an appropriate title by providing some accurate and relevant support (e.g., ... *morning belonged only to him*" meaning he thought of the morning as his.) and some vague or underdeveloped support (e.g., ... 1 morning that he had was so beautiful and amazing.).

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 28

Code
40

Using specific details and examples from the selection to support your answer, explain why "Micah's Morning" is an appropriate title for this selection.

I think that "Micah's Morning" is an appropriate title for this selection because the story is about Micah's morning chores at 5:00am! I also talks about how much he learned to appreciate nature and at the end he said that the morning belonged to him.

Annotation:

Response indicates an understanding of why "Micah's Morning" is an appropriate title by providing specific and relevant support (e.g., ...*Micah's Morning chores at 5:00am!...*, ...*and it the end he said that the morning belonged to him.*) to explain fully (e.g., ...*he learned to appreciate nature...*) why the title is appropriate.

Scoring Guide for Reading Open-Response Short Narrative (Micah’s Morning) Question 29

Q29: Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection 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 (e.g., My brother went on a fishing trip.) OR restate the question
10	<p>Response attempts to answer why Micah may or may not want to return to the fishing lodge next summer. The response either:</p> <ul style="list-style-type: none"> answers an aspect of the question OR does not refer to the reading selection OR provides inaccurate support
20	<p>Response indicates a partial understanding of why Micah may or may not want to return to the fishing lodge next summer. Response provides:</p> <ul style="list-style-type: none"> irrelevant support from the reading selection OR vague support from the reading selection OR limited support <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 why Micah may or may not want to return to the fishing lodge next summer. The response includes:</p> <ul style="list-style-type: none"> some accurate and relevant support and some vague or underdeveloped support. <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 why Micah may or may not want to return to the fishing lodge next summer and provides specific and relevant support from the reading selection to explain fully why he may or may not return next summer.</p>

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 29

Code
10

Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection to support your answer.

I think that Micah will return to the fishing lodge next summer because it is his and why would his parents buy it if they will not return next summer.

Annotation:

Response attempts to answer why Micah may want to return to the fishing lodge (e.g., ...*Micah will return...*) and provides inaccurate support (e.g., ...*why would his parents buy it if they will not return next summer.*).

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 29

Code
20

Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection to support your answer.

I think Micah will still want to return to the lodge next summer because he is now fascinated by nature and the lodge would be a perfect way to be close to nature.

Annotation:

Response indicates a partial understanding of why Micah may want to return to the fishing lodge by providing vague support (e.g., *...he is now fascinated by nature...*). The response requires the reader to connect the support to what it is intended to prove.

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 29

Code
30

Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection to support your answer.

I think Micah may not want to go back to the fishing lodge next year because everyday he need to wake up at 5am to work.

He may go back to the fishing lodge next year because he like the nature.

Annotation:

Response indicates an understanding of why Micah may or may not want to return to the fishing lodge by providing some accurate and relevant support (e.g., ...*everyday he need to wake up at 5am to work.*) and some vague or underdeveloped support (e.g., ...*because he like the nature.*). The response requires the reader to make some connections between the support and what it is intended to prove.

Scoring Guide for Reading Open-Response
Short Narrative (Micah's Morning) Question 29

Code
40

Explain why Micah may or may not want to return to the fishing lodge next summer. Use specific details and examples from the selection to support your answer.

In my opinion, I believe that Micah would want to come back to the lodge next time. This is because from learning and loving the sweet and fresh early mornings at the lodge, I'm positive that he will come back. And I am sure that he would want that feeling again where "the morning belonged to him."

Annotation:

Response indicates an understanding of why Micah may not want to return to the fishing lodge by providing specific and relevant support (e.g., *And I am sure that he would want that feeling again where "the morning belonged to him."*) to explain fully (e.g., *...from learning and loving the sweet and fresh early mornings...*) why he may return next summer.