**Education Quality and
Accountability Office**

EQAO

Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2009 Assessment: Language 2, Reading

Item-Specific Rubrics and
Sample Student Responses with Annotations

Q11: Identify one of Lisa's feelings during her tour of the animal refuge and explain why she feels this way. Use specific details from the text to support your answer.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question (e.g., She went to the refuge.) OR • restate the question (e.g., One of Lisa's feelings during the tour.).
10	Response attempts to answer the question by identifying one of Lisa's feelings during her tour of the animal refuge. The response either: • <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	Response indicates a partial understanding by identifying one of Lisa's feelings during her tour of the animal refuge and begins to explain why she felt this way. Response provides: • <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. The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding by identifying one of Lisa's feelings during her tour of the animal refuge and explains why she felt this way. The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding by identifying one of Lisa's feelings during her tour of the animal refuge and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> why she felt this way.

Code
10

Identify one of Lisa's feelings during her tour of the animal refuge and explain why she feels this way. Use specific details from the text to support your answer.

Lisa feals this way because it was really cool to hear the wolves howl like that.

Annotation:
Response attempts to answer the question without identifying one of Lisa's feelings during her tour of the animal refuge by answering an aspect of the question (e.g., …*it was really cool to hear the wolves howl like that.*).

**Code
20**

Identify one of Lisa's feelings during her tour of the animal refuge and explain why she feels this way. Use specific details from the text to support your answer.

One of Lisa's feelings during her tour is upset because she has to watch her eight year old brothers Patrick and Eric. This reminds me of when I had to watch my sister. I had the same feeling too.

Annotation:
Response indicates a partial understanding by identifying one of Lisa's feelings during her tour of the animal refuge and begins to explain why she felt this way by providing limited support (e.g., …*upset becuase she has to watch her eight year old brothers…*). The response requires the reader to make a connection between ethe support and what it is intended to prove.

Code
30

Identify one of Lisa's feelings during her tour of the animal refuge and explain why she feels this way. Use specific details from the text to support your answer.

One of Lisa's feelings during her tour of the animal refuge was panic because in the text she was panicing because she thought she lost her brother.

Annotation:
Response indicates an understanding by identifying one of Lisa's feelings during her tour of the animal refuge and explains why she felt this way by providing some accurate and relevant support (e.g., …*panic because in the text she was panicing because she thought she lost her brother.*). The response requires the reader to connect the support to explain why she feels that way.

**Code
40**

Identify one of Lisa's feelings during her tour of the animal refuge and explain why she feels this way. Use specific details from the text to support your answer.

I think Lisa feels amazed at how all the animals are reacting because in the text, paragraph 9, she Keaps saying, what a concert! What cries! What voices! which means she's amazed at how incredible the wolves sound and she was amazed.

Annotation:
Response indicates an understanding by identifying one of Lisa's feelings (e.g., …*amazed*…) during her tour of the animal refuge and provides specific and relevant support (e.g., …*what a concert! What cries! What voices!*) to explain fully (e.g., …*amazed at how incredible the wolves sound*…) why she felt this way.

Q12: Explain whether paragraphs 10–13 provide an effective ending. Support your answer using specific details from the text.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question (e.g., It ends.) OR • restate the question (e.g., Paragraphs 10-13 provide an effective ending.).
10	Response attempts to answer whether paragraphs 10-13 provide an effective ending. The response either: • <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	Response indicates a partial understanding by beginning to explain whether paragraphs 10-13 provide an effective ending. Response provides: • <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. The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding by explaining whether paragraphs 10-13 provide an effective ending. The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of whether paragraphs 10-13 provide an effective ending by providing <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> why the ending is or is not effective.

**Code
10**

Explain whether paragraphs 10–13 provide an effective ending. Support your answer using specific details from the text.

Paragraph 10-13 Provides an effective ending
because you can tell whenits going to end and
it also has details.

Annotation:
Response attempts to answer whether paragraphs 10-13 provide an effective ending but does not refer to the reading selection (e.g., …*you can tell when its going to end and it also has details.*).

Code 20

Explain whether paragraphs 10–13 provide an effective ending. Support your answer using specific details from the text.

I think that paragraphs 10-13 provide an effective ending because it is kind of like a climax although I think the problem should come up earlier.

Annotation:
Response indicates a partial understanding by beginning to explain whether paragraphs 10-13 provide an effective ending using vague support (e.g., …*it is kind of like a climax although I think the problem should come up earlier*.). The response requires the reader to connect the support to what it is intended to prove.

**Code
30**

Explain whether paragraphs 10–13 provide an effective ending. Support your answer using specific details from the text.

I think it had an efective ending because it had a sense of confusion and panic when eric was lost, but in the end it releaves the reader to find out he is ok.

Annotation:
Response indicates an understanding by explaining whether paragraphs 10-13 provide an effective ending using some accurate and relevant support (e.g., …*it had a sense of confusion and panic when eric was lost,*…) and some vague support (e.g., …*it releave's the reader to find out he is ok.*).

Code
40

Explain whether paragraphs 10–13 provide an effective ending. Support your answer using specific details from the text.

Paragraphs 10-13 did provide an effective ending because the author didn't leave you hanging. At the end the author said Eric was missing, the author drew the story to a conclusion by saying they found Eric.

Annotation:
Response indicates an understanding of whether paragraphs 10-13 provide an effective ending by providing specific and relevant support (e.g., *At the end the author said Eric was missing, the author drew the story to a conclusion by saying they found Eric.*) to explain fully why the ending is effective.

Q21: What conclusions can be made about the speaker in the poem "Freeze-Up"? Use specific details from the poem and your own ideas to support your answer.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question OR • restate the question (e.g., Conclusions can be made about the speaker in the poem "Freeze-Up").
10	Response attempts to answer what conclusions can be made about the speaker in the poem "Freeze-Up". The response either: • <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	Response indicates a partial understanding of what conclusions can be made about the speaker in the poem "Freeze-Up". Response provides: • <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. The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of what conclusions can be made about the speaker in the poem "Freeze-Up". The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of what conclusions can be made about the speaker in the poem "Freeze-Up" and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> the conclusions made.

**Code
10**

What conclusions can be made about the speaker in the poem "Freeze-Up"? Use specific details from the poem and your own ideas to support your answer.

the conclusions that can be made From this story are that the waterfall froze, I know this because in the story, it said that the waterfall couldn't budge, so it would be frozen

Annotation:
Response attempts to answer an aspect of the question by making a conclusion about the waterfall (e.g., …*the waterfall couldn't budge, so it would be frozen*), instead of a conclusion about the speaker of the poem.

**Code
20**

What conclusions can be made about the speaker in the poem "Freeze-Up"? Use specific details from the poem and your own ideas to support your answer.

The Speaker is a person that really enjoys watching water falls because thats what the poem is about

Annotation:
Response indicates a partial understanding of what conclusions can be made about the speaker of the poem (e.g. …*a person that really enjoys watching waterfalls*…) by providing limited support (e.g. …*because thats what the poem is about*).

**Code
30**

What conclusions can be made about the speaker in the poem "Freeze-Up"? Use specific details from the poem and your own ideas to support your answer.

the speaker in the poem freeze up is
excited and curious about the water
Fall stopping wishing he'd been there
to see the water stopping a the water
Fall,

Annotation:
Response indicates an understanding of what conclusions can be made about the speaker in the poem by providing some accurate and relevant support (e.g. …*excited and curious about the water Fall Stopping wishing he'd been there...*). The response requires the reader to make some connections between the support and what it is intended to prove.

**Code
40**

What conclusions can be made about the speaker in the poem "Freeze-Up"? Use specific details from the poem and your own ideas to support your answer.

I think the speaker in "Freeze-Up" is curios he wants to know what it would be like seeing the last drop of water all year On line One he wrote "I wonder at what exact moment" Which sounds like curiosity.

Annotation:
Response indicates an understanding of what conclusions can be made about the speaker in the poem by providing specific and relevant support (e.g, …"*I wonder at what exact moment*" *which sounds like curiosity.*) to fully explain the conclusion being made.

Q22: Compare these two poems. Use specific details and examples from the poems and your own ideas to support your answer.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question OR • restate the question (e.g., Compare these two poems.).
10	Response attempts to compare these two poems. The response either: • <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	Response indicates a partial understanding by comparing these two poems. Response provides: • <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. The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding by comparing these two poems. The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding by comparing these two poems and provides <u>specific and relevant support</u> from the text to <u>explain fully</u> their comparison.

**Code
10**

Compare these two poems. Use specific details and examples from the poems and your own ideas to support your answer.

Both islands are different. One is big the other one small. A thing they have in common is there both islands.

Annotation:
Response attempts to compare these two poems by answering an aspect of the question (e.g., …*One is big the other one small.*), and only compares one poem (Islands) with itself instead of drawing a comparison between the two poems.

Code
20

Compare these two poems. Use specific details and examples from the poems and your own ideas to support your answer.

They are the same because they both are talking about outside, water, and land.

Annotation:
Response indicates a partial understanding by comparing these two poems using vague support (e.g., *They are the same…they both…outside, water and land.*). The response requires the reader to connect the support to what it is intended to prove.

Code 30

Compare these two poems. Use specific details and examples from the poems and your own ideas to support your answer.

Both of the poems talk about water. For example, in the first paragraph, it's talking about waterfalls. The second poem is talking about the islands and water.

Annotation:
Response indicates an understanding by comparing the two poems using some accurate support (e.g., …*talk about water…talking about waterfalls.*) and some underdeveloped support (e.g., *The second poem is talking about the islands and water.)*

**Code
40**

Compare these two poems. Use specific details and examples from the poems and your own ideas to support your answer.

The two poems "Island" and "Freeze-up" are two poems about nature and water. The first one is about a water fall and its last drop of water and the other is about two islands one smaller and one bigger.

Annotation:
Response indicates an understanding when comparing the two poems by fully explaining the comparison (e.g., …*about nature and water.*) using specific and relevant support (e.g., The *first one is about a water fall and its last drop…; …two islands one smaller and one bigger.*) from the poems.

Q28: What makes the security features easy to use? Use two examples from the text to support your answer.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question OR • restate the question (e.g., The security features are easy to use.).
10	Response attempts to answer what makes the security features easy to use. The response either: • <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	Response indicates a partial understanding of what makes the security features easy to use. Response provides: • <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. The response usually requires the reader to connect the support to what it is intended to prove.
30	Response indicates an understanding of what makes the security features easy to use. The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of what makes the security features easy to use and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> what makes the security features easy to use.

Code
10

What makes the security features easy to use? Use two examples from the text to support your answer.

The security features easy because if someone make a counterfit (fake) money you can tell so that they can't use it at stores.

Annotation:
Response attempts to answer what makes the security features easy to use by answering an aspect of the question (e.g., …*if someone make a counterfit (fake) money you can tell*...).

**Code
20**

What makes the security features easy to use? Use two examples from the text to support your answer.

Holding the bill up to the light and tilting the bill makes the security features easy to use. These two actions are easier then squinting your eyes and trying to read small printing.

Annotation:
Response indicates a partial understanding of what makes the security features easy to use by providing vague support (e.g., *Holding the bill up to the light and tilting the bill makes the security features…*) and irrelevant support (e.g., *…then squinting your eyes and trying to read small printing.*).

**Code
30**

What makes the security features easy to use? Use two examples from the text to support your answer.

What makes the features easy, is all that you
have to do is hold the bill up to the
light and look for the perfect twenty and
the ghostly image of the queen's face.

Annotation:
Response indicates an understanding of what makes the security features easy to use by providing some accurate support (e.g., …*all that you have to do is hold the bill up to the light and look for the perfect twenty and the ghostly image of the queen`s face.*). The response requires the reader to connect the feature and why it is easy to use.

Code
40

What makes the security features easy to use? Use two examples from the text to support your answer.

The fact that there is usually always ^light around us makes the security features easy to use. For example the perfect 20, and head of the queen only show up if the bill is held up to the light. If you have the sense of touch you can tell if it's real money. for example part of a legal bill has raised printing.

Annotation:
Response indicates an understanding of what makes the security features easy to use and provides specific and relevant support (e.g., …*the perfect 20, and head of the queen only show up if the bill is held up to the light.*) to explain fully (e.g., …*there is usually always light around us…*) what makes the security features easy to use.

Q29: In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

Code	Descriptor
I	• *Illegible: cannot be read; completely crossed out / erased; not written in English* • *Irrelevant content: does not attempt assigned question* • *Off topic: no relationship of written work to the question* Typical responses: • do not attempt to answer the question OR • restate the question (e.g., The significance of the word "cents.").
10	Response attempts to answer what the significance of the word "cents" is in the sentence "Knowing how to recognize counterfeit money just makes cents!" The response either: • <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	Response indicates a partial understanding of the significance of the word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" Response provides: • <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. 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 word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" The response includes: • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u>. The response requires the reader to make some connections between the support and what it is intended to prove.
40	Response indicates an understanding of the significance of the word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" and provides <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> the significance of the word "cents."

Code
10

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

The significance of the word "cents" is that most people that make counterfeit money are poor or less fortunate.

Annotation:
Response attempts to answer what the significance of the word "cents" is in the sentence "Knowing how to recognize counterfeit money just makes cents!" by providing inaccurate support (e.g., …*most people that make counterfit money are poor or less fortunate.*).

**Code
20**

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

In my opinion the significance of the word "cents" is it is not the only meaning it is just talking about money so they used that type of cents.

Annotation:
Response indicates a partial understanding of the significance of the word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" by providing vague support (e.g., …*it is not the only meaning it is just talking about money so they used that type of cents.*). The response requires the reader to connect the support to what it is intended to prove.

Code
30

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

The way they have spellt simply means money, pocket change. But the way they intended to use it was as in "it makes sense." like you understand how to recognize falle money.

Annotation:
Response indicates an understanding of the significance of the word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" by providing some accurate and relevant support (e.g., …*they have spelt simply means money, pocket change. But the way they intended to use it was as in "it makes sense."*) and some underdeveloped support (e.g., …*like you understand how to recognize fake money.*).

**Code
40**

In the sentence "Knowing how to recognize counterfeit money just makes cents!" what is the significance of the word "cents"? Use information from the text and your own ideas to support your answer.

In the Sentence "knowing how to recognize counterfeit money just makes cents!" what the word means in the sentence, of the word cents is it is the homonym for the wore sense because the text is talking about money they put the word cents.

Annotation:
Response indicates an understanding of the significance of the word "cents" in the sentence "Knowing how to recognize counterfeit money just makes cents!" by providing specific and relevant support (e.g., *…it is the homonym for the wore sense…*) to explain fully (e.g., *…because the text is talking about money they put the word cents.*) the significance of the word "cents."