

Education Quality and
Accountability Office



Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2010 Assessment: Language 2, Reading

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

Scoring Guide for Reading Open-Response Long Narrative (The Living Fossil) - Question 11

Q11: Explain how dialogue in the text helps the reader understand one of the characters. Use specific details from the text to support your answer.

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

Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 11

Code
10

Explain how dialogue in the text helps the reader understand one of the characters. Use specific details from the text to support your answer.

It helps us understand the characters because by the way that they talk you can find out what kind of personality they have or even what mood they're in.

Annotation:

Response attempts to answer the how dialogue helps the reader understand one of the characters by answering an aspect of the question (e.g., *the way that they talk you can find out what kind of personality they have*). Response does not refer to the reading selection.

**Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 11**

**Code
20**

Explain how dialogue in the text helps the reader understand one of the characters. Use specific details from the text to support your answer.

The dialogue in the text helps the reader understand one of character because, in the text it talks about the character a lot. It talks about Tara it shows how excited she is to share her information with the class, that explains one of her personalities.

Annotation:

Response indicates a partial understanding by providing limited support (e.g. *how excited she is to share her information with the class*) to explain how the dialogue in the text helps the reader understand Tara.

**Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 11**

**Code
30**

Explain how dialogue in the text helps the reader understand one of the characters. Use specific details from the text to support your answer.

Dialogue in the text helps the reader understand one of the characters by giving us an example of what that person is like. For example in paragraph 3 Jason says "I don't know" said Jason "Lets find out" That shows that Jason likes to explore. That is why dialogue helps understand a character

Annotation:

Response indicates an understanding by identifying how dialogue helps the reader (e.g., *giving us an example of what the person is like*) and providing some accurate and relevant support (e.g., *"I don't know" said Jason "Lets find out"; shows that Jason likes to explore*) to explain how dialogue in the text helps the reader understand one of the characters. Response is underdeveloped in that the reader has to make some connections to what Jason likes to explore.

Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 11

Code
40

Explain how dialogue in the text helps the reader understand one of the characters. Use specific details from the text to support your answer.

The dialogue in the text helps the reader understand how Jason has a great sense of humor, like when he says "Oh do they ever stink, They smell like old cheese", and that he cares about the environment, because he talks alot about how the Ginkgo tree is endangered.

Annotation:

Response indicates an understanding by identifying two of Jason's characteristics (e.g., *great sense of humor; cares about the environment*) and providing specific and relevant support (e.g., "Oh do they ever stink, They smell like old cheese"; *talks alot about how the Ginkgo tree is endangered*) to explain fully how the dialogue in the text helps the reader understand Jason's character.

Scoring Guide for Reading Open-Response Long Narrative (The Living Fossil) - Question 12

Q12: Explain an important theme that is conveyed through the text. Use specific details to support your answer.

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

Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 12

Code
10

Explain an important theme that is conveyed through the text. Use specific details to support your answer.

An important theme that is conveyed through the text is Ginkgo trees because the whole story is based on those trees.

Annotation: Response attempts to explain an important theme that is conveyed through the text, but provides inaccurate support (e.g., *an important theme...is Ginkgo trees...is based on those trees*). Response attempts to address main idea rather than theme.

Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 12

Code
20

Explain an important theme that is conveyed through the text. Use specific details to support your answer.

An important theme that is conveyed through the text is that the ginkgo tree is an endangered species because it tells us that we need to help preserve it.

Annotation:

Response indicates a partial understanding by explaining an important theme (e.g., *the ginkgo tree is an endangered species*) that is conveyed through the text and provides some vague support from the reading selection (e.g., *we need to help preserve it*). The response requires the reader to connect the support to what it is intended to prove.

**Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 12**

**Code
30**

Explain an important theme that is conveyed through the text. Use specific details to support your answer.

A important theme that is conveyed through the text is that ginkgo trees are very fascinating trees because these trees have been here since the dinosaurs and can be used for medicine which is great. The ginkgo trees are very good to have around and is a precious artifact too.

Annotation:

Response indicates an understanding by explaining an important theme (e.g., *ginkgo trees are very fascinating trees*) that is conveyed through the text. Response provides some accurate support (e.g., *have been here since the dinosaurs...can be used for medicine*) and some underdeveloped support (e.g., *good to have around...is a precious artifact*).

**Scoring Guide for Reading Open-Response
Long Narrative (The Living Fossil) - Question 12**

**Code
40**

Explain an important theme that is conveyed through the text. Use specific details to support your answer.

An important theme that is conveyed through the text is to help save endangered trees. It says in paragraph 24 "... the wild ginko tree is disappearing, so it is protected from clear cutting," and in paragraph 22 "One interesting fact," stated Jason "is that the Ginko is an endangered species," between the lines of this story, its kind of telling you to try to keep helpful trees, like the ginko, from dying.

Annotation:

Response indicates an understanding by explaining an important theme (e.g., *to help save endangered trees*) that is conveyed through the text and provides specific and relevant supporting details from the reading selection (e.g., *in paragraph 24 ... "the wild ginko tree is disappearing, so it is protected from clear cutting...try to keep helpful trees, like the ginko, from dying*).

Scoring Guide for Reading Open-Response

Graphic (Rubber Ducks: A Researcher's Best Friend) – Question 22

Q22: Explain how the numbers in the black boxes are helpful to the reader. Use details and information from the text to support your answer.

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

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) – Question 22

Code
10

Explain how the numbers in the small black boxes are helpful to the reader. Use details and information from the text to support your answer.

they are helpful because they tell you
which section your reading.

Annotation:

Response attempts to explain how the numbers in the small black boxes are helpful to the reader by answering an aspect of the question (e.g., *they tell you which section your reading*).

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) – Question 22

Code
20

Explain how the numbers in the small black boxes are helpful to the reader. Use details and information from the text to support your answer.

They are helpfull for the reader
so the reader can see wich stage
comes after the other. So they
can see what order they come
in. This is what I think.

Annotation:

Response indicates a partial understanding by providing vague support (e.g., *wich stage comes after the other; they can see what order they come in*) from the reading selection to explain how the numbers in the small black boxes are helpful to the reader.

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) – Question 22

Code
30

Explain how the numbers in the small black boxes are helpful to the reader. Use details and information from the text to support your answer.

The numbers in the small black boxes are helpful to the reader because it shows the order in which each event happened. For example, #1 is the earliest event which took place in 1992. Then #7, the latest event, happens in 2007.

Annotation:

Response indicates an understanding by providing some accurate and relevant support (e.g., *it shows the order in which each event happened; #1 is the earliest event . . . 1992; #7, the latest event, happens in 2007*). Response is underdeveloped in that the reader has to make some connections between the support and how the small black boxes are helpful to the reader.

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) – Question 22

Code
40

Explain how the numbers in the small black boxes are helpful to the reader. Use details and information from the text to support your answer.

The numbers in the black boxes are helpful because, they tell the reader what order thing happened in. For example, if I want to know where the last ducks ended up, I'd got to box 7 (the highest number) and find they hit Britain latest.

Annotation:

Response indicates an understanding by providing specific (e.g., *if I want to know where the last ducks ended up, I'd got to box 7 . . . and find they hit Britain latest*) and relevant support (e.g., *they tell the reader what order thing happened in*) from the reading selection to explain fully how the numbers in the small black boxes are helpful to the reader.

Scoring Guide for Reading Open-Response Graphic (Rubber Ducks: A Researcher's Best Friend) - Question 23

Q23: Why did researchers offer a reward for the return of each rubber duck? Use details from the text and your own ideas to support your answer.

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

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) - Question 23

Code
10

Why did researchers offer a reward for the return of each rubber duck? Use details from the text and your own ideas to support your answer.

They offered a reward because the duck were very valuable.

Annotation:

Response attempts to answer why researchers offer a reward for the return of each rubber duck by answering an aspect of the question (e.g., *the duck were very valuable*).

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) - Question 23

Code
20

Why did researchers offer a reward for the return of each rubber duck? Use details from the text and your own ideas to support your answer.

Researchers offered an reward of \$100.00
because the ducks are so valuable.
And they wanted to see their journey.

Annotation:

Response indicates a partial understanding by providing limited support (e.g., *the ducks are so valuable; they wanted to see their journey*) from the reading selection to answer why researchers offer a reward for the return of each rubber duck.

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) - Question 23

Code
30

Why did researchers offer a reward for the return of each rubber duck? Use details from the text and your own ideas to support your answer.

A reward was offered because the ducks have traveled so far and so long that they have become increasingly valuable for researchers to study currents all over the world.

Annotation:

Response indicates an understanding by providing accurate and relevant support (e.g. *they have become increasingly valuable for researchers to study currents all over the world*). Response requires the reader to make some connections in that it provides some underdeveloped support (e.g. *the ducks have traveled so far and so long*) to answer why researchers offer a reward for the return of each rubber duck.

Scoring Guide for Reading Open-Response
Graphic (Rubber Ducks: A Researcher's Best Friend) - Question 23

Code
40

Why did researchers offer a reward for the return of each rubber duck? Use details from the text and your own ideas to support your answer.

The researchers offered a reward for the return on each rubber duck because they probably want to track how far and where each rubber duck went. I think they wanted to see which currents took the ducks where around the world. Also how long it took the duck to get there.

Annotation:

Response indicates an understanding by providing specific (e.g., *they wanted to see which currents took the ducks where around the world*) and relevant support (e.g., *track how far and where each rubber duck went; how long it took the duck to get there*) to explain fully why researchers offer a reward for the return of each rubber duck.