

Education Quality and  
Accountability Office



Assessment of Reading, Writing and Mathematics:  
Junior Division

**Released 2011 Assessment: Language 2, Reading**

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

## Scoring Guide for Reading Open-Response Long Narrative (Hero of Long Point) Question 11

**Q11:** Explain why Abigail is considered a hero. Use specific examples from the text to support your answer.

Code	Descriptor
<b>B</b>	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the space provided</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li><i>Illegible: cannot be read; completely crossed out / erased; not written in English</i></li> <li><i>Irrelevant content: does not attempt assigned question</i></li> <li><i>Off topic: no relationship of written work to the question</i></li> </ul> <p>Typical responses:</p> <ul style="list-style-type: none"> <li>do not attempt to answer the question OR</li> <li>restate the question (e.g., Abigail is considered a hero.).</li> </ul>
<b>10</b>	<p>Response attempts to explain why Abigail is considered a hero. The response either:</p> <ul style="list-style-type: none"> <li><u>answers an aspect of the question</u> OR</li> <li><u>does not refer to the reading selection</u> OR</li> <li><u>provides inaccurate support.</u></li> </ul>
<b>20</b>	<p>Response indicates a partial understanding of why Abigail is considered a hero. The response provides:</p> <ul style="list-style-type: none"> <li><u>irrelevant support</u> from the reading selection OR</li> <li><u>vague support</u> from the reading selection OR</li> <li><u>limited support</u> from the reading selection</li> </ul> <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
<b>30</b>	<p>Response indicates an understanding of why Abigail is considered a hero. The response includes:</p> <ul style="list-style-type: none"> <li><u>some accurate and relevant support</u> and</li> <li><u>some vague or underdeveloped support.</u></li> </ul> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
<b>40</b>	<p>Response indicates an understanding by providing <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> why Abigail is considered a hero.</p>

Scoring Guide for Reading Open-Response  
Long Narrative (Hero of Long Point) Question 11

# Code 10

Explain why Abigail is considered a hero. Use specific examples from the text to support your answer.

Abigail is considered a hero because  
she saved the sailors

**Annotation:**

Response answers an aspect of the question (e.g., *she saved the sailors*), but does not explain why Abigail is considered a hero.

Scoring Guide for Reading Open Response  
Long Narrative (The Hero of Long Point) Question 11

**Code 20**

Explain why Abigail is considered a hero. Use specific examples from the text to support your answer.

She risked her life to  
save the crew of sailors  
in freezing cold water. That  
takes guts.

**Annotation:**

Response indicates a partial understanding of why Abigail is considered a hero by providing limited support (e.g., *risked her life to save a crew of sailors in freezing cold water*). Response requires the reader to make connections between the support and why Abigail is considered a hero.

Scoring Guide for Reading Open Response  
Long Narrative (The Hero of Long Point) Question 11

**Code 30**

Explain why Abigail is considered a hero. Use specific examples from the text to support your answer.

Abigail is considered a hero because she risked her own life to save stranded sailors in the lake. In the text it says that she didn't even know how to swim but she still went to go rescue them (sailors).

**Annotation:**

Response indicates an understanding of why Abigail is considered a hero by including some accurate (e.g., *she didn't even know how to swim but she still went to go rescue them (sailors)*) and relevant support (e.g., *she risked her own life to save stranded sailors in the lake.*)

Scoring Guide for Reading Open Response  
Long Narrative (The Hero of Long Point) Question 11

## Code 40

Explain why Abigail is considered a hero. Use specific examples from the text to support your answer.

Abigail is considered a hero because she saved the crew and she was brave, "She shuddered as icy waves pounded against her body." No matter how cold it was or terrifying, she didn't care and never gave up. "When Abigail Becker rescued the sailors, she did not even know how to swim!" So she knew she was doing a great thing saving lives!

**Annotation:**

Response indicates an understanding by providing specific (e.g., *she saved the crew*; "*She shuddered as icy waves pounded against her body.*"; "... *she did not even know how to swim!*") and relevant support (e.g., *she was brave*; *No matter how cold it was or terrifying, she didn't care and never gave up*) to explain fully why Abigail is considered a hero.

## Scoring Guide for Reading Open-Response Long Narrative (The Hero of Long Point) Question 12

**Q 12:** Explain how the setting contributes to the mood of the text. Use specific details from the text to support your answer.

Code	Descriptor
<b>B</b>	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the space provided</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li><i>Illegible: cannot be read; completely crossed out / erased; not written in English</i></li> <li><i>Irrelevant content: does not attempt assigned question</i></li> <li><i>Off topic: no relationship of written work to the question</i></li> </ul> <p>Typical responses:</p> <ul style="list-style-type: none"> <li>do not attempt to answer the question OR</li> <li>restate the question (e.g.,). The setting contributes to the mood of the text.</li> </ul>
<b>10</b>	<p>Response attempts to explain how the setting contributes to the mood of the text. The response either:</p> <ul style="list-style-type: none"> <li><u>answers an aspect of the question</u> OR</li> <li><u>does not refer to the reading selection</u> OR</li> <li><u>provides inaccurate support.</u></li> </ul>
<b>20</b>	<p>Response indicates a partial understanding by explaining how the setting contributes to the mood of the text. The response provides:</p> <ul style="list-style-type: none"> <li><u>irrelevant support</u> from the reading selection OR</li> <li><u>vague support</u> from the reading selection OR</li> <li><u>limited support</u> from the reading selection</li> </ul> <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
<b>30</b>	<p>Response indicates an understanding by explaining how the setting contributes to the mood of the text. The response includes:</p> <ul style="list-style-type: none"> <li><u>some accurate and relevant support</u> and</li> <li><u>some vague or underdeveloped support.</u></li> </ul> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
<b>40</b>	<p>Response indicates an understanding by providing <u>specific and relevant support</u> from the reading selection to <u>explain fully</u> how the setting contributes to the mood of the text.</p>

Scoring Guide for Reading Open-Response  
Long Narrative (The Hero of Long Point) Question 12

# Code 10

Explain how the setting contributes to the mood of the text. Use specific details from the text to support your answer.

The setting contributes to  
the mood by making it creepy  
dark and scary.

**Annotation:**

Response attempts to explain how the setting contributes to the mood of the text, but does not refer to the text (e.g., *making it creepy dark and scary*).



Scoring Guide for Reading Open-Response  
Long Narrative (The Hero of Long Point) Question 12

## Code 20

Explain how the setting contributes to the mood of the text. Use specific details from the text to support your answer.

In paragraph 12 line 2 it says "The rough waves look black and terrifying" so the setting added a scary mood to the story.

**Annotation:**

Response indicates a partial understanding of how the setting contributes to the mood of the text by providing limited support (e.g., *the rough waves look black and terrifying*"; *the setting added a scary mood to the story*).

Scoring Guide for Reading Open-Response  
Long Narrative (The Hero of Long Point) Question 12

## Code 30

Explain how the setting contributes to the mood of the text. Use specific details from the text to support your answer.

The setting contributes the mood because it is talking about dark skies and raging waters and how the sailors are afraid as stated in paragraph 5 "All night and all morning the blizzard swirled around us."

**Annotation:**

Response indicates an understanding of how the setting contributes to the mood of the text by including some accurate (e.g., "All night and all morning the blizzard swirled around us.") and relevant support (e.g., *it is talking about the dark skies and raging waters and how the sailors are afraid . . .*). Response requires the reader to make some connections about how the setting contributes to the mood of the text.

Scoring Guide for Reading Open-Response  
Long Narrative (The Hero of Long Point) Question 12

## Code 40

Explain how the setting contributes to the mood of the text. Use specific details from the text to support your answer.

The setting contributes to the text by the fear of the sailor's dying, and the setting was "dark and terrifying waves". In the text it says, "all night, and all morning, the blizzard swirled around us. We huddled together." The setting showed the fear they were feeling. So overall, The waves blizzard's represented fear, and sadness of almost dying.

**Annotation:**

Response indicates an understanding by providing specific (e.g., *the fear of the sailor's dying*; *"dark and terrifying waves"*; ". . . the blizzard swirled around us") and relevant support (e.g., *the setting showed the fear they were feeling*; *The waves blizzard's represented fear, and sadness of almost dying*) to explain fully how the setting contributes to the mood of the text.

## Scoring Guide for Reading Open-Response Graphic (Fencing) Question 22

**Q22:** Explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing. Use details and examples from the text to support your answer.

Code	Descriptor
<b>B</b>	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the space provided</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li><i>Illegible: cannot be read; completely crossed out / erased; not written in English</i></li> <li><i>Irrelevant content: does not attempt assigned question</i></li> <li><i>Off topic: no relationship of written work to the question</i></li> </ul> <p>Typical responses:</p> <ul style="list-style-type: none"> <li>do not attempt to answer the question OR</li> <li>restate the question (e.g.,).</li> </ul>
<b>10</b>	<p>Response attempts to explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing.</p> <p>The response either:</p> <ul style="list-style-type: none"> <li><u>answers an aspect of the question</u> OR</li> <li><u>does not refer to the reading selection</u> OR</li> <li><u>provides inaccurate support.</u></li> </ul>
<b>20</b>	<p>Response indicates a partial understanding of how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing.</p> <p>The response provides:</p> <ul style="list-style-type: none"> <li><u>irrelevant support</u> from the reading selection OR</li> <li><u>vague support</u> from the reading selection OR</li> <li><u>limited support</u> from the reading selection</li> </ul> <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
<b>30</b>	<p>Response indicates an understanding of how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing.</p> <p>The response includes:</p> <ul style="list-style-type: none"> <li><u>some accurate and relevant support</u> and</li> <li><u>some vague or underdeveloped support.</u></li> </ul> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
<b>40</b>	<p>Response indicates an understanding by providing <u>specific and relevant support</u> to <u>explain fully</u> how the text, diagrams and shaded boxes help the reader understand the sport of fencing.</p>

Scoring Guide for Reading Open-Response  
Graphic (Fencing) Question 22

**Code 10**

Explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing. Use details and examples from the text to support your answer.

because they tell you what they  
use and what the objects are  
for.

**Annotation:**

Response attempts to explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing by answering an aspect of the question (e.g., *they tell you what they use and what the objects are for*).

## Scoring Guide for Reading Open-Response Graphic (Fencing) Question 22

### Code 20

Explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing. Use details and examples from the text to support your answer.

The text, diagrams and shaded boxes help the reader see and understand this sport by drawing different equipment, where fencing is done and explaining it so it is clearer.

#### Annotation:

Response indicates a partial understanding of how the text, diagrams and shaded boxes work together to help the reader understand the text by providing vague support (e.g., *drawing different equipment, where fencing is done and explaining it so it is clearer*). Response requires the reader to make connections between the support and how it helps the reader understand the sport of fencing.

## Scoring Guide for Reading Open-Response Graphic (Fencing) Question 22

# Code 30

Explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing. Use details and examples from the text to support your answer.

The text helps me understand because it explains to me what fencing is. The Shaded Boxes help me understand because those boxes have explanations. For example if I wanted to know what the Saber sword does I would look in the box.

### Annotation:

Response indicates an understanding of how the text, diagrams and shaded boxes work together to help the reader understand the text by providing some accurate (e.g., *shaded boxes help me . . . those boxes have explanations for example: If I wanted to know what the saber sword does I would look in the box*) and relevant support (e.g., *text helps me . . . it explains to me what fencing is*). Response requires the reader to make connections between the support and how it helps the reader understand the sport of fencing.

## Scoring Guide for Reading Open-Response Graphic (Fencing) Question 22

# Code 40

Explain how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing. Use details and examples from the text to support your answer.

The text, diagrams and shaded boxes are all extremely important. It would be hard to read if any of them were <sup>out</sup> left. The diagrams help show what the text is talking about in a clear way. The shaded boxes also makes it easier to read as they organize the text to make it easier to understand. For example, the shaded boxes helped separate the text and when I could not understand what the piste was there was a diagram that showed me.

### Annotation:

Response indicates an understanding by providing specific (e.g., *the shaded boxes helped separate the text and when I could not understand what the piste was there was a diagram that showed me*) and relevant support (e.g., *It would be hard to read if any of them were left out; The diagrams help to show what the text is talking about; shaded boxes also makes it easier to read as they organize the text . . .*) to explain fully how the text, diagrams and shaded boxes work together to help the reader understand the sport of fencing



## Scoring Guide for Reading Open-Response Graphic (Fencing) Question 23

**Q23:** Explain why it is important to have judges and lights when scoring fencing. Use information from the text and your own ideas to support your answer

Code	Descriptor
<b>B</b>	<ul style="list-style-type: none"> <li>Blank: nothing written or drawn in the space provided</li> </ul>
<b>I</b>	<ul style="list-style-type: none"> <li><i>Illegible: cannot be read; completely crossed out / erased; not written in English</i></li> <li><i>Irrelevant content: does not attempt assigned question</i></li> <li><i>Off topic: no relationship of written work to the question</i></li> </ul> <p>Typical responses:</p> <ul style="list-style-type: none"> <li>do not attempt to answer the question OR</li> <li>restate the question (e.g.).</li> </ul>
<b>10</b>	<p>Response attempts to answer why it is important to have judges and lights when scoring fencing.</p> <p>The response either:</p> <ul style="list-style-type: none"> <li><u>answers an aspect of the question</u> OR</li> <li><u>does not refer to the reading selection</u> OR</li> <li><u>provides inaccurate support.</u></li> </ul>
<b>20</b>	<p>Response indicates a partial understanding of the question by explaining why it is important to have judges and lights when scoring fencing.</p> <p>The response provides:</p> <ul style="list-style-type: none"> <li><u>irrelevant support</u> from the reading selection OR</li> <li><u>vague support</u> from the reading selection OR</li> <li><u>limited support</u> from the reading selection</li> </ul> <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
<b>30</b>	<p>Response indicates an understanding by explaining why it is important to have judges and lights when scoring fencing.</p> <p>The response includes:</p> <ul style="list-style-type: none"> <li><u>some accurate and relevant support</u> and</li> <li><u>some vague or underdeveloped support.</u></li> </ul> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
<b>40</b>	<p>Response indicates an understanding by providing <u>specific and relevant support</u> to <u>explain fully</u> why it is important to have judges and lights when scoring fencing.</p>

Scoring Guide for Reading Open Response  
Graphic (Fencing) Question 23

**Code 10**

Explain why it is important to have judges and lights when scoring fencing. Use information from the text and your own ideas to support your answer.

so they can see were  
the hit is

**Annotation:**

Response attempts to answer why it is important to have judges and lights when scoring fencing by answering an aspect of the question (e.g., *they can see were the hit is*).

## Scoring Guide for Reading Open Response Graphic (Fencing) Question 23

### Code 20

Explain why it is important to have judges and lights when scoring fencing. Use information from the text and your own ideas to support your answer.

It is important to have judges and lights to keep score because the judges could be there to see no one gets hurt and the lights help with scoring to see when a stab actually happens.

#### Annotation:

Response indicates a partial understanding of why it is important to have judges and lights when scoring fencing by providing vague support (e.g., *the judges could be there to see no one gets hurt . . . lights help with scoring to see when a stab actually happens*). Response requires the reader to connect the support to why it is important to have judges and lights.

## Scoring Guide for Reading Open Response Graphic (Fencing) Question 23

### Code 30

Explain why it is important to have judges and lights when scoring fencing. Use information from the text and your own ideas to support your answer.

It is important to have judges and lights in the competition because without the lights the judges might not be sure about a hit and if someone did get hit they could lie and get away with it. With no judges there would not be anyone to see if the light went off.

#### Annotation:

Response indicates an understanding of why it is important to have judges and lights when scoring fencing by including some accurate (e.g., *without the lights the judges might not be sure about a hit; With no judges there would not be anyone to see if the light went off*) and relevant support (e.g., *if someone did get hit they could lie and get away with it*). Response is underdeveloped in that the reader is required to make some connections between the support to why it is important to have judges and lights.

## Scoring Guide for Reading Open Response Graphic (Fencing) Question 23

# Code 40

Explain why it is important to have judges and lights when scoring fencing. Use information from the text and your own ideas to support your answer.

It's important to have judges and lights because without them, fencing would be terribly unorganized. The judges count the hits, putting a final decision which won't cause any altercations between the fencers. The lights help the judges see who hit who (and if it counts) further helping organize.

### Annotation:

Response indicates an understanding by providing specific (e.g., *the judges count the hits, putting a final decision which won't cause any altercations . . .*; *The lights help the judges see who hit who (and if it counts)*) and relevant support (e.g., *fencing would be terribly unorganized*) to explain fully why it is important to have judges and lights when scoring fencing.