



Exit Level Scoring Guide for Reading and Written Composition

Spring 2009

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INTRODUCTION

The reading and written composition sections of the TAKS English language arts test are based on three thematically linked reading pieces, called a “triplet”—a literary selection, an expository selection, and a visual representation. The test includes two performance tasks: three short answer reading items and a written composition. The literary and expository selections are published pieces, and the visual representation is a created piece, although it may include some published elements, such as photographs. Using published selections on TAKS makes the assessment more authentic and, therefore, a more valid and reliable measure of student learning in reading at the high school level.

Short Answer Items

The three short answer items on each test assess two skills. First, students must be able to generate clear, reasonable, thoughtful ideas or analyses about some aspect of the published literary and expository selections. Second, students must be able to support these ideas or analyses with relevant, strongly connected textual evidence.

On each test one short answer item is based on the literary selection only (Objective 2), one is based on the expository selection only (Objective 3), and one is based on students’ ability to connect the literary and expository selections (also Objective 3). Short answer items are not used to measure Objective 1, since this objective focuses on basic understanding.

Objective 2

The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

To appreciate the literature they read in high school, students must develop an understanding of the literary elements that are at the heart of all stories. This understanding must go beyond mere identification to encompass the ways in which the parts of a story, singly and in combination, contribute to its overall meaning. Students must also understand the ways in which an author uses literary techniques and language to craft a story. In short answer items assessing Objective 2, students must write a short response analyzing how literary elements, literary techniques, or figurative language function in a story.

Objective 3

The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

To read well at the high school level, students must go beyond their initial understanding or impressions of a selection. Students must be able to develop their own interpretations, make thoughtful judgments about what they read, examine how a selection relates to their own lives, and find meaningful connections across parts of a single selection or between two selections. Students must also be aware of the way an author crafts a selection. An author’s purpose for writing, organizational decisions, point of view or attitude toward the subject, and unique use of language all affect the way a reader reads and understands a selection. In short answer items assessing Objective 3, students must write a short response analyzing or evaluating some aspect of the expository selection or some aspect of text common to or based upon both selections.

TAKS short answer items are holistically scored on a scale of 0 (insufficient) to 3 (exemplary). For each score point, this scoring guide presents the rubric as well as four student responses with explanatory annotations. Using this scoring guide will help you to better understand not only your students’ reading development but also the strengths and weaknesses of your school’s reading program.

Written Composition

Writing is a life skill. As students move from grade to grade, writing skills are critical for academic progress. Students who have difficulty putting their thoughts into writing struggle to succeed in social studies, science, and many areas other than English language arts. Because good writing requires good thinking, the act of writing helps students learn to clarify their thoughts and focus their ideas.

The writing prompt is thematically linked to the three reading selections. In this way, students have a built-in context that they may draw from as they plan their compositions. Note, however, that while students may include an analysis or reference to one or more reading selections, this is not a requirement. Students may respond to the prompt in any way they choose.

The composition section of the TAKS English language arts test assesses the knowledge and skills grouped under Objectives 4 and 5. Objective 4 focuses on the quality of the composition's content, while Objective 5 focuses on how clearly and effectively the student communicates his or her ideas. These objectives are inextricably linked because good writing must be both substantial and mechanically sound.

Objective 4

The student will, within a given context, produce an effective composition for a specific purpose.

The ability to communicate thoughts and ideas through writing helps students become successful, not only in school but throughout their lives. In order to communicate effectively, students must organize and develop ideas in a logical, coherent, and interesting manner that is easy for the reader to follow and understand. Objective 4 tests each student's ability to produce an organized and well-developed composition in response to a prompt. The prompt is worded so that students have broad latitude in crafting an individual response. Students can use any organizational strategy that allows them to write an effective piece—they can write a story, a description, a philosophical piece, an expository piece, a response to reading—or they can combine approaches. However students choose to respond, it is important that the composition they write is uniquely theirs—that it is authentic and represents their best thinking and writing.

Objective 5

The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.

To write well, students must be able to apply the conventions of the English language. First, when students write a composition, they are able to follow the rules of correct capitalization, punctuation, spelling, grammar, usage, and sentence structure. Second, they are able to write effective sentences and use words and phrases that enhance the reader's understanding of their ideas. Although students are not expected to produce absolutely error-free writing on the test, they are expected to write as clearly and correctly as possible. The stronger the writing conventions are, the more likely it is that students will be able to produce an effective composition.

TAKS compositions are holistically scored on a scale of 1 (ineffective) to 4 (highly effective). For each score point, this scoring guide presents the rubric as well as four student compositions with explanatory annotations. Using this scoring guide will help you to better understand your students' writing development and the strengths and weaknesses of your school's writing program.

Breakfast in Virginia

by Langston Hughes

"Breakfast in Virginia," written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

1 Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.

My notes about what I am
reading

2 The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.

3 No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.

4 As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, "Won't you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down."

- 5 "Thank you, sir," said Corporal Ellis, "this is kind of you. I am Corporal Ellis. This is Corporal Williams."
- 6 The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.
- 7 "How long have you been in the service, Corporal?" the white man was saying as the steward approached.
- 8 Corporal Ellis could not answer this question because the steward cut in brusquely, "You boys can't sit here."
- 9 "These men are my guests for breakfast, steward," said the white man.
- 10 "I am sorry, sir," said the white steward, "but Negroes cannot be served now. If there's time, we may have a fourth sitting before luncheon for them, if they want to come back."
- 11 "But these men are soldiers," said the white man.
- 12 "I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia."
- 13 The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, "I am embarrassed, steward, both for you and for my guests." To the soldiers he said, "If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back."
- 14 The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.
- 15 "Come in," he said. He waited for the soldiers to enter.
- 16 It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.

17 "I will have the porter bring a table," he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism.¹ Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.

18 All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, "This here time, sir, is the first time I ever been invited to eat with a white man. I'm from Georgia."

19 "I hope it won't be the last time," the white man replied. "Breaking bread together is the oldest symbol of human friendship." He passed the silver tray. "Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we're on rations."

20 "I can eat without butter," said the corporal.

21 For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.

22 "I thank you for this breakfast," said Corporal Williams.

"Breakfast in Virginia" from *SHORT STORIES* by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

¹ Hitlerism—Nazism or National Socialism—was a political belief promoting an exclusive German race and a strong and centrally governed state. The term is most often used in connection with Adolf Hitler's dictatorship of Nazi Germany from 1933 to 1945.

The Crystal Night

by Lore Metzger

1 When Adolf Hitler became chancellor of Germany in January 1933, I had just celebrated my twelfth birthday. I was a student in the all-girl high school of Landau, Rhineland-Palatinate. My thoughts and hobbies were typical of any budding teenager's, and my biggest worries were to get perfect grades and to be noticed just for a moment by one of the students of the all-male high school.

2 My childhood was an abundance of happy occasions: birthday parties, the annual children's masquerade at the city theater, long walks through Landau's beautiful parks, visits to the zoo, skating and sledding in winter, swimming, biking, and hiking in summer. I loved to climb high in the mountains, each crowned by romantic ruins, castles of kings and emperors of long ago. Life was joyous, carefree, safe.

3 Shortly after Hitler's rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: "Jews forbidden." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now "non-Aryans," were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

4 For the longest time my parents refused to think about emigration, but in 1938 they finally made the decision to go to America. The German government no longer allowed Jews to take money out of the country, but we could take what we wanted of our household possessions as long as we paid a special tax. By November all the plans for the big move had been made. We were to set sail for America on the S.S. *Washington* on November 28.

5 During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well. Through the terrible years of the Nazi regime, our home, with its beautifully furnished rooms and magnificent garden, had always been a center of peace and comfort. Now my brother and I could read the sadness and fear in our parents' eyes. They had both been born in Landau, as had my grandparents. They had both served in the military during World War I, and they were deeply involved in the social, cultural, and economic life of Landau. My father didn't know how he would support his family in a strange land, with no knowledge of English and few resources. My mother couldn't sleep for worrying about her aged father, who would have to be left behind because the American consulate wouldn't issue a visa to anyone over seventy. We were all so preoccupied with the emotions of leaving our home and the preparations for the move that we hardly noticed the news item

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that was to carry such enormous consequences. In Paris, an enraged Polish Jew shot and killed an employee of the German embassy when he learned that his parents had been deported from Germany back to Poland.

6 At seven o'clock on the morning of November 10, one of our maids came into my bedroom and awakened me with soft, halting words: "Honey, if you want to see the temple again get up now, because it's on fire." Shaking all over, I dressed and ran outside, without stopping for a coat. As soon as I left the house, I could detect a burning odor in the foggy air. I stopped in front of the hotel about a block from the temple and stood there paralyzed by shock and disbelief. Flames were shooting out of the stained-glass rose window, and a second later more flames engulfed the beautiful five-domed sanctuary. How long I remained there I cannot remember.

7 In tears, I ran back home. My parents were sitting down to breakfast, and I was just about to tell them of the dreadful thing I had witnessed when I heard loud male voices in the hall. In my confusion, I had left the front door open. Suddenly six or eight men pushed their way in, and without so much as a word, one of them yanked the tablecloth off the table, sending the breakfast dishes crashing to the floor. Another grabbed my father by the arm and barked, "You are under arrest!" When my father asked why, he was told, "Today we get all the Jews." We watched, stunned, as they led him away.

8 Moments later a dozen storm troopers burst into the room brandishing axes,

crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames—my mother's own paintings. As they were about to destroy a recently completed picture, my mother found the courage to say, "What do you want from us? We have served Germany faithfully both in peace and in war," and with that she pointed to the china cabinet, where the military decorations bestowed upon her and my father lay on a black velvet pillow, along with my grandfather's medals from the Franco-Prussian War. When the men saw these, one of them immediately gave the command to stop, but it was too late.

9 No sooner had they gone than one of our faithful servants arrived and broke down at the sight of the devastation. Struggling to compose herself, she told us she had heard that during the coming night all Jewish houses were to be set afire and all Jewish boys killed. She wanted to take my brother and hide him in the forest, but my mother declined her courageous offer and tearfully sent her away, not wanting to endanger her life as well.

10 Darkness fell early that November afternoon. My mother dressed us in extra-warm clothes, and we left our home and went through the desolate park in the direction of the Jewish cemetery. There we

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spent the night, wandering around in a daze or sitting on the tombstones of my grandparents' graves.

11 At daybreak we returned to the park, where we had a perfect view of our home through the leafless trees. It had not been burned. We saw a large car pull up in front of the house. Two SS men got out and went inside. I was terrified and wanted to run back to the safety of the cemetery, but my mother thought they might have news of my father, so we hurried across the park. As we entered the house, the two men were voicing their disgust at the destruction all around them. Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. They assured my mother that they themselves would see to it that the government paid for repairs. "We would not want you to go to America and talk about us Germans as barbarians," they told her.

12 After they left, my mother sent my brother and me to bed. I dreamed of the telephone, which rang and rang and rang, until I finally realized that this was no dream. The phone—miraculously undamaged—was indeed ringing. I stumbled to the den through the debris and picked it up. A harsh male voice said, "Pack your bags and be at the railroad station by noon. Be sure to take all your money and jewelry with you." My mother, who had been out when the call came, returned to this dreadful news and began packing. Shortly before noon on November 11, the three of us left our home for the last time.

Lugging our heavy suitcases, we walked past the temple, which was still burning, and past the ransacked homes of our friends. Worst of all, we walked past the people of Landau, our former neighbors, who stared at us with wordless hostility. Some of them forced us off the sidewalk into the busy street.

A cold drizzle was falling as we reached the plaza in front of the station. There about two hundred women and children were huddled together, trembling and scared, knowing nothing of the fate of their husbands and fathers, or of their own. True to her greatness, my mother made it her business to go around and speak to everyone encouragingly, especially the children.

One by one, the women and children were taken to a small room in the station, ordered to disrobe, and examined by members of the Nazi women's group, who wanted to be sure that no money or jewelry was hidden on their bodies. All the valuables we brought with us had already been confiscated, except wedding bands. A little after eight o'clock, we boarded a train that took us to Mannheim, on the other side of the Rhine River. That day the Palatinate was to be made *judenfrei*—free of Jews.

We were fortunate to have distant relatives who ran a small hotel in Mannheim. These good people sent a taxi and umbrellas and money to the station. By a miracle, their place had not been touched the day before, and I could hardly

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15

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believe my eyes when we stepped into the warmly lit foyer. It was difficult to comprehend that such things as unbroken furniture still existed. The dining room table was set, awaiting us, and on it was the most beautiful sight of all: two burning Sabbath candles. It was Friday night, and the Sabbath had begun. After the events of the past two days, the radiance of their flickering light gave me an indescribable feeling of peace. Suddenly I discovered a new pride in being a Jew, and in my heart I knew that God would never forsake us.

The next day my father was released from the Dachau concentration camp. He traced us to Mannheim with the help of

our former chauffeur, and we were reunited at last. The two SS men kept their word, and my mother was allowed to return to Landau to pack our repaired furniture.

Twenty-three years later, in 1961, my husband and I went back to Landau. For the first time in my life I saw bombed-out houses, whole blocks leveled by air strikes, and I was grateful—yes, grateful—for I realized that the events that drove us from home, the horrors of the Hitler years, of that Crystal Night, had spared my family the horrors of war.

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Breaking the Fast



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March 10, 1968—Delano, CA—Senator Robert Kennedy (left) breaks bread with Union Leader César Chávez as Chávez ends a 23-day fast in support of nonviolence in the strike against grape growers. The strike began in 1965 when Chávez rallied his union workers to boycott grape producers in support of better working conditions. Before Chávez's fast, farmworkers were often harassed, threatened, and beaten. The bread is the first solid food for Chávez since he began his fast. The bread breaking took place after a mass of thanksgiving officially ending the hunger strike.

SHORT ANSWER ITEMS

Rubrics and Sample Responses

Objective 2 – Literary Selection

What is the primary conflict in “Breakfast in Virginia”? Explain your answer and support it with evidence from the selection.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may offer an incorrect theme, character trait, conflict, or change
- ☐ may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze a literary technique or figurative expression
- ☐ may offer an analysis that is too general or vague to determine whether it is reasonable
- ☐ may present only a plot summary
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 2 – Literary Selection

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RG – 1

The conflict in *Breakfast in Virginia*
is that respect is hard to get and earn
after many trials they finally got it

Score Point 0 – Insufficient

The student offers an idea that is too vague to determine whether it is reasonable.

RG – 2

Two colored people traveling to the North, and they run into
a white, old man. The two men have dinner at a diner
with him. They end up sharing war time because they
are soldiers and the white man's is a soldier too.

Score Point 0 – Insufficient

In this response the student offers only a plot summary. Therefore, this is an insufficient response.

The primary conflict in the story is the corporals can't join the war effort because they are black and the war people are racist.

Score Point 0 – Insufficient

The student offers an idea that is not based on the selection.

The primary conflict on, "Breakfast in Virginia," is when the two colored corporals meet the white man that invites the to have breakfast with him, with no disrespect or rudeness at all, "...the white man looked up and said, "Wont you sit here and be my guests this morning?"

Score Point 0 – Insufficient

The student offers the idea that the primary conflict occurs when the white man invites the corporals to have breakfast with him. However, this is not a conflict. Although textual evidence is offered, this evidence cannot be considered relevant because it cannot support a conflict.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- ☐ may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 2 – Literary Selection

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RG – 5

The primary conflict was that the two Corporals couldn't eat at the diner because they were colored. In the story it says that the man kicked them out because it wasn't their time to eat, so the white man took them somewhere else.

Score Point 1 – Partially Sufficient

The student offers a reasonable idea (the two corporals couldn't eat at the diner because they were colored). The student attempts to provide support (the man kicked them out because it wasn't their time to eat), but this is only a general textual reference and is not specific enough to be considered textual evidence.

RG – 6

In "Breakfast in Virginia" the main conflict faced by the characters is the rules of segregation set in place by society during that time. The steward's lack of respect for the two corporals shows how the majority of society felt during that time. Segregation and racism were very big issues during the time and in the story.

Score Point 1 – Partially Sufficient

The student presents the reasonable idea that the main conflict faced by the characters is segregation. Additional analysis (The steward's lack of respect for the two corporals shows how the majority of society felt) clarifies the idea, but no textual evidence is provided to support the idea.

RG - 7

The primary conflict in "Breakfast in Virginia" is the overall difficulty of, not just African Americans, but all minorities to achieve racial equality. The two Corporals' hardships of having to be racially segregated in a different train car symbolizes the struggles of men and women around the world being segregated. The Jews' conditions under the harsh "Hitlerism" go hand in hand with the corporals conditions of segregation.

Score Point 1 – Partially Sufficient

The student presents the reasonable idea that the primary conflict is the difficulty experienced by African Americans in achieving racial equality. However, no relevant textual evidence is provided to support the idea. In addition, the unsupported ideas about world-wide segregation and Hitlerism are somewhat vague.

RG - 8

The primary conflict in "Breakfast in Virginia" is where the black soldiers were not able to eat in the diner with the elderly white man. "These men are my guest for breakfast, steward," the elderly man told the steward, but it didn't matter. The elderly man even mentioned that they were American soldiers. It wasn't a factor though, being black and fighting for your country didn't even give you sitting privileges in a diner.

Score Point 1 – Partially Sufficient

The student presents a reasonable idea (the black soldiers were not able to eat in the diner with the elderly white man). While textual evidence is provided ("These men are my guests for breakfast, steward"), it does not directly support the black soldiers' inability to eat with the white man. Therefore, the textual evidence is only weakly connected to the idea, making this response partially sufficient.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence
- ☐ must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 2 – Literary Selection

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RG – 9

The main conflict in "Breakfast in Virginia" is the segregation of African Americans from white people. "I am sorry sir," said the white steward, "but Negroes cannot be served now." This shows the persecution they faced.

Score Point 2 – Sufficient

The student offers a reasonable idea (The main conflict...is the segregation of African Americans from white people). Relevant textual evidence in the form of a direct quotation is provided to support the idea, making this a sufficient response.

RG – 10

The primary conflict faced in "Breakfast in Virginia" is the segregation imposed on the soldiers. "I cannot serve them in the state of Virginia." The white man wanted to have breakfast with the colored soldiers but the waiter refused service to them.

Score Point 2 – Sufficient

The student presents a reasonable idea (The primary conflict faced...is the segregation imposed on the soldiers). Additional analysis (the waiter refused service to them) clarifies the idea, and relevant textual evidence is provided to support the idea.

The primary conflict of "Breakfast in Virginia" is the effect of racism. When the waitress says "You boys can't sit here," it demonstrates how segregation affected both blacks and whites, because the white man said "im, embarrassed, steward, both for you and for my guests."

Score Point 2 – Sufficient

The student offers a reasonable idea (The primary conflict...is the effect of racism). Additional analysis (segregation affected both blacks and whites) clarifies the idea. The analysis is supported by direct quotations that illustrate the effects of segregation on both the black soldiers and the white man.

The primary conflict in "Breakfast in Virginia" is that the two men faced discrimination because blacks were treated unequally on the train. The two black soldiers sat in a separate coach than the whites where "no vendors came into the Jim Crow Car." The steward says, "Negroes cannot be served now." This shows that blacks were treated unequally on the train.

Score Point 2 – Sufficient

The student presents a reasonable idea (The primary conflict... is that the two men faced discrimination because blacks were treated unequally on the train). Relevant textual evidence is provided to support the idea of unequal and discriminatory treatment.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 2 – Literary Selection

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RG – 13

The primary conflict is racial prejudice towards the two corporals. The soldiers were forced to ride in the Jim Crow car due to their race and were refused service in the white dining car by the steward, "You boys can't sit here." This lack of compassion ("Negroes cannot be served now") was witnessed by an elderly man who was totally embarrassed for the steward and his guests by the whole ordeal. Going against what is expected, the white man invites the corporals to dine in his car, showing his acceptance and respect by saying "Breaking bread together is the oldest symbol of human friendship."

Score Point 3 – Exemplary

The student offers a reasonable idea (racial prejudice towards the two corporals) that is enhanced by insightful analysis (lack of compassion; Going against what is expected). Using specific synopsis, direct quotations, and paraphrased text, the student strongly connects textual evidence to the idea, making this an exemplary response.

RG – 14

THE PRIMARY CONFLICT IS THESE MEN ARE IN THE MILITARY, WILLING TO FIGHT AND DIE FOR THEIR COUNTRY, BUT THEY ARE TREATED LIKE ANIMALS. THE STORY SAID THEY HAD TO TAKE TURNS SLEEPING, THAT "NO VENDORS CAME INTO THE JIM CROW COACH WITH FOOD," AND WHEN THEY TRIED TO GO TO THE DINING CAR TO GET BREAKFAST, "THE STEWARD CUT IN BRUSQUEN, 'YOU BOYS CAN'T SIT HERE.'" AFTER A WHITE MAN ASKED THEM TO SIT WITH HIM, THE WHITE MAN INSISTED "BUT THESE MEN ARE SOLDIERS," BUT ALL THE STEWARD COULD OFFER WAS, "I CANNOT SERVE THEM IN THE STATE OF VIRGINIA." THE BLACKS DON'T HAVE THE SAME RIGHTS AS WHITES DURING THIS TIME. THEREFORE, THE BLACK MEN ARE TREATED SUBHUMANELY.

Score Point 3 – Exemplary

The student presents the thoughtful idea that men in the military who are willing to fight and die for their country are treated like animals. A combination of paraphrased text and direct quotations is used to effectively connect textual evidence to the idea and demonstrates the student's depth of understanding.

the primary conflict is not just racism, but lawful racism. The two corporals were separated by their skin color. "Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington." They were hungry and since "no vendors came into the Jim Crow coach with food" they attempted to eat in the diner. Here though invited to eat by a white man, they are refused service by the steward who says "I cannot serve them in the state of Virginia." It is not just that the steward is racist, it is the law. Even the old white man says "I am embarrassed steward for both you and my guests."

Score Point 3 – Exemplary

The student presents the insightful idea that the primary conflict is not just racism but lawful racism. A combination of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.

Racial segregation is the most prominent conflict in Hughes' story. He depicts the mistreatment of 2 black soldiers, most specifically when, after no food is available in the Jim Crow car, a steward tells the soldiers that, due to their race, they cannot be served in the dining car. However, Hughes offers another character, a hospitable white man who is proud of all men in the military and is kind to the soldiers, inviting them to dine in his private car. Hughes seems to suggest that a lack of compassion, as demonstrated by the steward, perpetuates segregation while kindness, as shown by the hospitable man, can eliminate such separation.

Score Point 3 – Exemplary

The student presents the reasonable idea that racial segregation is the most prominent conflict in the selection. Additional analysis (He depicts the mistreatment of two black soldiers) clarifies the idea. Relevant textual evidence in the form of specific synopsis strongly supports the idea and insightful analysis (a lack of compassion...perpetuates segregation while kindness...can eliminate such separation) demonstrates the student's depth of understanding.

Objective 3 – Expository Selection

How would you describe the German soldiers in “The Crystal Night”? Support your answer with evidence from the selection.

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of the text
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 3 – Expository Selection

TAKS Exit Level
Spring 2009

RG – 17

Im not sure they're not really bad men, maybe.
They just do things that they shouldn't do
So it makes them look bad.

Score Point 0 – Insufficient

The student presents an idea that is too vague to determine whether it is reasonable.

RG – 18

The Germans had seemed to have a good life but then when Hitler
came everybody was terrified. "I could read the sadness and fear
in my parents eyes."

Score Point 0 – Insufficient

In this response the student does not answer the question asked. The student merely offers an idea about the German people rather than the German soldiers. The textual evidence provided is about the narrator's family and is therefore irrelevant.

the soldiers in crystal night at first destroy the family's belongings until the mother said "what do you want from us? we have served germany faithfully both in peace and in war," the men immediately stopped and left. the next day two SS men came to the house and said the government would repay damage to the house

Score Point 0 – Insufficient

In this response the student does not offer an idea as to how the German soldiers might be described but instead offers a brief summary of the selection.

Adolf Hitler became chancellor of Germany in January 1933. I was a student in the all-girl high school of London, Rhineland Palatinate. The Germany government no longer allowed Jews to take money out of the country.

Score Point 0 – Insufficient

In this response the student provides only irrelevant text from the selection. Therefore, this is an insufficient response.

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 3 – Expository Selection

TAKS Exit Level
Spring 2009

RG – 21

I would describe the soldiers as very violent and destructive because all that was needed was to take the father away and not to destroy and ransack the house.

Score Point 1 – Partially Sufficient

The student offers the reasonable idea that the soldiers were violent and destructive because they did not need to destroy and ransack the house after taking the father away; however, no textual evidence is provided to support the idea.

RG – 22

The German soldiers in "The Crystal Night" supported Hitler and his ideas but also loved their country. "You are under arrest! When my father asked why, he was told, Today we got all the Jews." This shows how the soldiers followed all the orders that were given to them and never stopped to think if it was right or wrong.

Score Point 1 – Partially Sufficient

The student presents the ideas that the German soldiers supported Hitler, loved their country, followed orders, and never stopped to think about what was right or wrong. However, the direct quotation provided as textual evidence does not directly support any of the ideas presented. Therefore, the textual evidence is only weakly connected to the ideas, making this a partially sufficient response.

A dozen storm troopers burst into the room brandishing axes, crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room smashing furniture and dishes.

Score Point 1 – Partially Sufficient

This student provides relevant textual evidence without offering an idea, making this a partially sufficient response.

I would describe the German soldiers as being barbaric and hypocritical. "... they went from room to room systematically smashing furniture and dishes, cutting up oriental rugs, tearing open..." (p8). They were hypocritical because they attacking the home of a man who had also served in the military, and stopped only when they realized this.

Score Point 1 – Partially Sufficient

In this response the student presents two ideas (I would describe the German soldiers as being barbaric and hypocritical). While relevant textual evidence is provided to support that the soldiers were barbaric, no textual evidence is provided to support them being hypocritical. Because all ideas are not supported, this remains a partially sufficient response.

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- ☐ must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 3 – Expository Selection

TAKS Exit Level
Spring 2009

RG – 25

I would describe the German soldiers in "The Crystal Night" as barbarians, yet some were kind. Some Nazi soldiers would "burst into rooms brandishing axes, crowbars ... Like beast of prey fallen upon their victims ... systematically smashing furniture." Others were kind in assuring the narrator's mother that "they themselves would see to it that the government paid for repairs."

Score Point 2 – Sufficient

In this response the student presents the ideas that some soldiers were barbarians and some were kind. Both ideas are supported with direct quotations from the text.

RG – 26

The German soldiers are best described as vulgar barbarians. The soldiers would "burst" into Jewish homes "brandishing axes, crowbars, hammers, and revolvers." Then, without any apprehension, they "ransacked" the houses "like beasts of prey fallen upon their victims."

Score Point 2 – Sufficient

The student offers the reasonable idea that the German soldiers are best described as vulgar barbarians. Textual evidence in the form of a combination of paraphrase and direct quotations supports the idea, making this a sufficient response.

The German soldiers in "The Crystal Night" are honest. They are men of their word; "The two SS men kept their word, and my mother was allowed to return to Landau to pack our required furniture."

Score Point 2 – Sufficient

The student presents a reasonable idea (the German soldiers are honest) and supports it with relevant textual evidence.

The German soldiers were violent. They had nothing but hatred for the Jews. "Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames... The Jews were segregated from and often degraded by others." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the street.

Score Point 2 – Sufficient

The student presents two ideas: the German soldiers were violent, and they had nothing but hatred for the Jews. Direct quotations from the selection support both of these ideas.

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 3 – Expository Selection

TAKS Exit Level
Spring 2009

RG – 29

After the soldiers discovered the parent's history, they started to have second thoughts about what they did to the home. When the storm troopers arrived at the house, they were "brandishing axes, crowbars, hammers and revolvers" and began "systematically smashing furniture" and destroying many other family possessions, but when they realized that the parents had served in the German army, "one of [the German soldiers] immediately gave the command to stop." The mission of the Nazi regime was to destroy the Jews and erase their existence. But they also had to uphold loyalty to German veterans, even if they were Jewish.

Score Point 3 – Exemplary

The student offers the thoughtful idea that even though the German soldiers were ordered to destroy the Jews, they also had to uphold loyalty to German veterans. A combination of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.

RG – 30

The description of the German soldiers is complete. While following direct orders, the soldiers were barbaric and evil. A dozen storm troopers acting like beasts of prey systematically smashed furniture and slashed paintings, and it was rumored that the German military would be burning houses and "all Jewish boys would be killed." However, seemingly acting on their own initiative some soldiers retained their humanity. Two SS soldiers "voicing their disgust at the destruction" showed sympathy for the narrator's family and promised that the government would pay for repairs, and in fact they kept their word and the mother was allowed to return and "to pack our repaired furniture."

Score Point 3 – Exemplary

The student presents the insightful analysis that when following orders, the soldiers were barbaric, but when acting on their own initiative, some soldiers were humane. Specific synopsis, direct quotations, and paraphrased text are used to effectively support the idea, demonstrating the student's depth of understanding.

The German soldiers were like brainwashed puppets under the influence of Hitler. The only thing on their mind was "Today we get all the Jews." Like beasts, they victimized the Jews by ransacking their homes, going from room to room destroying furnishings and artwork without care. They humiliated women and frightened children by, herding them into a small room, ordering them to disrobe, and stealing their money and jewelry. And even though some Nazis appeared less cruel and insisted upon repairing broken furniture, their words seemed self-serving, "We would not want you to go to America and talk about us Germans as barbarians."

Score Point 3 – Exemplary

In this exemplary response the student presents the idea that the German soldiers were like brainwashed puppets. A skillful combination of direct quotations and paraphrased text strongly supports the idea. Insightful analysis (their words seemed self-serving) demonstrates the student's depth of understanding.

In "The Crystal Night," the German soldiers exhibited a marked duality in their personas — the raiding soldiers were teeming with hostility, but the two SS soldiers possessed a feeling of compassion for the Jewish victims. The soldiers who ransacked and obliterated the author's home were "like beasts of prey fallen upon their victims" as they systematically [smashed] furniture and dishes, [cut] up oriental rugs, [tore] open feather pillows, and even [slashed] canvases in their frames. This brutality marked their barbaric hostility towards the Jewish family. However, in sharp contrast, the two SS officers who inspected the narrator's belongings had "voiced their disgust at the destruction all around them." The two SS officers even went as far as to "see to it that the government paid for repairs" to the damage caused by the earlier rampaging of the other volatile soldiers. These two wildly contrasting events depict the ambivalence of personas that the respective German soldiers had concerning the author and the plight of the Jews during the Nazi era.

Score Point 3 – Exemplary

In this exemplary response the student offers the insightful idea that the German soldiers exhibit a duality: the raiding soldiers are hostile, while the SS soldiers are compassionate. Skillfully weaving specific synopsis with direct quotations, the student strongly connects textual evidence to the idea and demonstrates a depth of understanding.

Objective 3 – Literary/Expository Selection

How is kindness important in both “Breakfast in Virginia” and “The Crystal Night”? Support your answer with evidence from **both** selections.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of text based on both selections
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
Spring 2009

RG – 33

In both "Breakfas in Virginia" and "The crystal Night", it is important to notice how kindness in the midst of despair can get people through hard times

Score Point 0 – Insufficient

In this response the student offers an idea that is too vague to determine whether it is reasonable.

RG – 34

Kindness was important in both "Breakfast in Virginia" and "The Crystal Night" because without kindness the two African Americans from "Breakfast in Virginia" would've never eaten and they would of never met the elderly man.

Score Point 0 – Insufficient

The student merely repeats the question by noting that kindness is important in both selections. While additional analysis (the two African Americans...would've never eaten) is offered to clarify how kindness is important in the literary selection, no analysis is offered to explain why kindness is important in the expository selection. Therefore, this response presents an analysis for only one selection and is insufficient.

Kindness was important in "Breakfast in Virginia" because the three men showed that differences don't matter and that it can be overcome, "when breaking bread together since it is the oldest symbol of human friendship." In "The Crystal Night", friendship was important too because it was what kept everyone together and happy and without it, it "would cause agony and some violence."

Score Point 0 – Insufficient

The student presents an idea for each selection as to how kindness is important. For the literary selection the student asserts that kindness shows the three men that differences can be overcome, but the student provides weakly connected textual evidence (breaking bread...is the oldest symbol of human friendship) in support of the idea. For the expository selection the idea (friendship...kept everyone together and happy) is too vague to determine whether it is reasonable. The quotation provided cannot be found in the selection and is therefore irrelevant. Because neither a reasonable idea nor relevant textual evidence is offered for the expository selection, this response is insufficient.

In "Breakfast in Virginia" The old man was kind and didn't make a deal about it he just went to his private car. In "Crystal Night". The woman asked "what do you want from us?" "we have scared Germany faithfully both in peace and in war."

Score Point 0 – Insufficient

In this response the student presents an idea for the literary selection (The old man was kind and didn't make a deal about it) that is too vague to determine whether it is reasonable. For the expository selection the student provides only irrelevant textual evidence. Therefore, this is an insufficient response.

READING RUBRIC

LITERARY/EXPOSITORY CROSSOVER

OBJECTIVE 3

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection
- ☐ may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
Spring 2009

RG – 37

Kindness is very important in both "Breakfast in Virginia" and "The Crystal Night" because it made a difference in each of the characters' lives. In "Breakfast in Virginia" the white man was kind enough to stand up for the African American soldiers. In "The Crystal Night" the distant relatives in Mannheim were generous enough to take in the narrator's family. The white man made the soldiers feel the same as everyone else despite the Jim Crow laws. The family in "The Crystal Night" may not have survived if it wasn't for their distant relatives' kindness.

Score Point 1 – Partially Sufficient

The student presents a somewhat vague idea (it made a difference in each of the characters' lives). Although additional analysis is offered to clarify the idea (The white man made the soldiers feel the same as everyone else; relatives in Mannheim were generous enough to take in the narrator's family), no textual evidence is provided. Therefore, this is a partially sufficient response.

RG – 38

Kindness is what brings people together like in "Breakfast in Virginia" and it is what can give people comfort like in "The Crystal Night". "Breaking bread together is the oldest symbol of human friendship" despite all the racism going on during this time period this elderly man is showing kindness to these two colored soldiers. By doing so he has formed a bond between the two races, showing that not everyone thinks the same. In "The Crystal Night" the kindness shown by the narrator's extended family saves the narrator and her family from war. Proving that kindness can save a life.

Score Point 1 – Partially Sufficient

The student presents the reasonable idea that in the literary selection kindness brings people together. Additional analysis clarifies the idea, and relevant textual evidence is provided to support it. However, although the idea for the expository selection (it is what can give people comfort) is clarified by additional analysis (the narrator's extended family saves the narrator...from war), no textual evidence is provided. To receive a higher score, textual evidence must be provided for both selections.

Kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it shows that even in the most difficult time kindness can be the most comfort. For example, in "Breakfast in Virginia" when the two soldiers could not be served by the steward the white man invited them to his compartment. When the food was brought Corporate Williams who hadn't said much the entire time smiled and thanked the white man for the meal. In "The Crystal Night" when the family thought they had nowhere to stay they found some relatives that owned a hotel and was kind enough to let them stay there.

Score Point 1 – Partially Sufficient

In this response the student offers the idea that in both selections kindness is important because of the comfort it provides during difficult times. Although additional analysis (when the two soldiers could not be served...the white man invited them to his compartment; some relatives that owned a hotel...let them stay there) clarifies the idea, no textual evidence is provided. Therefore, this is a partially sufficient response.

If you are feeling upset or something, someone can show you kindness to make you feel better. For example, in passage 1 the author illustrates the white man saying, "Won't you sit here and be my guests this morning." In passage 2, when the mom showed the soldiers they served in the military, one of the "men saw these, one of them immediately gave the command to stop." In both of these passages, after kindness was shown to the characters of the story, they felt more calmer and a little more appreciated.

Score Point 1 – Partially Sufficient

This student presents the idea that kindness is important because it makes the characters feel calmer and more appreciated. The textual evidence shows that kindness was provided but does not show how the characters feel calmer or more appreciated. Therefore, the textual evidence is only partially connected to the idea.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections
- ☐ must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
Spring 2009

RG – 41

The kindness is important in both stories because it made all the main characters feel at home and feel good that they were ~~being~~ ~~wasn't~~ ~~against~~ them. "This is the first time I ever been invited to eat with a white man, I thank you for this breakfast," says the character from "Breakfast in Virginia." "We were fortunate to have distant relatives who ran a small hotel, these good people sent a taxi, and umbrellas, and money," says the narrator from "Crystal Night."

Score Point 2 – Sufficient

The student offers a reasonable idea (kindness is important in both stories because it made all the main characters feel at home). Direct quotations are provided from both selections to support the idea, making this a sufficient response.

RG – 42

Kindness has an important role in both "Breakfast in Virginia" and "The Crystal Night". In "Breakfast in Virginia" the elderly man portrays kindness toward two black men who were denied the privilege to dine among whites. He offered to them, "come with me to my drawing room, we will have breakfast there." In "The Crystal Night" The narrator's mother shows kindness by comforting many while "making it her business to walk around and speak to everyone encouragingly" while the people at the train station frightened.

Score Point 2 – Sufficient

In this response the student offers a reasonable idea for each selection. In the literary selection, kindness is important because an elderly man helped two black men who were denied the privilege to dine. In the expository selection, kindness is important because the mother comforted those who were frightened at the train station. Relevant textual evidence is provided to support each idea, making this a sufficient response.

kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it saved both the black men, and the Jewish narrator. Both of them were being persecuted, and someone else took it upon themselves to help out. "If you gentlemen will come with me to my drawing room, we will have breakfast there," shows the white man's kindness. "With the help of our former chauffeur, we were reunited at last," demonstrates the chauffeur's kindness to help the father find his family.

Score Point 2 – Sufficient

The student presents a somewhat vague idea (Kindness is important...because it saved both the black men and the Jewish narrator) that is clarified by additional analysis (Both of them were being persecuted, and someone else took it upon themselves to help out). Direct quotations are provided as relevant textual evidence in support of the idea. Therefore, this is a sufficient response.

In "Breakfast in Virginia" the kindness shown by the white man to the Corporals represents the overcoming of racism between friends. When Corporal Williams said "he had never been invited to eat with a white man", the elderly white man replied that "breaking bread together is the oldest symbol of human friendship". In "The Crystal Night" the kindness and hospitality of her relatives in Mannheim gave both a sense of hope and newly inspired faith to the narrator. After entering the hotel and seeing "two burning Sabbath candles," the narrator felt "indescribable feelings of peace and new pride in being a Jew".

Score Point 2 – Sufficient

The student offers a reasonable idea for each selection. In the literary selection kindness represents the overcoming of racism. In the expository selection kindness gave the narrator a sense of hope and newly inspired faith. Both ideas are supported by direct quotations of text, making this a sufficient response.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Exit Level
Spring 2009

RG – 45

Kindness gives victims hope that compassion does exist during hard times. First, two soldiers are discriminated against due to their race. They are refused service in a dining car (you boys can't sit here) but find hope in a white man's invitation (If you gentlemen will come with me... we will have breakfast). Corporal Williams gains a new perspective from this kindness. He now looks across the table not at a white man but at "his fellow American." Next, the Jewish girl has to escape Nazi Germany. She finds hope in the kindness of relatives. They send "a taxi and money to the station." Together they celebrated the Sabbath and she "discovers] a new pride in being a Jew" knowing that God would not forsake her. Because of kindness, her own candle of hope was relit.

Score Point 3 – Exemplary

The student offers a thoughtful idea (Kindness gives victims hope that compassion does exist during hard times). Specific synopsis and direct quotations are provided to strongly support the idea. Insightful analysis (Corporal Williams gains a new perspective; her own candle of hope was relit) demonstrates the student's depth of understanding.

RG – 46

In times of chaos and unethical behavior, kindness represents continued humanity. The white man in "Breakfast in Virginia," against the common racism of the time, invites two colored soldiers to share "the oldest form of human friendship." By asking them to dine in his private compartment, the white man gives the colored soldiers a sense that they are indeed a part of the country (Williams was looking across the table at his fellow American). In "The Crystal Night" when everyone was "huddled together" in the train station "trembling and scared" before the dehumanizing will of the Nazis, the narrator's mother "true to her greatness... speaks to everyone encouragingly, especially the children." Her act of kindness is like a small talisman to protect them against the experience, to let them know that in the face of brutality humanity remains.

Score Point 3 – Exemplary

The student presents the insightful idea that in times of unethical behavior, kindness represents continuing humanity. Relevant textual evidence in the form of specific synopsis and direct quotations strongly supports the idea. Thoughtful analysis (the white man gives the colored soldiers a sense that they are indeed a part of the country; her act of kindness is like a small talisman to protect them) demonstrates the student's depth of understanding.

RG - 47

Kindness is important in both selections because it has the power to change one's attitude. In "Breakfast in Virginia," the white man invites the corporals to eat and reveals the truth that "breaking bread together is the oldest symbol of human friendship." Corporal Williams is deeply affected by the white man's actions and words and says, "I thank you for this breakfast." Bolstered by the white man's kindness, Corporal Williams has the confidence to look across the table at his fellow American. In "The Crystal Night," the narrator's experience of refuge from hostility gives her new hope. She narrates her feelings of being affected because of the German's terrible treatment and says "The dreary days of November... reflected our own." However, the kindness shown by her relatives when they send money and provide lodging changes her outlook completely as she discovers "an indescribable feeling of peace" and she finds "a new pride in being a Jew."

Score Point 3 – Exemplary

In this exemplary response the student offers the idea that kindness has the power to change one's attitude. Specific synopsis and direct quotations are provided to strongly support the idea, demonstrating the student's ability to make meaningful connections across the selections.

RG - 48

Kindness is important in both selections because it provides a light through the darkness of discrimination. In the first selection, the Corporals, because of their race, had to follow degrading Jim Crow laws. They had a horrible night, and by morning were very tired...and hungry. A stranger invites them to "be [his] guests," and when they are rudely rejected, he invites them to his "drawing room" where they "[broke] bread together." The white man's kindness gave them one of the greatest gifts of all, "human friendship." In the second selection, the author's family receives kindness from the "two SS men," whose "disgust at the destruction" of the family's home inspires them to "see to...the government [paying] for repairs," and later her "mother was allowed to return...to pack." They also received kindness from distant relatives, who "sent a taxi and umbrellas and money to the station." Those relatives also opened up their home, giving the family the one thing that would comfort them at that time: a home and sanctuary, and an "indescribable feeling of peace."

Score Point 3 – Exemplary

The student offers an insightful idea (Kindness...provides a light through the darkness of discrimination). Using a combination of specific synopsis and direct quotations, the student strongly connects textual evidence to the idea, demonstrating an in-depth understanding of the selections.