TAKS
Texas Assessment of Knowledge and Skills

Grade 9 Reading

Scoring Guide

Spring 2009

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INTRODUCTION

The grade 9 reading test is based on three thematically linked reading pieces, called a "triplet"—a literary selection, an expository selection, and a visual representation. The test includes a performance task—three short answer items. 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.

The Marble Champ

by Gary Soto

My notes about what I am reading

1 Lupe Medrano, a shy girl who spoke in whispers, was the school's spelling bee champion, winner of the reading contest at the public library three summers in a row, blue ribbon awardee in the science fair, the top student at her piano recital, and the playground grand champion in chess. She was a straight-A student and—not counting kindergarten, when she had been stung by a wasp—never missed one day of elementary school. She had received a small trophy for this honor and had been congratulated by the mayor.

2 But though Lupe had a razor-sharp mind, she could not make her body, no matter how much she tried, run as fast as the other girls'. She begged her body to move faster, but could never beat anyone in the fifty-yard dash.

3 The truth was that Lupe was no good in sports. She could not catch a pop-up or figure out in which direction to kick the soccer ball. One time she kicked the ball at her own goal and scored a point for the other team. She was no good at baseball or basketball either, and even had a hard time making a hula hoop stay on her hips.

4 It wasn't until last year, when she was eleven years old, that she learned how to ride a bike. And even then she had to use training wheels. She could walk in the swimming pool but couldn't swim, and chanced roller skating only when her father held her hand.

5 "I'll never be good at sports," she fumed one rainy day as she lay on her bed gazing at the shelf her father had made to hold her awards. "I wish I could win something, anything, even marbles."

6 At the word "marbles," she sat up. "That's it. Maybe I could be good at playing marbles." She hopped out of bed and rummaged through the closet until she found a can full of her brother's marbles. She poured the rich glass treasure on her bed and picked five of the most beautiful marbles.

7 She smoothed her bedspread and practiced shooting, softly at first so that her aim would be accurate. The marble rolled from her thumb and clicked against the targeted marble. But the target wouldn't budge. She tried

again and again. Her aim became accurate, but the power from her thumb made the marble move only an inch or two. Then she realized that the bedspread was slowing the marbles. She also had to admit that her thumb was weaker than the neck of a newborn chick.

My notes about what I am reading

8 She looked out the window. The rain was letting up, but the ground was too muddy to play. She sat cross-legged on the bed, rolling her five marbles between her palms. Yes, she thought, I could play marbles, and marbles is a sport. At that moment she realized that she had only two weeks to practice. The playground championship, the same one her brother had entered the previous year, was coming up. She had a lot to do.

9 To strengthen her wrists, she decided to do twenty push-ups on her fingertips, five at a time. "One, two, three . . ." she groaned. By the end of the first set she was breathing hard, and her muscles burned from exhaustion. She did one more set and decided that was enough push-ups for the first day.

10 She squeezed a rubber eraser one hundred times, hoping it would strengthen her thumb. This seemed to work because the next day her thumb was sore. She could hardly hold a marble in her hand, let alone send it flying with power. So Lupe rested that day and listened to her brother, who gave her tips on how to shoot: get low, aim with one eye, and place one knuckle on the ground.

11 "Think 'eye and thumb'—and let it rip!" he said.

12 After school the next day she left her homework in her backpack and practiced three hours straight, taking time only to eat a candy bar for energy. With a popsicle stick, she drew an odd-shaped circle and tossed in four marbles. She used her shooter, a milky agate with hypnotic swirls, to blast them. Her thumb *had* become stronger.

13 After practice, she squeezed the eraser for an hour. She ate dinner with her left hand to spare her shooting hand and said nothing to her parents about her dreams of athletic glory.

14 Practice, practice, practice. Squeeze, squeeze, squeeze. Lupe got better and beat her brother and Alfonso, a neighbor kid who was supposed to be a champ.

15 "Man, she's bad!" Alfonso said. "She can beat the other girls for sure. I think."

16 The weeks passed quickly. Lupe worked so hard that one day, while she was drying dishes, her mother asked why her thumb was swollen.

17 "It's muscle," Lupe explained. "I've been practicing for the marbles championship."

18 "You, honey?" Her mother knew Lupe was no good at sports.

19 "Yeah. I beat Alfonso, and he's pretty good."

20 That night, over dinner, Mrs. Medrano said, "Honey, you should see Lupe's thumb."

21 "Huh?" Mr. Medrano said, wiping his mouth and looking at his daughter.

22 "Show your father."

23 "Do I have to?" an embarrassed Lupe asked.

24 "Go on, show your father."

25 Reluctantly, Lupe raised her hand and flexed her thumb. You could see the muscle.

26 The father put down his fork and asked, "What happened?"

27 "Dad, I've been working out. I've been squeezing an eraser."

28 "Why?"

29 "I'm going to enter the marbles championship."

30 Her father looked at her mother and then back at his daughter. "When is it, honey?"

31 "This Saturday. Can you come?"

32 The father had been planning to play racquetball with a friend Saturday, but he said he would be there. He knew his daughter thought she was no good at sports and he wanted to encourage her. He even rigged some lights in the backyard so she could practice after dark. He squatted with one knee on the ground, entranced by the sight of his daughter easily beating her brother.

33 The day of the championship began with a cold blustery sky. The sun was a silvery light behind slate clouds.

34 "I hope it clears up," her father said, rubbing his hands together as he returned from getting the newspaper. They ate breakfast, paced nervously around the house waiting

My notes about what I am reading

for 10:00 to arrive, and walked the two blocks to the playground (though Mr. Medrano wanted to drive so Lupe wouldn't get tired). She signed up and was assigned her first match on baseball diamond number three.

My notes about what I am reading

35 Lupe, walking between her brother and her father, shook from the cold, not nerves. She took off her mittens, and everyone stared at her thumb. Someone asked, "How can you play with a broken thumb?" Lupe smiled and said nothing.

36 She beat her first opponent easily, and felt sorry for the girl because she didn't have anyone to cheer for her. Except for her sack of marbles, she was all alone. Lupe invited the girl, whose name was Rachel, to stay with them. She smiled and said, "OK." The four of them walked to a card table in the middle of the outfield, where Lupe was assigned another opponent.

37 She also beat this girl, a fifth-grader named Yolanda, and asked her to join their group. They proceeded to more matches and more wins, and soon there was a crowd of people following Lupe to the finals to play a girl in a baseball cap. This girl seemed dead serious. She never even looked at Lupe.

38 "I don't know, Dad, she looks tough."

39 Rachel hugged Lupe and said, "Go get her."

40 "You can do it," her father encouraged. "Just think of the marbles, not the girl, and let your thumb do the work."

41 The other girl broke first and earned one marble. She missed her next shot, and Lupe, one eye closed, her thumb quivering with energy, blasted two marbles out of the circle but missed her next shot. Her opponent earned two more before missing. She stamped her foot and said "Shoot!" The score was three to two in favor of Miss Baseball Cap.

42 The referee stopped the game. "Back up, please, give them room," he shouted. Onlookers had gathered too tightly around the players.

43 Lupe then earned three marbles and was set to get her fourth when a gust of wind blew dust in her eyes and she missed badly. Her opponent quickly scored two marbles, tying the game, and moved ahead six to five on a lucky shot. Then she missed, and Lupe, whose eyes felt scratchy when she blinked, relied on instinct and thumb muscle to score the tying point. It was now six to six, with only three

marbles left. Lupe blew her nose and studied the angles. She dropped to one knee, steadied her hand, and shot so hard she cracked two marbles from the circle. She was the winner!

My notes about what I am reading

44 "I did it!" Lupe said under her breath. She rose from her knees, which hurt from bending all day, and hugged her father. He hugged her back and smiled.

45 Everyone clapped, except Miss Baseball Cap, who made a face and stared at the ground. Lupe told her she was a great player, and they shook hands. A newspaper photographer took pictures of the two girls standing shoulder-to-shoulder, with Lupe holding the bigger trophy.

46 Lupe then played the winner of the boys' division, and after a poor start beat him eleven to four. She blasted the marbles, shattering one into sparkling slivers of glass. Her opponent looked on glumly as Lupe did what she did best—win!

47 The head referee and the President of the Fresno Marble Association stood with Lupe as she displayed her trophies for the newspaper photographer. Lupe shook hands with everyone, including a dog who had come over to see what the commotion was all about.

48 That night, the family went out for pizza and set the two trophies on the table for everyone in the restaurant to see. People came up to congratulate Lupe, and she felt a little embarrassed, but her father said the trophies belonged there.

49 Back home, in the privacy of her bedroom, she placed the trophies on her shelf and was happy. She had always earned honors because of her brains, but winning in sports was a new experience. She thanked her tired thumb. "You did it, thumb. You made me champion." As its reward, Lupe went to the bathroom, filled the bathroom sink with warm water, and let her thumb swim and splash as it pleased. Then she climbed into bed and drifted into a hard-won sleep.

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Fast-Forward

by David Goricki

1 ST. CLAIR—Barely a teenager, a stranger in a strange land, learning a foreign language, adapting to a new family dynamic . . . you could excuse Addis Habtewold if he chose to run and hide.

2 Well, Habtewold is running, but in clear view—at the head of the field in every cross-country race he enters.

3 Not quite three years since he left his native Ethiopia, Habtewold is the talk of the running community.

4 After Thursday's Marysville Invitational, Habtewold, a 15-year-old sophomore at St. Clair High School, has won all 10 races in which he had competed, setting eight course records in the process.

5 "A coach is lucky to have a kid like Addis come around once in a lifetime," St. Clair coach Jon Davidson said. "Any coach would be shocked to see the type of results Addis has produced."

6 Area coaches who have seen him rave about his unlimited potential. But his work ethic and personality most impress his coach and teammates.

7 "He's one of the fastest guys in the state, [but] he's not arrogant in the least," Davidson said. "He's very humble, works hard and wants to be the best."

8 Habtewold, who is 5-foot-4 and 115 pounds, has lofty goals.

9 He wants to be a state champion in his first year in the sport—his best time, a school-record 15 minutes, 35 seconds, is second in the state to Landon Peacock of Cedar Springs (15:11). Habtewold also wants to run in college and become an Olympic gold medalist, like his native countryman, Haile Gebrselassie.

10 It's a tall order, but Habtewold is used to accomplishing much in a hurry. Since moving to the United States, he has learned English well enough to earn As and Bs. And, in less than a year, he has developed into an elite high school athlete.

11 "I love running," Habtewold said. "I feel like I'm missing something if I miss a day.

12 "I'm surprised I've done this well. I'm breaking records. I want to thank my coach, friends, teammates and parents. Without their support, I'd never been able to accomplish what I have so far."

Coming to America

13 Habtewold had little interest in running when he was younger. He played soccer in Ethiopia. The only time he ran, he says, was when he was late to school.

14 "Addis, his older sister, Miti (21), and younger brother, Eyob (14), were orphaned and living with my mother," said Jerusalem Lothschutz, who, with her husband, Jim Lothschutz, eventually adopted them and brought them to the United States. "His mother was my sister. They grew up in the capital city of Addis Ababa where I grew up and went to school."

■ **see Fast-Forward, page 2**

15 Jim Lothschutz, a vice principal at Hamtramck High School, was a teacher at International School in Ethiopia when he met Jerusalem, who worked in the computer lab. They married in 1997 and adopted Addis, Miti and Eyob. They have two other children, Gabbi, 6, and Sammy, 4. Miti lives in Grand Haven and attends Grand Rapids Community College. Eyob is a freshman on the varsity soccer team at St. Clair and plans to run track in the spring.

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16 Jerusalem and Jim moved to the United States in 1998. But it took four years for the adoption to be recognized by the American government, and Addis, Miti and Eyob didn't touch American soil until December 2002 in Godwin Heights near Grand Rapids. They moved to St. Clair last year.

17 Moving to America was obviously a tough transition for Addis and his siblings. His parents let them settle in before they studied English.

18 "Nine months after they settled in, they had to focus on English," Jim Lothschutz said. "I gave them a tape player and language tapes and they had to listen to them two hours a day."

19 Jerusalem, who speaks fluent English, is proud of her children's progress.

20 "They adapted much faster than I did," she said. "They made friends and were involved in sports."

Fast Start

21 Habtewold was a starter on St. Clair's soccer team as a freshman and a teammate of Davidson's son, Colin.

22 The team ran two miles for conditioning before practice each day. Habtewold's running impressed Colin, who told his father.

23 "Colin said, 'You've got to see Addis run.' I watched him and then recruited him from the soccer team," Davidson said.

24 "We talked Addis into running with us after cross-country season. We had a big group, including a number of seniors, Addis and me, and we ran for six to eight miles."

25 Jeff Standfest, now a cross-country runner at Oakland University, was part of that initial group.

26 "We got him to go out running with us one day in November," Standfest said. "We ran six to eight miles, 6:20-minute miles, and Addis was running right with us, chewing gum and breathing through his nose. It was incredible."

■ **see Fast-Forward, page 3**

27 Habtewold recalls that first day, saying: "I ran eight miles and I was kind of sore the next day. It was a lot of fun. I ran the next day and pretty much every day after."

28 Habtewold finished seventh in the 3,200-meter run at the Division 2 state meet. His success spiked his interest in cross country. During the summer, he trained by running hundreds of miles.

29 He has dominated the competition, his time of 15:54 topping a field of more than 1,000 runners at the Holly Invitational on Sept. 17.

30 Often, he says, he gets bored from running alone.

31 "My goals are to win and get my time down," Habtewold said, "but sometimes I feel like quitting halfway through the race because I'm tired and running alone. Coach says I have to just suck it up and run through it."

32 St. Clair junior Ben Holt said the team follows Habtewold's lead.

33 "He's not a captain, but he's a leader by how he leads by example," Holt said. "He makes sure we get our mileage in. He's addicted to running."

Fitting In

34 Addis has attacked his classes in the same manner in which he trains.

35 "Not being able to speak English was the most difficult thing for me," Addis said. "My mom and dad really helped me with my reading and speaking. I still have some trouble with my reading. Life is good here. Everything is way different. The school enforces rules more than they did in Ethiopia, and I like that. People have been friendly to me. I have more opportunities to do sports, too.

36 "I write to my friends back home. Everyone from my country talks about how nice my mom and dad are to us. Back in Ethiopia, it's a big thing to come to America. We're very fortunate."

37 Patty McCormick works with Addis every day.

38 "Think about how difficult it would be for us to go to a foreign country and study in their language," McCormick said. "Addis is very respectful and does what I ask of him. The difference from last year to this has been remarkable. He expresses his ideas more fluidly and has a better grasp of our language.

39 "We go through his daily planner every day. He's taking physics, math, English literature and history. He needs help with his grammar and spelling. I brainstorm with him, but he develops his ideas and I help him write it down and transcribe it. He types it out. He's a great kid."

40 Habtewold dreams of being famous one day.

41 "I know I'll have the chance if I keep my grades up and continue to work hard," he said. "I have a great opportunity here."

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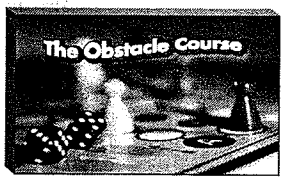

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Objective 2 – Literary Selection

In "The Marble Champ," why do you think Lupe is so determined to win? Support your answer 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

"I did it!" Lupe said under her breath. She rose from her knees.

Score Point 0 – Insufficient

In this response the student does not present an idea but does provide text. However, the text provided is irrelevant because it addresses only the fact that Lupe won, not why she was determined to win. Therefore, this response is insufficient.

RG – 2

Lupe is determined to win because she has been working her muscles on her thumb. "Dad I've been working out. I've been squeezing an eraser." Therefore she will win the marble chapionship.

Score Point 0 – Insufficient

This student offers an idea (because she has been working her muscles on her thumb) that addresses only the fact that Lupe is determined to win; the response does not address why she is determined. The quotation provided is irrelevant because it is being used to support an idea that does not answer the question asked.

RG – 3

I believe Lupe is determind to win because this is something she like to play. it Started off yot for fun and now she really likes it.

Score Point 0 – Insufficient

The student presents an idea (Lupe is determined to win because this is something she likes to play) that is too vague to determine whether it is reasonable. The additional explanation in the second sentence is not based on the text.

RG – 4

Doing her best and not gave up and Showing what she got.

Score Point 0 – Insufficient

In this response the student offers several ideas. The first two ideas (Doing her best and not gave up) are too general, and the last idea (showing what she got) lacks clarity. Therefore, this response is insufficient.

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

I believe lupe is determined to win because she excells in everything but sports and once she realizes she has potential in marbles she really becomes determined.

Score Point 1 – Partially Sufficient

The student offers a reasonable analysis (because she excels in everything but sports and…she realizes she has potential in marbles) but does not provide textual evidence to support it. Therefore, this is a partially sufficient response.

RG – 6

I think Lupe is so determined to win because she's never been good at sports. She might also want to prove to her family that she is finally good at a sport.
"Practice, practice, practice. Squeeze, squeeze, squeeze. Lupe got better and beat her brother and Alfonso, a neighbor kid who was supposed to be a champ."

Score Point 1 – Partially Sufficient

In this response the student presents two reasonable ideas: Lupe has never been good at sports, and she might want to prove to her family that she can succeed in a sport. While the quotation provided supports Lupe's determination to succeed at marbles, it does not directly support the student's ideas. Therefore, the text is weakly linked to the ideas, making this a partially sufficient response.

RG – 7

Lupe is determine to win because she isn't good in any sport. "The truth was that Lupe was no good in sports." Therefore, Lupe was not good in any kind of sport.

Score Point 1 – Partially Sufficient

In this response the student offers an idea (Lupe is determined to win because she isn't good at any sport) that directly echoes the text provided as support. Because the idea is merely a rephrasing of the text and expresses no independent thought, this is only a partially sufficient response.

RG – 8

Lupe is determined to win because she isn't a very athletic person so she wants to put all she has into winning the marble shooting championship. "I'll never be good at sports" makes her try harder

Score Point 1 – Partially Sufficient

The student presents the reasonable idea that because Lupe isn't a very athletic person, she tries harder to win. However, the textual evidence provided is only partial because it does not support Lupe's effort. Therefore, this is a partially sufficient response.

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 truth was that lupe was no good in sports she could not catch a pop-up or figure out which direction to kick the soccer ball (¶3)" lupe was determined to win because she had never won any trophies in sports.

Score Point 2 – Sufficient

The student offers a reasonable idea (because she had never won any trophies in sports). Relevant textual evidence is provided in the form of a direct quotation, making this a sufficient response.

RG – 10

I think that Lupe is determined to win because she was never good at sports. She wanted to win at any sports even if it was marbles she wanted to prove herself that she is good at least one sport.

Score Point 2 – Sufficient

The student presents the reasonable idea that because Lupe was never good at sports, she wants to prove to herself that she can be good in at least one sport. Textual support is provided in the form of a paraphrase, making this a sufficient response.

RG – 11

Lupe is so determined to win because, she wins and excels at everything else she does. In the story it says that she was the schools spelling bee champ, winner of the reading contest 3 summers in a row, blue ribbon awardee in the science Fair, top student at her piano recital class, play ground champion at chess and a straight A – student.

Score Point 2 – Sufficient

The student offers a reasonable idea (because she wins and excels at everything else she does). Relevant textual evidence is provided that sufficiently supports the idea.

RG – 12

Lupe is so determined to win because she wants to be good at some sports even if its marbles. "Yes, she thought, I could play marbles, and marbles is a sport. At that moment... two weeks to practice ... She had a lot to do." She wanted finally to be recognized for something else except for being smart. "She had always earned honors because of her brains, but winning in sports was a new experience."

Score Point 2 – Sufficient

The student presents two reasonable ideas (because she wants to be good at some sports even if it's marbles; she wanted to be recognized for something else than being smart). Both ideas are supported with quotations of relevant text, making this a sufficient response.

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.

RG – 13

Lupe has won the spelling bee, the library's reading contest (3 times), and science fair. She makes all A's and has perfect attendence at school. She expects to be successful, so her consistent failure at physical tasks (like losing the fifty-yard dash, missing the pip-ups, kicking the soccer ball the wrong way, and even failing at hula hoop) really bothers her. She "beats" her body to perform better and she "fumes" about never being good at sports. This proves that she feels very strongly about succeeding at a sport, even marbles. Her expectation for success plus her shame over athletic failure drive her to win.

Score Point 3 – Exemplary

The student presents the insightful idea that it is Lupe's strong expectation for success combined with her shame over her athletic failure that drives her to win. By using a series of paraphrases, the student demonstrates an ability to strongly connect textual evidence to the idea.

RG – 14

Lupe just has a natural desire to win. Her academic and musical successes prove that she's determined to win at whatever she tries (spelling bee champion, winner of the reading contest, blue ribbon in the science fair, top piano student, straight-A student). Winning makes her feel satisfied. "She places the trophies on her shelf and she was happy," so she's determined to keep on winning.

Score Point 3 – Exemplary

In this exemplary response the student offers two ideas: Lupe has a natural desire to win, and winning makes her feel satisfied. The student demonstrates the ability to effectively connect textual evidence by using a paraphrase and a direct quotation to strongly support both ideas.

RG – 15

Lupe is driven to be a marbles champ because she feels like an outsider in her own family due to her lack of sport skills. Her mom doesn't believe in her. "You, honey?" She knew Lupe was no good at sports. Her brother has to coach her in the simple basics of marbles, telling her to get low, aim with one eye, and place one knuckle on the ground. Her dad is athletic; he was going to play racquetball on the contest day. Lupe at last begins to feel like one of the family when her dad enjoys her new skills. "He squatted with one knee on the ground, entranced by the sight of his daughter easily beating her brother."

Score Point 3 – Exemplary

The student offers the thoughtful idea that Lupe is determined to be a champ because she feels like an outsider in her own family due to her lack of sport skills. Specific synopsis, direct quotations, and paraphrase are combined to strongly support the idea, making this an exemplary response.

RG – 16

Lupe is determined to win the marbles championship because of all the humiliation she has suffered in the past whenever she tried any kind of sports activity. "She would never beat anyone in the 50-yard dash." "She could walk in the swimming pool but couldn't swim." "She had a hard time making a hula hoop stay on her hips." "She could not catch a pop-up." And the worst of all was the ultimate humiliation during a soccer game: "She kicked the ball at her own goal and scored a point for the other team."

Score Point 3 – Exemplary

In this exemplary response the student presents the insightful idea that Lupe is determined because of the past humiliation she has suffered while attempting any kind of sports activity. A series of direct quotations is used to demonstrate the student's ability to effectively connect textual evidence to the idea.

Objective 3 – Expository Selection

In "Fast-Forward," what was the biggest challenge that Addis had to overcome? Explain your answer and support it 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.

RG – 17

the He's one of the fastest guys in the state but he's not arrogant in the least davison said a coach is lucky to have a kid like Addis this unlimited potential.

Score Point 0 – Insufficient

The student attempts to respond by providing fragments of text from the selection. However, the text provided is not relevant to the question asked.

RG – 18

The biggest Challenge Addis has to go through is from being a soccer player to a cross country runner. It says in the story the only time he would run when he was late to school.

Score Point 0 – Insufficient

In this response the student offers an idea (from being a soccer player to a cross country runner) that is incorrect; Addis had no difficulty making the transition from soccer to running. The paraphrase provided is irrelevant. Therefore, this is an insufficient response.

RG – 19

Because He had a lot of stuff in his life and on his mind that he realy needed to get off his Chest.

Score Point 0 – Insufficient

This student presents an idea (a lot of stuff in his life…that he really needed to get off his chest) that is too vague to determine whether it is reasonable.

RG – 20

He was not with his real parents. He liked soccer so he did it. He was a freshman on varsity soccer team. A man from Oakland university came and looked at him so he wanted him to go pro and he did

Score Point 0 – Insufficient

In this response the student summarizes the selection and never answers the question asked. Furthermore, the summary is incorrect because Addis did not become a professional.

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.

RG – 21

The biggest challenge that Addis had to overcome was his move to America. "Not being able to speak English was the most difficult thing for me." He eventually learned and became good at it.

Score Point 1 – Partially Sufficient

The student offers a reasonable idea (to overcome…his move to America). However, the quotation provided does not directly support the idea of overcoming the move to America and is only weakly connected to the idea. Therefore, this is a partially sufficient response.

RG – 22

The biggest Challenge that Addis had to overcome was moving to America. I say that because the story said "Moving to America was obviously a tough transition for Addis and his siblings." It was also hard for him because he had to learn a new language. That is the biggest challenge that Addis had to overcome.

Score Point 1 – Partially Sufficient

In this response the student provides two reasonable ideas (Addis had to overcome…moving to America; he had to learn a new language). While textual evidence is provided for the first idea, no support is provided for the second idea. All ideas must be supported for the response to achieve a higher score.

RG – 23

In "Fast-forward," the biggest challenge Addis had to overcome was learning how to read and write in english. Without Addis learning how to read and write in english, he would not have fit in and made friends.

Score Point 1 – Partially Sufficient

In this response the student offers a reasonable idea (learning how to read and write in English) but does not provide textual evidence as support. Therefore, this is a partially sufficient response.

RG – 24

Ethiopia to America. What a difficult experience. Not to mention facing depression about death of parents, AND not knowing English. Addis faces challenges that outstrip his maturity level by miles, "Think how difficult it would be for us to go to a foreign country..." and have to deal with the things Addis has dealt with. It's impossible, for our minds can't possibly understand something until we have experienced it. Therefore I believe that moving to a foreign country is the hardest thing has to deal with.

Score Point 1 – Partially Sufficient

The student presents several reasonable ideas (death of parents, not knowing English, moving to a foreign country). The direct quotation offered as textual evidence is partial because it does not support all of the analysis. The student also provides irrelevant commentary that neither detracts from nor adds to the 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.

RG – 25

In "Fast-Forward," the biggest challenge Addis has to overcome is to stay in the race. In the story it says, "Sometimes I feel like quitting halfway through the race because I'm tired and running alone." But he sticks through and keeps going.

Score Point 2 – Sufficient

The student offers a reasonable idea (the biggest challenge Addis has to overcome is to stay in the race). Relevant textual evidence in the form of a direct quotation is provided to support the idea, making this a sufficient response.

RG – 26

The biggest challenge was learning a whole new language that took alot of effort. "I gave them a tape player and language tapes and they had to listen to them two hours a day".

Score Point 2 – Sufficient

The student presents a reasonable idea (learning a whole new language). Relevant textual evidence is provided in the form of a direct quotation.

RG – 27

In "Fast Forward" Addis had to overcome the challenge of adapting to a new place, a new country. He barely moved to the United States and had to learn a new language and all that. "Barely a teenager, stranger in a strange land, learning a foreign language, adapting to a new family dynamic.... You could excuse Addis if he chose to run and hide.

Score Point 2 – Sufficient

The student offers two reasonable ideas (to overcome the challenge of adapting to a new country; to learn a new language). A relevant quotation of text is provided that supports both ideas, making this a sufficient response.

RG – 28

In "Fast-Forward" the biggest challenge he had to overcome was coming to America. "Moving to America was obviously a tough transition for Addis and his siblings." Also, "Think how difficult it would be for us to go to a foreign country and study in their language." This shows the hardest part for Addis was moving to America.

Score Point 2 – Sufficient

The student presents the reasonable idea that the biggest challenge Addis had to overcome was coming to America. Support is provided by two direct quotations of relevant text.

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.

RG – 29

Any immigrant's biggest challenge is probably learning a new language. Addis is no exception. He must listen to language tapes every day for two hours, which shows how hard learning a language is. "Not being able to speak English was the most difficult thing for me," Addis admitted. His tutor also noted the extreme challenge of learning English: "Think about how difficult it would be for us to go to a foreign country and study in their language."

Score Point 3 – Exemplary

The student presents the reasonable idea that Addis's biggest challenge was learning a new language. Thoughtful analysis (His tutor also noted the extreme challenge of learning English) demonstrates a depth of understanding, and direct quotations of relevant text are provided to strongly support the idea.

RG – 30

While in Ethiopia Addis was used to a life without purpose that included being orphaned, and getting to school late. His biggest challenge became learning to live as an American with a life full of purpose." You could excuse Addis if he chose to run and hide." Instead he embraced being an achieving American, "accomplishing much in a hurry." He's learned English well enough to earn A's and B's and "has developed into an elite high school athlete" with "lofty goals... to be a state champion."

Score Point 3 – Exemplary

This student offers the thoughtful idea that Addis's biggest challenge was learning to live a purposeful life as an American. Insightful analysis (While in Ethiopia Addis was used to a life without purpose…being orphaned and getting to school late) clarifies the idea. Strongly linked textual evidence in the form of direct quotations strengthens and supports the idea, creating an exemplary response.

RG – 31

ADDIS HAS THE BIG CHALLANGE OF HAVING TO BALANCE SCHOOL WORK AND RUNNING. DESPITE MAKING GOOD PROGRESS IN LEARNING ENGLISH ("THE DIFFERENCE FROM LAST YEAR TO THIS HAS BEEN REMARKABLE; HE EXPRESSES HIS IDEAS MORE FLUENTLY"), HE STILL HAS THE CHALLANGE OF A FULL CLASS LOAD ("HE'S TAKING PHYSICS, MATH, ENGLISH LITERATURE AND HISTORY"). PLUS HE'S GOT TO BALANCE THAT WITH A RIGOROUS TRAINING SCHEDULE ("HE TRAINED BY RUNNING HUNDREDS OF MILES"). WITHOUT KEEPING THAT BALANCE, HE WOULDN'T BE A SUCCESSFUL HIGH SCHOOL SOPHMORE WHO WON ALL 10 RACES AT THE MARYSVILLE INVITATIONAL AND SET 8 COURSE RECORDS IN THE PROCESS.

Score Point 3 – Exemplary

This student offers the insightful idea that Addis's biggest challenge was balancing schoolwork with running. Weaving together thoughtful analysis (despite making good progress in learning English…he still has the challenge of a full class load) and direct quotations of relevant text, the student demonstrates a depth of understanding and strongly supports the idea.

RG – 32

Losing Parents has to be the biggest challenge for any kid and That's what happened to Addis. "Addis, his older sister, and younger brother were orphaned and living with my Mother," said the woman who eventually adopted them. But the challenge didn't end with the adoption. Addis and his siblings were left stranded in Ethiopia a long time without their new parents who moved to the US but couldn't take the kids." It took 4 years for the adoption to be recognized by the American government; Addis...didn't touch American soil until Dec. 2002." "Losing Parents And then "losing" your new parents for so long was a huge hurdle to overcome.

Score Point 3 – Exemplary

In this exemplary response the student offers the insightful idea that Addis's biggest challenge was losing parents, first biological and then adoptive. Additional analysis (the challenge didn't end with the adoption) clarifies the idea. Strongly linked quotations of relevant textual evidence further clarify and support the idea.

Objective 3 – Literary/Expository Selection

How do Lupe in "The Marble Champ" and Addis in "Fast-Forward" show their determination? 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.

RG – 33

In both stories, Lupe and Addis came to a point where they both got stuck with not being able to reach one of their goals. They both had someone help them get through their lack of confidence.

Score Point 0 – Insufficient
In this response the student offers two ideas (they got stuck with not being able to reach their goals; they both had someone help them through their lack of confidence) that are too vague to determine whether they are reasonable.

RG – 34

Because the both start off as a good person in school they make good grades and everything but when it comes to sports they couldn't accomplish their goals so they had to practice until they finally got good at it.

Score Point 0 – Insufficient
Although the student uses the pronoun *they*, the idea presented (when it comes to sports they couldn't accomplish their goals so they had to practice) can apply only to the literary selection. Since both selections are not addressed in the response, it remains insufficient.

RG – 35

Lupe in the "Marble Champ" shows her determination by thinking of a way to solve her problem and then sets her goal, "She shook from the cold, not nerves." Addis in "Fast-Forward" shows determination by setting his goal high and practicing every day, "I feel like I'm missing something if I miss a day."

Score Point 0 – Insufficient

In this response the student offers a reasonable idea for the expository selection (practicing every day), but the idea for the literary selection (thinking of a way to solve her problem and then sets her goal) is too vague to determine whether it is reasonable. The quotation provided from the expository selection is partial. The quotation from the literary selection does not support or clarify the idea and is therefore irrelevant. Because no reasonable idea or relevant textual evidence is provided for the literary selection, this is an insufficient response.

RG – 36

they were both bad at something. Like Lupe was bad at sports + addis was bad at academics. "At eleven I learned to ride a bike." "My grades weren't all that good I got F's + D's + maybe C's."

Score Point 0 – Insufficient

In this response the student offers an idea (they were both bad at something…Lupe was bad at sports and Addis was bad at academics) that does not answer the question asked. The text provided from the literary selection is irrelevant. The text provided to support the expository idea does not exist in the selection.

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.

RG – 37

Both Lupe and Addis show their determination by acheiving something no one expected them to. Lupe wasn't good at sports, no one expected her to even play in the marble championship, much less win it. Addis had just moved from a foreign country, he barely knew english yet he competed in cross country races anyway. They both "worked hard" and had good "work ethic!" Both people did something that seemed impossible possible through determination.

Score Point 1 – Partially Sufficient
The student offers an idea (by achieving something no one expected them to). Additional analysis (Lupe wasn't good at sports…no one expected her to even play in the marble championship…Addis had just moved from a foreign country, he barely knew English yet he competed in cross country races) clarifies the idea. The student attempts to support the analysis; however, the evidence provided is too partial to be considered accurate/relevant textual evidence. Therefore, this is a partially sufficient response.

RG – 38

They both practice their sports so they get better in them and they both are determined to reach better goals. "They proceeded to more matches and more wins (The Marble Champ)." "He wants to be state champion in his first year in the sport, and he wants to become an Olympic gold medalist (Fast Forward)."

Score Point 1 – Partially Sufficient
The student presents a reasonable idea (they both practice their sports so they get better in them). However, the text provided from the literary selection concerns only the result of Lupe's practice, while the quotation from the expository selection concerns Addis's stated goals and not the practice that will get him there. Therefore, the quotations used as support are only weakly connected to the idea, making this a partially sufficient response.

RG – 39

Lupe in "The Marble Champ" shows her determination by strengthening her wrists and thumb, by doing twenty push-ups on her fingertips, and squeezing a rubber eraser numerous times. Lupe would practice for three hours straight and not do her homework. Lupe still played well in the championship against her tough opponent in the final round. Addis in "Fast-Foward," shows his determination because sometimes he feels like quitting halfway through the race because he is tired, and he is running alone, but he sucks it up and runs through it.

Score Point 1 – Partially Sufficient
In this response the student provides relevant paraphrased text from both selections but does not offer a reasonable idea. Because no independent idea is offered, this response is only partially sufficient.

RG – 40

They both show determination by practicing hard and getting others to help them. Lupe practices the marbles when she gets home from school. "After school the next day she left her homework in her backpack and practiced three hours straight." Addis runs even during the summer. "During the summer, he trained by running hundreds of miles." "He makes sure we get our mileage in. He's addicted to running." says Ben Holt.

Score Point 1 – Partially Sufficient
In this response the student offers two ideas (practicing hard and getting others to help them). The student provides textual support in the form of direct quotations for practicing hard but does not provide any textual support for getting others to help. Therefore, this response is only partially sufficient. All ideas must be supported with relevant textual evidence in order for the response to receive a higher score.

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.

RG – 41

In the Marble Champ, Lupe shows her determination by practicing everyday with marbles and squeezing an erasor. "Practice, practice, practice. Squeeze, squeeze, squeeze. Lupe got better..." In Fast-Forward, Addis shows his determination by working hard and having a good attitude. "He's very humble, works very hard and wants to be the best." "I feel like I'm missing something if I miss a day."

Score Point 2 – Sufficient
The student offers a reasonable idea for each selection (Lupe shows her determination by practicing everyday…and squeezing an eraser; Addis shows his determination by working hard and having a good attitude). Direct quotations from both selections are provided to support the ideas, making this a sufficient response.

RG – 42

Lupe in "The Marble Champ" and Addis in "Fast-Forward" show their determination by practicing for their sport. In "The Marble Champ", "After school the next day she left her homework in her backpack and practiced three hours straight, taking time only to eat a candy bar for energy." In "Fast-Forward", "During the summer he trained by running hundreds of miles." So in both "The Marble Champ" and "Fast-Forward", Lupe and Addis show their determination by practicing their sport.

Score Point 2 – Sufficient
In this response the student offers a reasonable idea about how they show their determination (…by practicing for their sport), which is supported with a relevant quotation from each selection.

RG – 43

In "The Marble Champ," Lupe showed determination by intensely working to meet her goal. Lupe "sqeezed the eraser for an hour," she "practiced three hours straight,..." All she did was practice, day and night driven to reach her goal. Addis in "Fast - Forward" also showed persistence and perserverance to reach his goal. He "ran six to eight miles" a day. Addis states "I ran the next day and pretty much every day after," determined to reach his goal. Both Lupe and Addis showed determination to reach their goals, they persevered and never gave up.

Score Point 2 – Sufficient
The student offers a reasonable idea for each selection (Lupe showed determination by intensely working to meet her goal; Addis…showed persistence and perseverance to reach his goal). Direct quotations are provided to support the ideas, making this a sufficient response.

RG – 44

Lupe and Addis both aim for their goal by not giving up, practicing, and having the support they need. "After school the next day she...practiced three hours straight, taking time only to eat...for energy. The father had been planning to play racquetball Saturday, but he said he would be there...to encourage her." "I ran eight miles and I was kind of sore the next day. It was a lot of fun. I ran the next day and pretty much everyday after, but sometimes I feel like quitting halfway through the race because I'm tired and running alone. Coach says I have to just suck it up and run through it."

Score Point 2 – Sufficient
The student presents the reasonable idea that both Lupe and Addis aim for their goal by not giving up, practicing, and having the support they need. Relevant textual evidence from both selections is provided to support the idea, 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.

RG – 45

Addis and Lupe's determination is evident in their Academic Accomplishments. Addis succeeded at learning English very rapidly." Habtewold is used to accomplishing much in a hurry... he has learned English well enough to earn A's and B's" in just one year. Even his tutor is impressed: "The difference from last year has been remarkable. He expresses his ideas more fluidly and has a better grasp of [English]." As for Lupe, she didn't get a "razor sharp mind" whithout sharpening it. She's been improving her mind by enrolling in competitions such as the spelling bee, science fair, 3 reading competitions and a chess tournament; she must have been dedicated since she won them all! Also, her perfect attendance required dedication. "She never missed one day of elementary school."

Score Point 3 – Exemplary

The student presents a reasonable idea (through their academic accomplishments). Additional analysis (Addis succeeded at learning English very rapidly; she didn't get "a razor sharp mind" without sharpening it) clarifies the idea. A combination of specific synopsis and direct quotations is provided to strongly support the idea. A second idea (her perfect attendance required dedication) is offered for the literary selection. A direct quotation is provided to support the idea.

RG – 46

Lupe is so determined to win at something athletic that when she starts training, she lets her school-work slide. ("after school the next day she left her homework in her backpack + practiced 3 hours straight.") This was a big deal for a girl whose life had always been about academics (she was the school's spelling bee champion + was a straight-A student.). Addis, with his late start as an English-speaker, is determined to bring his academics up to speed. Even though he "still has some trouble with reading," he's taking a full load of classes + realizes that his "dreams of being famous" depend on success in school. "I know I'll have the chance if I keep my grades up + continue to work hard."

Score Point 3 – Exemplary

In this exemplary response the student presents a reasonable idea for each selection: Lupe shows her determination to win at athletics by letting her schoolwork slide, and Addis is determined to bring his academics up to speed. For the literary selection additional analysis (had always been about academics) clarifies the idea, and direct quotations are provided that effectively support the idea. For the expository selection relevant textual evidence in the form of specific synopsis and direct quotations strongly supports the idea.

RG – 47

Lupe's short term goal is to win a neighborhood marbles match in the very near future: "At that moment she realized she had only 2 weeks to practice." She's obsessed with strengthening her thumb by squeezing an eraser, and in that short amount of time, it works. "Lupe raised her hand + flexed her thumb. You could see the muscle." But Addis shows determination by focusing on the long-term goal of world recognition: "Habtewold wants to become an olympic gold medalist." That goal is years away, but Addis has the patience and love of the sport to stick with his demanding training over the long-haul, even "running hundreds of miles" in the off-season. "I love running. I feel like I'm missing something if I miss a day."

Score Point 3 – Exemplary
The student offers the reasonable idea that Lupe shows her determination by her obsession to strengthen her thumb in order to achieve her short-term goal of winning the marble match, and Addis displays his determination by sticking to his long-term goal of world recognition and his demanding training. Direct quotations are provided that demonstrate the student's ability to strongly connect textual evidence to the idea, making this an exemplary response.

RG – 48

LUPE shows her DETERMINATION by trying SOMEthing new. Although she's always been good at school, she wants to be well rounded by also being good in sports. She made straight A's. No matter how much she tried she could not run as fast as the other girls. So she decides to practice, practice, practice and beats her brother and Alfonso shooting marbles. Addis also wants to improve himself but he has more challanges because he moved from another country. He has to learn a new language and do well in school. But his father gave him a tape player to learn English and Addis had to listen 2 hours a day to it. Addis also has a tutor who helps him with his grammar and spelling but he still develops all his ideas and she helps him write them down.

Score Point 3 – Exemplary
The student offers a reasonable idea for each selection: Lupe shows her determination by trying something new and becoming good in a sport, and Addis shows his determination by wanting to improve himself by learning a new language and doing well in school. Relevant textual evidence in the form of paraphrased text is provided to strongly support both ideas, making this an exemplary response.