The Pennsylvania System of School Assessment

2005 – 2006

Reading Item and Scoring Sampler

Grade 11

Pennsylvania Department of Education Bureau of Assessment and Accountability 2005–2006

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READING ITEM AND SCORING SAMPLER

General Introduction

The Department of Education provides districts and schools with tools to assist in delivering focused instructional programs aligned to the state assessment system. These tools include assessment anchor documents, assessment handbooks, and content-based item and scoring samplers. This 2005–2006 Reading Item and Scoring Sampler is a useful tool for Pennsylvania educators in the preparation of local instructional programs and the statewide PSSA assessments.

Purpose and Uses

The passages with items in this sampler may be used as examples for creating assessment items at the classroom level, and they may also be copied and used as part of a local instructional program.* Classroom teachers may find it beneficial to have students respond to the open-ended items in the sampler. Educators can then use the sampler as a guide to score the responses either independently or together with colleagues within a school or district.

What's Included

This item and scoring sampler contains operational and field-test passages with multiple-choice items and open-ended items from the Spring 2004 and 2005 PSSA. The released operational passages with items are actual examples of those used to assess student performance on the 2005 PSSA. The samples of items provide an idea of the types of items that will appear on the operational Spring 2006 PSSA. The passages represent some of the genres approved by PDE for appearance on the PSSA. Each item has been through a rigorous review process and is aligned to the Assessment Anchors and State Standards.

Item Format and Scoring Guidelines

The multiple-choice items have four answer choices. A correct response to each multiple-choice item is worth 1 point.

The open-ended items are each designed to take about ten minutes to complete, although, during an actual testing event, students are given additional time as necessary to complete the test items. The open-ended items in reading are scored with item-specific scoring guidelines on a 0–3 scale. The item-specific scoring guidelines presented within this sampler were used to score each respective open-ended item as it appeared on the tests. Examples, including actual (transcribed) student responses, are used to represent each score point.

Also included are the General Scoring Guidelines for Reading used to develop the item-specific guidelines. The General Scoring Guidelines should be used to develop any item-specific scoring guidelines created for use within local instructional programs.*

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GENERAL SCORING GUIDELINES FOR OPEN-ENDED READING ITEMS

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank) – No response or written refusal to respond or too brief to determine response
OT – Off task/topic
LOE – Response in a language other than English
IL – Illegible

READING REPORTING CATEGORIES

Reading Scores will be reported in two categories:

A - Comprehension and Reading Skills
B - Interpretation and Analysis of Fiction and Nonfiction Text

Examples of multiple-choice items assessing these categories are included in this booklet.

SAMPLE ITEMS

There are three Reading passages in this booklet. Each is followed by one set of multiple-choice items. The correct answer for a multiple-choice item is indicated by an asterisk (*).

Two of the passages are followed by an open-ended item. Each of these is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations.

Read the following poem. Then answer the questions that follow.

Goldfinches

by Mary Oliver

In the fields
we let them have—
in the fields
we don't want yet—

where thistles[1] rise
out of the marshlands of spring, and spring open—
each bud
a settlement of riches—

a coin of reddish fire—
the finches
wait for midsummer,
for the long days,

for the brass heat,
for the seeds to begin to form in the hardening thistles,
dazzling as the teeth of mice,
but black,

filling the face of every flower.
Then they drop from the sky.
A buttery gold,
they swing on the thistles, they gather

[1] a weed having prickly leaves and various colored flowers

the silvery down, they carry it
in their finchy beaks
to the edges of the fields,
to the trees,

as though their minds were on fire
with the flower of one perfect idea—
and there they build their nests
and lay their pale-blue eggs,

every year,
and every year
the hatchlings wake in the swaying branches,
in the silver baskets,

and love the world.
Is it necessary to say any more?
Have you heard them singing in the wind, above the final fields?
Have you ever been so happy in your life?

B.1.1.1

1. Which word **best** describes the tone of the poem?

* A joyful

B restrained

C sympathetic

D contemplative

A.1.4.1

2. The silver baskets mentioned in the poem are

* A nests.

B branches.

C thistles.

D flowers.

A.1.3.1

3. The speaker suggests that as the birds carry the down, they seem

A annoyed.

* B determined.

C confused.

D frightened.

B.1.1.1

4. Which statement **best** describes the main theme of the poem?

A We should respect the goldfinches that live in our fields.

B Goldfinches depend on flowers to build their nests.

* C We can find joy in the observation of goldfinches.

D Summer is an important time in the lives of goldfinches.

A.1.4.1

5. According to the poem, thistles are important to goldfinches because goldfinches

A eat the seeds that fall from thistles.

B use thistles as shelter against the wind.

* C collect down from thistles to build their nests.

D use the stalks of thistles to protect their hatchlings.

A.1.3.1

6. One reason the speaker addresses readers directly in the last stanza is to

* A evaluate their understanding of the poem.

B contradict the main ideas presented in the poem.

C emphasize the mood established in the poem.

D prepare for a change of subject within the poem.

B.2.1.1

7. Read the following lines from the poem.

"as though their minds were on fire
with the flower of one perfect idea"

These lines suggest that the goldfinches

* A knew what they had to do.

B looked like perfect flowers.

C used flowers to build their nests.

D were still growing and learning.

B.1.1.1

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

Item # 8

This item will be reported under Category B, Interpretation and Analysis of Fiction and Nonfiction Text.

Assessment Anchor:

B.1 Analyze components within and across texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Analyze the relationship between the character (speaker) and the other components of the text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge by analyzing the speaker's attitude toward the goldfinches and their world and by using two examples from the poem to support the response.
2	demonstrates partial knowledge by analyzing the speaker's attitude toward the goldfinches and their world. (Example: Student may analyze the speaker's attitude toward the goldfinches and their world and use only one example from the poem to support the response.)
1	demonstrates incomplete knowledge in analyzing the speaker's attitude toward the goldfinches and their world. (Example: Student may analyze the speaker's attitude toward the goldfinches and their world without using any examples from the poem to support the response.)
0	response provides insufficient material for scoring or is inaccurate in all respects. Categories within zero: Blank, Off task/topic, Response in a language other than English, Illegible

Example—Top Scoring Response (3 Points):

Analysis	Examples
The speaker's attitude seems to be one that is in awe of the goldfinches and their world.	In order to convey this awe, the speaker does not write the simple words that could be used to describe the scene but, instead, chooses words that convey specialness. For example, the thistles don't grow, they "rise," "dazzling," and each bud is a "settlement of riches."

B.1.1.1 Response Score: 3

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

The speaker's attitude is appreciative.
The speaker describes the goldfinches' nests
"silver baskets," their color, "buttery gold," the buds, "a settlement of riches."
Each description reflects a sense of preciousness and value.
The speaker's appreciation of the sights and sounds of the goldfinches and their world bring the speaker happiness.
"Is it necessary to say more?" . . .
"Have you ever been so happy in your life?"

The student has analyzed the relationship and has chosen a description for the speaker's attitude.
More than two examples from the poem have been used to support the response.

B.1.1.1 Response Score: 2

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

I'd describe the speaker's ATTITUDE as awesome. Not only does the speaker see all the things as glittery and wonderful, but Even the goldfinch birds have "minds on fire with perfect ideas." Her awesome attitude makes everything in the field - goldfinch world - PERFECT!

AWESOME.

The student has analyzed the relationship and has chosen a description for the speaker's attitude.
One example from the poem has been used to support the response.

B.1.1.1 Response Score: 2

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

The speaker says "Is it necessary to say more?" and "Have you ever been so happy in your life?" when talking about the goldfinches and their world.

The student has used two relevant examples from the poem that imply the attitude of the speaker without explicitly stating that attitude.

B.1.1.1 Response Score: 1

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

The speaker has a real love of nature attitude. you can tell because she writes all about how much she loves to watch the birds in springtime.

The student has analyzed the relationship and has chosen a description for the speaker's attitude. No examples from the poem have been used to support the response.

B.1.1.1 Response Score: 1

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

"Where thistles rise out of marshlands
of spring and spring open ~ each
bud a settlement of riches."
These words tell me the speaker's
attitude toward the goldfinches
and their world.

The student has used one relevant example from the poem that implies the attitude of the speaker without explicitly stating that attitude.

B.1.1.1 Response Score: 0

8. Analyze the speaker's attitude toward the goldfinches and their world. Use at least two examples from the poem to support your response.

The poem is about a bindwatcher.

The student's response has not addressed the task. The response is incorrect.

Read the following passage about Native American firefighters. Then answer the questions that follow.

Forest Warriors

by Robert Struckman

A steady west wind blows across the surface of Pablo Reservoir on the Flathead Indian Reservation in western Montana. The wind buffets a group of about 20 men and women waiting on a Thursday morning to take the fitness test to fight wildfires this summer. The group talks and jokes, shifting from foot to foot on the gravel road atop the reservoir's earthen dam. Most have donned weighted vests for the arduous pack test for work such as digging fire lines and setting back burns. It's a three-mile timed hike with a 45-pound pack.

Everyone gathers around the bed of a pickup truck where Doran DuMont, a tribal Fire Management employee, stands and explains the instructions for the test, his voice loud to be heard over the wind, "Three miles in 45 minutes." A moment later, the hikers hustle away, stringing out into a line like runners in a race.

DuMont (Confederated Salish and Kootenai)[1] remains behind with Jan Gardipe (Confederated Salish and Kootenai), who keeps time on a stopwatch. Soon the first two walkers—a mother-daughter pair taking the light fitness test necessary to work in the tent cities that spring up around major blazes — round the corner and come into view at the end of the dam. Gardipe shouts out to them, "You got it, girls. Keep it up."

A few moments later, Jennifer Morigeau (Confederated Salish and Kootenai) and her mother Vicky (Confederated Salish and Kootenai) arrive at the pickup, red-faced and sweating. DuMont tries to tease them: "Oops. I forgot to start the clock. You'll have to do it again." Vicky doesn't smile; she scowls and stretches. "Just kidding," DuMont says. "You've got it."

The structure of the national fire fighting effort is like that of the military. When small blazes grow out of control, a call goes into the National Interagency Fire Center in Boise, Idaho. The biggest and hottest fires prompt requests for fire crews from offices like this one. Within minutes, phones across this reservation will ring, calling in the men and women who passed the fitness test and took the training. Buses will ferry the crews to an airport in nearby Missoula, where airplanes will deliver them to Utah or New Mexico or Florida, anywhere they are needed.

Over the past seven decades, fire fighting has become a tradition, a fixture of life on many reservations in the West. Although less than one-half of 1 percent of the population of the United States, American Indians account for one in five wildland firefighters. "For one thing, fire means money, and a lot of Indians love to be in the outdoors. I know I did," says Steve Clairmont (Confederated Salish and Kootenai), a retired smokejumper who parachuted to backcountry blazes. He spent his early years working fires on the reservation. "There's that physical

[1] Confederated Salish and Kootenai Tribe—Flathead Indian Reservation, Montana

competition. And you're out there with your family, your tribe."

Federal dollars to fight wildfires first came to Indian Country in the 1930s with the Civilian Conservation Corps, a work program with the primary mission of building roads, dams, and trails and suppressing fires. Clairmont's late father, Sam Clairmont (Confederated Salish and Kootenai), found work with the Three Cs, as the corps was called, and led crews to douse lightning strikes. The elder Clairmont became a legendary figure on the southern end of the reservation, teaching scores of young men the art of the shovel and the pulaski, a double-headed tool with an ax on the front and an adz-shaped hoe on the back.

In 1959 the Mescalero Apache in New Mexico sent the first all-Indian fire crews to battle an off-reservation fire in the Lincoln National Forest. The Mescalero Red Hats, named for their distinctive helmets, dug in near Capitan Gap, where a singed bear cub, later named Smokey the Bear, was found. The bear — and the phrase, "Only you can prevent forest fires" — represents for generations of Americans the danger and devastation of fire. Led by the Red Hats, a tradition of national service sprang up on every reservation throughout the western United States, from Washington to New Mexico and as far east as Oklahoma.

Every year, says Jim Stires, the director of the fire management branch of the Bureau of Indian Affairs at NIFC in Boise, all-Indian crews are in demand for the hardest fires. "As a rule, Indian crews respond very fast. They are more experienced, better trained." The most sought-after fire crews are the Type I crews, known as Hotshots: elite, highly trained units, whose name refers to the hottest, most dangerous, and most difficult parts of a fire.

There are no specific requirements to join the 20-member Hotshot crews. "Fire fighting is basically grunt work, physical work. Type Ones go anywhere. They pound the trails. They carry shovels and chain saws. They dig in and fight and sleep on the ground," says Janelle Smith, a spokesperson at NIFC.

Five all-Indian crews have the elite status, including the Zuni[2] Interagency Hotshots from Zuni Pueblo in New Mexico and the Mescalero Red Hats. To gain Type I status, a crew must meet a number of stringent standards for two trial years. For instance, the crew must train together daily during fire season and be able to dispatch in less than one hour. Five additional all-Indian crews are on the Hotshot path but have not yet completed the two trial years.

Lyle St. Goddard (Blackfeet)[3], the supervisor of the Chief Mountain Hotshots on the Blackfeet Reservation near Glacier National Park in Montana, says, "At the fires, people started calling us the warriors of the forest. You look at our name, Chief Mountain. It brings you a lot of pride. It's a great honor to be on a Type I."

Yet all-Indian Hotshot crews are a relatively small factor in the overall world of Indian fire fighting. Of the roughly 6,000 Indians who enlist every summer, only about 100 are Hot Shots. It's the standard crews—like the ones that take the pack test every other Thursday at Pablo Reservoir—that have become the backbone of the nation's wildland firefighters, Stires says.

In recent years, Indian fire crews have begun to respond to more than just forest and range fires. All-Indian crews have been dispatched in times of national emergencies, in a method similar to the National Guard.

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[2] Zuni Tribe—Zuni Pueblo, New Mexico

[3] Blackfeet Tribe—Blackfeet Indian Reservation, Montana

A.2.2.2

9. Read the following sentences from the passage.

"To gain Type I status, a crew must meet a number of stringent standards for two trial years. For instance, the crew must train together daily during fire season and be able to dispatch in less than one hour."

In this context, the word stringent most likely means

A pleasing.

B interesting.

* C rigorous.

D bewildering.

A.2.4.1

10. According to the passage, the national fire fighting effort is similar in structure to

A the Bureau of Indian Affairs.

B the American Red Cross.

* C the United States military.

D the Civilian Conservation Corps.

A.2.4.1

11. According to the passage, the "Hotshots" were named for

A their quick response times.

B the various tools they used.

C their distinctive helmets.

* D the worst parts of a fire.

A.2.4.1

12. The first all-Indian fire crews to battle an off-reservation fire were sent by the

A Blackfeet.

B Zuni Pueblo.

* C Mescalero Apache.

D Confederated Salish and Kootenai.

A.2.3.1

13. Based on the passage, a member of a Hotshot crew needs to be

A creative.

* B dedicated.

C relaxed.

D thoughtful.

A.2.3.1

14. According to the passage, the Civilian Conservation Corps provided American Indians with

* A payment for working as firefighters.

B special recognition for fighting fires.

C smokejumper training to fight fires.

D buses to take firefighters to the airports.

A.2.3.1

15. Based on the passage, in the future all-Indian fire crews will most likely

A receive more intensive training.

* B provide an ever greater variety of services.

C choose to work only on all-Indian crews.

D confine their work to fires on the reservations.

B.3.3.2

16. The author includes several quotes from tribal firefighters in order to

A emphasize the danger of fire fighting.

* B show that fire fighting is a part of their lives.

C show how frightened they are by forest fires.

D emphasize the ease with which they became firefighters.

Read the following passage about a woman race car driver. Then answer the questions that follow.

Sarah Fisher: Totally Driven

by Kimberly Kimmel

What could be more exciting for a 20-year-old than zooming around a racetrack at 200 miles per hour?

Nothing, according to Sarah Fisher, who is one of the fastest young women in the auto racing industry.

While most young women in their early 20s are dreaming of finishing college or beginning their careers, Sarah is dreaming of winning the Indy 500.

"I want to win the Indianapolis 500. That is the most important race to me at this time. That race can change a person's life. All of us [in racing] want to win it very badly."

In May of 2001 Sarah qualified for the eighty-fifth running of the Indianapolis 500. To qualify is no small feat, for the Indy 500 is every race car driver's goal. But to her great disappointment things didn't go as planned. Halfway through the race Sarah noticed her car felt loose.

She explains, "The car was loose, and I was barely hanging on. Going into the corner of turn 2, I wasn't able to hang on, and the rear [of the car] stepped out, and there was nothing I could do to save it."

Sarah crashed into the turn 2 wall. Fortunately she was fine, but she ended the race in thirty-first position.

But even though she didn't win, Sarah was pleased. As one of three women ever to qualify for the Indy 500, and the third youngest, she had realized her dream of competing in car racing's most important race.

"I'm already focusing on summer races and the Indy in 2002!" she says.

Twenty-year-old Sarah has been racing and competing for the past 15 years. Born in Columbus, Ohio, Sarah attended her first race when just a baby. Her dad competed in go-cart racing and open-wheel sprint car ranks. So her parents took her along to most of their competitions.

Sarah's first memory of the world of car racing was when she was 5. Her parents woke her up in the middle of the night to help her try on her new quarter-midget race car, which she raced until she was 8 years old.

"Both my parents raced, so it was normal and natural for me to also become involved. I started racing at the age of 5," she continues, "but I didn't really start to enjoy it or get competitive until I was 11."

When Sarah turned 8 she began to race go-carts, competing at the national level in the World Karting Association. Her family traveled up and down the East Coast, so Sarah could compete in her age group. In 1991 she started winning competitions. During this time she began

developing a feel for the track and learning race car maintenance.

Even though Sarah's focus as a child was mostly on racing, she did become involved in other activities. Piano lessons, swimming, and soccer also took up her interests, but her first love is racing and its lifestyle.

In 1995 Sarah began competing with a 360-cubic-inch sprint car. Then she moved up to 410-cubic-inch cars. Sarah and her dad raced local venues and traveled with the All Stars Circuit of Champions. During the 1998 season Sarah's dad broke his arm, so she had to learn how to rebuild engines and ready the race car herself. "It was either rebuild the engines or not go racing!" she said with a smile.

Obviously Sarah's determination has gained her much success. But she didn't accomplish it alone. She has always had the support of her parents, Dave and Reba Fisher. They make up her "crew" and have been to all her races.

"Two of my uncles race sprint cars too, so they were there as well," she says.

Sarah continued with her goal and made her way up in the race car driving circuit.

Some of her accomplishments along the way include:

• Finishing second at Pennsylvania Motor Speedway in 1997.

• Finishing second at Eldora Speedway in 1998.

• Competing in the midget races in NAMARS, USAC, and ARCA midget series in 1999.

• Becoming, in September of 1999, the youngest person ever to pass the Indy racing league rookie test at Las Vegas Motor Speedway. Competing in the Texas Motor Speedway, she finished twenty-fifth because of mechanical failure.

• Signing with Walker Racing in order to compete in eight of nine races in January 2000.

• Entering the Kentucky Motor Speedway and finishing third.

In 2000, at 19, Sarah reached her main goal of competing in the Indianapolis 500.

In August of 2000 she became the youngest driver ever to have a third-place podium finish at the Belterra Resort 300 in Sparta, Kentucky. She was also the youngest person to lead laps during an IRNLS event.

Sarah has been success-oriented and goal-driven, not to mention competitive. But she didn't accomplish it all on her own. "My parents have always been there for me from the start," she tells people.

Sarah will also be the first to tell you that the family that drives together wins together.

Sarah states that one of the most important contributors to success is being in excellent physical condition. She works out, doing cardiovascular exercises, four times a week. She also knows that she wouldn't be in top form to compete if she was smoking, drinking, or doing any kind of drug.

"Kids and teens need to think about the choices they are making and how those could affect them in the future," Sarah says. "What could seem like a little thing now can easily grow into an addiction. That's why it's so important for teens to have interests and hobbies to keep them busy and learning in positive ways."

Continuing, she says, "Racing has helped me grow in a positive way. And I think it translates to all athletes—when you are out there driving in a race car, all your senses need to be at their sharpest, and you need a clear head and steady hands to do that."

What does Sarah tell teens who want to get involved in the sport of race car driving?

"You need to have a lot of parental support. It's very important to have good grades in school before and after you start racing. Then I'd suggest getting a go-cart and learning as much as you can at that level. Then you can start moving up from there."

Education is important to Sarah and her family. Her dad holds a degree in mechanical engineering and her mom a degree in education. Sarah has received academic awards and is currently attending college as a part-time student, majoring in mechanical engineering and business. Her goal is to be the very best she can be in her chosen field.

We asked Sarah: "Since race car driving is mostly a man's sport, does this pose any challenges for a petite blond?"

Sarah answers, "I actually don't have any problems at all from the competitors in racing. They respect what I do because I am totally professional, and I respect them too. When I'm strapped into my race car with my helmet on, you can't tell whether I'm male or female. At least 99 percent of my competitors are very supportive of what I do. Most of the questions I get asking that come from the fans."

Things that make Sarah happy include racing, being with her boyfriend, and spending time with her parents. She also loves playing with her cat, appropriately named Indy.

Sarah says, "The favorite part about racing for me is that my family is proud of me. One of my favorite memories was when my dad was working in his fabrication shop and I was in the race shop changing sprint car engines. Grandpa Fisher came by and saw me in there. The look on his face was priceless!"

B.3.3.2

17. The question that begins the passage is most likely intended to

A convey a sense of perplexity.

* B grab the reader's attention.

C convince the reader that racing is unsafe.

D cast doubt on the excitement of racing.

A.2.4.1

18. Which generalization is **best** supported by information in the passage?

* A Supportive parents contribute to success.

B Physical condition is not a factor in competition.

C Winning a race depends mostly on the car.

D Many people believe women should not race.

A.2.4.1

19. According to the passage, in 1998 Sarah began to rebuild engines because

* A her father broke his arm.

B she had always wanted to learn.

C another driver challenged her.

D her uncle offered to teach her.

A.2.3.1

20. One indication of the importance of the Indianapolis 500 to Sarah is the name of her

* A pet cat.

B sprint car.

C first go-cart.

D quarter-midget race car.

A.2.4.1

21. The main idea of the last paragraph is that

A Sarah's dad owns his own fabrication business.

* B racing has made Sarah's family proud of her.

C Sarah's grandfather is surprised that she can fix cars.

D changing engines has become rewarding for Sarah.

B.1.1.1

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

Item # 22

This item will be reported under Category B, Interpretation and Analysis of Fiction and Nonfiction Text.

Assessment Anchor:

B.1 Analyze components within and across texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Analyze character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within or across texts. (May analyze characters across fiction and nonfiction texts.)

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of character traits by identifying a personality characteristic and analyzing the way in which it contributed to Sarah's success.
2	demonstrates partial knowledge of character traits by identifying a personality characteristic and analyzing the way in which it contributed to Sarah's success. (Example: Student may identify a personality characteristic and analyze how it contributed to Sarah's success but uses no examples from the passage to support the response.)
1	demonstrates incomplete knowledge of character traits in identifying a personality characteristic and analyzing the way in which it contributed to Sarah's success. (Example: Student may identify a personality characteristic that contributed to Sarah's success but does not analyze how it contributed to Sarah's success or use examples from the passage to support the response.)
0	response provides insufficient material for scoring or is inaccurate in all respects. Categories within zero: Blank, Off task/topic, Response in a language other than English, Illegible

Example—Top Scoring Response (3 Points):

Explanation	Examples
Sarah Fisher's actions show that she has a persevering personality characteristic. Her perseverance carried her through many setbacks and disappointments as she moved right up through the race car-driving circuit.	When she crashed into a wall and didn't win, she didn't quit. She focused on the next race. When her dad broke his arm and could not get her car ready to race, Sarah learned to rebuild the engine herself. In many races she did not place number one, but continued to race and move up to more important races. Her perseverance paid off.

B.1.1.1 Response Score: 3

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

A personality characteristic that has helped Sarah succeed is being goal orientied. Being goal orientied means doing everything you need to accomplish that goal. Racing is very demanding and Sarah has to do all the right things physically and mentally to succeed. Sarah does not smoke, drink, or do any kind of drugs which could damage her and her racing career. She also believes in education and good grades which will help her on and off the track. Sarah stays in top physical condition, so she can reach her goals in racing and in life. Being goal orientied has helped and will continue to help Sarah reach her goals because she has the heart to be determined and do everything she needs to.

The student has identified a personality characteristic and has analyzed its contribution to Sarah's success.
More than one example from the passage has been used to support the response.

B.1.1.1 Response Score: 2

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

Sarah has ambition. She sets goals for Herself and trys to accomplish them. By doing so she works hard to achieve a certain level of sucess. Her ambition has lead Her to succeed on many aspects of her career.

The student has identified a personality characteristic and has analyzed its contribution to Sarah's success. No examples from the passage have been used to support the response.

B.1.1.1 Response Score: 2

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

Sarah was very determined AND persistant in her life of racing AND wouldn't stop what she WANTED to do. She wanted to achieve her goal AND NOTHING WAS going to stop her. this helped her in her success.

The student has identified more than one personality characteristic and has analyzed their contribution to Sarah's success. No examples from the passage have been used to support the response.

B.1.1.1 Response Score: 1

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

Personality Characteristic
Positive + staying on track

Sarah has succeed because she was a positive person + always stayed on track.

The student has identified more than one characteristic that has contribution to Sarah's success. No analysis has been made. No examples from the passage have been used to support the response.

B.1.1.1 Response Score: 1

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

A personality characteristic that has helped Sarah succeed is her competiveness. She is very competitive and hates to lose.

The student has identified a characteristic that has contributed to Sarah's success. No analysis has been made. No examples from the passage have been used to support the response.

B.1.1.1 Response Score: 0

22. Identify a personality characteristic that has helped Sarah succeed. Analyze how this characteristic has contributed to her success. Use an example from the passage to support your response.

She's a tiny girl with blonde heir which isn't common in the world of racing. that there being a small-figured young blonde headed girl in the racing senene, and doing a Great Job at it isn't very common. I think it makes People notice her more. Just the mere fact that Sarah is female and driving a race car gives her lots of attention.

The student's response is incorrect and not relevant to the task.

Acknowledgements

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