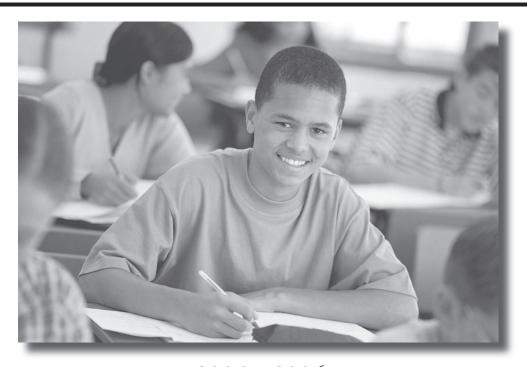


The Pennsylvania System of School Assessment



2005 – 2006 **Reading Item and Scoring Sampler** Grade 5

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

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READING ITEM AND SCORING SAMPLER

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.

What's Included

This item and scoring sampler contains passages with multiple-choice items and open-ended items from the Spring 2005 PSSA. These released operational passages with items are actual examples of those used to assess student performance on the PSSA. These 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.

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.

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 designed to take about ten minutes each 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 Spring 2005 PSSA. 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.

<u>Categories within zero reported separately:</u>

- 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 and open-ended 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 passage about Antarctica. Then answer the questions that follow.

Antarctica—Frozen Desert

by Elise Forier

More than 2,000 years ago, early Greek geographers wrote about a giant continent at the bottom of the world. Although no one had actually seen it, they called it Anti-Arktikos, or "opposite of the Arctic." Centuries passed, and no one found this "great southern continent." In the 1800s, explorers finally reached the legendary land. Among them was American sea captain Nathaniel Palmer, who sighted Antarctica from his ship.

Most of Antarctica is a desert. This may seem strange, because we often think of deserts as hot places filled with sand. Almost all of Antarctica is covered with snow and ice, and the average annual temperature is far below freezing. But on the whole, Antarctica receives very little precipitation (rain or snow)—and this is what makes it a desert.

Plants and animals that live in Antarctica have to be tough. A few kinds of plants—some mosses, for example—grow in the 2 percent of Antarctic land that is free of ice. Some grow only during the summer months and only on the warmer parts of the continent. Animals that survive year-round on the mainland are small and stay close to the ground—tiny insects such as mites, and microscopic worms. (Penguins and seals live on Antarctica only part of the year.)

Some early visitors to the continent were hunters. Although Antarctica is a harsh, nearly empty land, the seas surrounding it are rich with marine life. Six species of seals, more than 12 species of birds—including penguins—and many whales live near Antarctica. Throughout the 1800s, whale and seal hunters sailed to the Antarctic oceans by the hundreds. The hunters sold sealskins and whale and penguin blubber. (Blubber is the thick layer of fat below the skin of marine animals.) So many seals were killed that several species almost became extinct. Today, Antarctic seals are protected by international agreement, and their populations have increased again.

Other people to visit Antarctica included explorers, scientists, and adventurers. Explorers rushed to claim pieces of Antarctica for their nations. In the interests of preserving the land and avoiding war, the international Antarctic Treaty was signed in 1959. It ensures that Antarctica will remain a peaceful place and will be protected from harmful activities.

More than 3,000 people from around the world—scientists and people who help the scientists—work in Antarctica today. It is not a very easy place to live, but it is a perfect laboratory for scientific study. Astronomers like the cold, clean, dry air because it allows their telescopes to see clearly into deep space.

Biologists study life on and around Antarctica to learn about how animals and plants adapt to extreme temperatures and harsh conditions. Geologists dig in Antarctica to find out what the land was like millions of years ago. Glaciologists (scientists who study the great masses of ice called glaciers) drill in the ice to trace climate changes throughout the ages. Some scientists study animals and plants on Antarctica to find out more about what life might be like on other planets.

With its huge icebergs, blue and silver landscape, whistling winds, and chilly seas, Antarctica can seem like another planet. The land and its icy cover have been compared with the Moon, Mars, and Jupiter's moon, Europa. Possibly no place on Earth is stranger or wilder—or more beautiful—than Antarctica. Certainly, there is no other place we know of that is quite like it.

A.2.3.1

- **1.** Plants and animals in Antarctica have to be tough because of
 - A hunters and scientists.
 - B large populations of people.
 - C too much rain during the year.
 - * D very cold weather conditions.

A.2.4.1

- **2.** Which **best** describes the main idea of the passage?
 - A Hunters caused much of the marine life in Antarctica to disappear.
 - * B Antarctica's climate makes it an unusual continent.
 - C Three thousand people live in Antarctica today.
 - D Geologists in Antarctica dig for clues from the past.

A.2.4.1

- **3.** How is Antarctica similar to other deserts?
 - * A It receives very little moisture.
 - B The average temperature is below freezing.
 - C Sand covers most of the continent.
 - D It has weather conditions that keep changing.

B.3.1.1

- **4.** Which of these is an opinion?
 - A "Some early visitors to the continent were hunters."
 - *B "Possibly no place on Earth is stranger or wilder ..."
 - C "... the international Antarctic Treaty was signed in 1959."
 - D "Six species of seals, more than 12 species of birds ... live near Antarctica."

A.2.4.1

- **5.** According to the passage, who reached Antarctica first?
 - A scientists
 - B geographers
 - * C explorers
 - D hunters

A.2.4.1

- **6.** According to the passage, many scientists are drawn to Antarctica because
 - A they can study frozen plants and animals.
 - B they enjoy the hunting and fishing there.
 - * C it is an excellent laboratory.
 - D it is an easy place to live.

A.2.4.1

- 7. Which sentence **best** supports the main idea of the passage?
 - * A "... Antarctica can seem like another planet."
 - B "Penguins and seals live on Antarctica only part of the year."
 - C "Glaciologists ... drill in the ice to trace climate changes throughout the ages."
 - D "More than 3,000 people from around the world ... work in Antarctica today."

A.2.3.1

- **8.** The great number of hunters traveling to Antarctica in the 1800s indicates that
 - A few animals used to live in Antarctica.
 - B Antarctica used to have a hot climate.
 - C Antarctica used to be overpopulated with people.
 - *D many people used to want sealskins and animal blubber.

Read the following passage about a child's special first trip to Grandma's house. Then answer the questions that follow.

Sweet Magnolia

by Virginia Kroll

My sisters Iona and Geneva had gone long before me. I was impatient, waiting my turn. One evening, I blew out the six candles on my birthday cake, and Mama said, "Baby Girl, you are bayou-bound." Mama still calls me Baby Girl sometimes, even though my name is really Denise.

The bayou is where my Grandma lives, a place swamped in mystery to me. Now, I'd get to see it for myself.

Two days later, on the train, I thought about the treasures Iona and Geneva had brought back from Grandma's. Iona had found a delicate snake skin that a diamond-backed water snake had crawled right out of and left behind. Geneva had brought back a dragonfly with a body like jewels and wings like lace.

It seemed to me like I was on the train for a week full of hours before the conductor finally said, "This is your stop, Miss."

My suitcase and I got off and stood waiting. Suddenly Grandma was standing there smiling at me. "My, my, my!" she exclaimed. Her eyes said even more than her words.

Outside Grandma's house was the most beautiful tree I had ever seen. It had pinkish-white flowers as wide as my open hand and it smelled as nice as Geneva does when she goes out on a date. "Grandma, what is it?" I asked. "That's the sweet magnolia," she told me.
"In some places those blossoms can't even wait
for the new leaves to come on. They just burst
right out beforehand. They can't wait to get on
with the springtime. Don't last long at all, but
they sure do leave an impression while they're
here."

I took another whiff. "Sure do," I agreed.

"Let's go see the bayou," said Grandma, and we got into her boat. Soon we came to a different sounding place. We got out of the boat, and I hushed so I could hear it all—tiny tickings, gentle jigglings, ripplings, and rustlings—little life sounds all around.

"Talk about trees!" I gasped, looking up. They were hunched over like bent giants. Moss was hanging in shaggy clumps from their branches like ragged curtains. "The bayou," I whispered.

Suddenly I heard a tiny cheeping. There was some pain and fear in it. "Over there," said Grandma, pointing.

I ran, then stopped short, so I wouldn't step on the struggling bird. Grandma carefully scooped it up. She shook her head.

"Can you fix it, Grandma?"

Grandma warned me, "Sometimes nature doesn't see things our way." But she looked in my eyes, and we took the bird on home.

"What happened to it, Grandma?" I asked.

Grandma examined the panting bird. "Hmm. Broken leg. I reckon she was too impatient, Denise. Burst right out of her nest ahead of schedule. Couldn't wait to get on with the springtime."

"What kind is she?" I asked.

"A painted bunting," Grandma said.

She fed the bird with a tiny tube, then set the broken leg and taped it. I studied the soft feathers and fluffy markings.

Grandma kept up the feedings day and night. I helped. The painted bunting grew bigger and more colorful and got its flight feathers. Pretty soon she was pecking seeds right out of my hand.

"Don't feed her from your hand all the time," Grandma said, "or she won't learn how to find seeds and insects on her own."

The day she unwrapped the bunting's leg, Grandma asked, "You gonna give this one a name? She's yours. You found her, after all."

My heart skipped like a stone across a stream. Mine! Did Grandma mean it? Wait till Iona and Geneva saw the treasure I was bringing home!

I looked at my bird. I thought about how she tried to fly too soon and how Grandma said she was impatient, just like the sweet magnolia flowers.

"Sweet Magnolia!" I said. "That's her name."

"My, my," Grandma sighed. "You sure do have a way with words." I felt proud.

One morning after breakfast, Grandma said, "This is the big day. Come on."

I followed, wondering what was so special. She went to Sweet Magnolia's cage and opened

the door. Then she stopped. "You ought to do it, Denise. You found her, after all."

"Do what, Grandma?" I asked.

"Set her flying to the winds," she answered.

"But Grandma, she's MINE!" I shouted.
"You even said so. She's the treasure I'm taking home."

Grandma half-smiled, half-frowned. "I'm sorry, Denise. Maybe you misunderstood. She's yours to help ... yours to heal ... yours to set free."

I put my hands on my hips and stamped my foot. "No."

"You love her, don't you?" Grandma said.

I thought for a moment. I gulped. I blinked hard. I opened the cage and slowly put my hand in.

Sweet Magnolia jumped onto my finger. She clung to me with her little claws as if she didn't want to let me go either. We boated to the bayou and went to the tree where we had first found her. She flapped her wings once but stayed perched on my hand.

We stood listening to the little life sounds. Sweet Magnolia tipped her head as if she heard something. Then she flapped her wings and said CHEE-UP and took off over the trees where I couldn't see her.

Grandma cupped her hand on my shoulder. "Don't feel bad, Denise. We'll find you another <u>Lagniappe</u>," she said.

"What's a lan-yap?" I asked.

"It's Cajun for a special bonus—something like a gift you get just for being you."

During the next few days, I saw fireflies as big as nickels and a water rat with a tail as long as my arm! Grandma and I spotted a huge, old alligator looking like a stiff, fallen

log sunning its bumpy body. At dusk, we got out of the bayou before the mosquitoes started humming, and we listened to the bullfrogs croaking from the comfort of Grandma's house.

On my last day, I walked over to the cage where we had kept my painted bunting. I sighed a lonely sigh. Then I saw something. I reached in and took it and held it against my cheek. I showed it to Grandma and told her it was my lan-yap.

Grandma put me and my suitcase into her truck. I traveled back on the train. It seemed like days till the conductor said it was my stop.

Mama squeezed me tight and called me Baby Girl as always.

Iona and Geneva were happy to see me too. Right away they asked, "What'd you bring back? Come on, let's see."

"A lan-yap," I answered.

They looked at me as if I were crazy. I smiled. "A Sweet Magnolia feather. Tell you about it later."

First I needed to take my treasure out to look at it alone and put it in a safe, forever place.

B.1.1.1

- **9.** Which pair of words **best** describes how Grandma feels when she meets Denise at the train?
 - A sad and lost
 - * B excited and proud
 - C happy and tired
 - D rushed and frustrated

A.1.2.2

- **10.** As used in the passage, what does the word <u>Lagniappe</u> mean?
 - A a bayou mystery
 - * B a special gift
 - C a bird's feather
 - D a snake's skin

B.2.2.1

- **11.** Which of these sentences contains a simile?
 - * A "My heart skipped like a stone across a stream."
 - B "I put my hands on my hips and stamped my foot."
 - C "The bayou is where my Grandma lives, a place swamped in mystery to me."
 - D "The painted bunting grew bigger and more colorful and got its flight feathers."

B.1.1.1

- **12.** Which word **best** describes how Denise feels when Grandma first tells her to set the bird free?
 - * A upset
 - B happy
 - C jealous
 - D proud

A.1.4.1

- **13.** Which would be the **best** new title for this passage?
 - A "The Perfect Flower"
 - B "Living on the Bayou"
 - C "A New Pet for Denise"
 - * D "Denise Finds a Treasure"

A.1.3.1

- **14.** The purpose of this passage is most likely to
 - A explain how to care for an injured bird.
 - B describe what sweet magnolia trees are like.
 - C inform the reader about life in the bayou.
 - * D teach an important lesson through a story.

B.1.1.1

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Item # 15

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

Assessment Anchor:

B.1 Identify the components of fiction and nonfiction texts.

Specific Eligible Content addressed by this item:

B.1.1.1 Identify the relationships among the following within or across fiction and literary nonfiction texts:

<u>Character</u> (Narrator, Speaker, Subject): identify character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within or across texts and/or the relationship between characters and the other components of text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge by identifying a change in Denise's attitude and by using two examples from the passage to support the change in attitude.
2	demonstrates partial knowledge in identifying a change in Denise's attitude. (Example—Student identifies a change in attitude and uses only one example from the passage to support the change in attitude.)
1	demonstrates incomplete knowledge in identifying a change in Denise's attitude. (Example—Student identifies a change in attitude without using any examples from the passage.)
0	has given a response that provides insufficient material for scoring or is inaccurate in all respects. BLK - 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

Example - Top Scoring Response (3 Points):

Description	Examples
Denise's attitude about letting the bird go free changed. She wanted to keep the bird, but after listening to her grandma, she decided to let it go free.	At first Denise said, "she's MINE!" and stamped her foot. After her grandma said that the bird was hers to help, heal, and to set free, Denise opened the cage and let the bird hop on her finger. She took the bird out of the cage and the bird flew away.

B.1.1.1 Response Score: 3

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Denise's attitude changes from happy to mad
to happy. She was very happy when he
grandma says its Denise's. The thinks it her's
to keep even though it only Denisis to feed and
let go. It said her heart skiped across a stream -
like a stone witch means shes happy. The got mad
whe her grandma said time to let it go. The
Story said "Denise put her hand on her hips and
said it's mine. She was happy to see her family
and That her treasure was Magnalia's feather
to keys forever.

The student has identified a change in attitude.
The student has used two examples from the passage to support the change.

B.1.1.1 Response Score: 2

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Denise's attitude changed in the	
story because when grandmatold	
her to let sweet magnolia go she	
wouldn't doit. also in the story it said	
she Stompedher foot crossedher arms	
and Said "no!" After Denise let Sweet	
— Magnolia go she found out sometimes	
letting go is good.	
The student has identified a change in attitude.	

The student has used one example from the passage to

support this change.

B.1.1.1 Response Score: 2

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

at the beginning of	the stay Denise was impatient
to go to her Grandma's	s. She said the train took a week
full of hours to get	
	surprized and then glad
	tude was caring and helping
	time she got real mad and
at the Phd she wi	
	The student has identified a change in Denise's attitude. The student has used one example from the passage to support this change.

B.1.1.1 Response Score: 1

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Н	HER ATTITUde really changed a Lot.
	IMPATIENT TO HAPPY to PROUD TO MAD
	to SAD to lonely to HAPPY AT THE END!
	Management of the state of the

The student has identified changes in Denise's attitude. No examples from the passage have been used to support any change.

B.1.1.1 Response Score: 1

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Denise was mad for a while. Then she was
landy. Then she felt better and was
happy. She kept changing her attitude
Denise was mad for a while. Then some was lonely. Then some felt better and was happy. She kept changing her attitude like from negative to positive and that helped.
that helped.

The student has identified changes in Denise's attitude. No examples from the passage have been used to support any change.

B.1.1.1 Response Score: 0

15. Tell how Denise's attitude changes in "Sweet Magnolia." Use two examples from the passage to support your response.

Dinise saw trees in magnolia because	
from her window to see all the town and all	
the things of the town.	

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

Read the following passage about something special that happens on a family farm. Then answer the questions that follow.

Scungy's Twins

by Tracey Reeder

"Isn't it time we put Scungy in the orchard?" I called to Uncle Stan as I closed the gate.

"We'll put her in the orchard this afternoon," Uncle Stan said.

My brothers and I were staying on our Uncle Stan and Auntie Stella's farm. We lived in the city, so it was always fun to come and stay on the farm. There were lots of exciting things to do, and we were always tired by the end of the day. It wasn't a big farm, but there were sheep, cows, and a farm dog that was really a pet. Best of all, there was a red tractor to ride on with Uncle Stan or Auntie Stella.

Scungy was an old sheep. Scungy hadn't been a pet when she was young, but she was very friendly, and she liked to come and rub against our legs. Scungy was skinny, and she didn't have many teeth left. We all loved Scungy.

Three years ago, Scungy had a hard time having her lamb. The lamb started to come early, when the weather was still cold. Auntie Stella heard Scungy baaing, and she went to see what was the matter. Auntie Stella was just in time to help Scungy with her lamb.

The next year at lambing time, Uncle Stan decided to put Scungy in the orchard. The orchard had a lot of grass and a shed where Scungy could take shelter in bad weather. The orchard was also close to the house, so if Scungy got into trouble having her lamb, Uncle Stan and Auntie Stella would be able to help. Scungy liked it in the orchard, but she didn't have a lamb that year. When lambing time was over, we helped Uncle Stan put her back with the other sheep.

"Perhaps Scungy is too old to have any more lambs," Auntie Stella said.

The same thing happened the year after that. We put Scungy into the orchard at lambing time, but she didn't have a lamb.

"I think Auntie Stella is right. Scungy is too old to have lambs now," said Uncle Stan.

This year, when Uncle Stan and I rode on the red tractor, I saw some lambs running and jumping together. Some of the sheep had twin lambs. Uncle Stan said the sheep had twins because his farm had special grass. But I'd seen a lot of twin lambs on the other farms along the road, so I knew Uncle Stan was teasing me.

One day, we took a trailer to the orchard to collect some firewood to put away for winter. Uncle Stan always cut the firewood early in the summer. Then the firewood could dry out over the summer, before Uncle Stan and Auntie Stella needed it in the winter.

As we helped Uncle Stan put the wood on the trailer, I looked around for Scungy.

"Have you seen Scungy?" I shouted to both my brothers.

"No, not today," they shouted back.

"What about you, Uncle Stan? Have you seen Scungy?" I asked.

"Not today. But don't worry, she'll be here in the orchard somewhere. There are plenty of places for her to hide. Perhaps she's under the trees or having a drink at the stream," said Uncle Stan.

I was worried. I ran down to the stream. Scungy wasn't there, so I ran over to the trees. I'd found her!

"Uncle Stan!" I called. "Come and see!"

Uncle Stan and my brothers came running. Scungy was there resting under the trees, and playing beside her were twin black lambs!

A.1.3.1

- **16.** Why does Uncle Stan think Scungy is unable to have any more lambs?
 - A Scungy does not have many teeth left.
 - B Auntie Stella heard Scungy baaing in the cold.
 - * C Scungy has not had a lamb in two years.
 - D Auntie Stella had to help Scungy with her last lamb.

A.1.2.2

- 17. What does the phrase <u>take shelter</u> mean?
 - * A seek protection
 - B make a building
 - C run in the orchard
 - D join the other animals

A.1.3.1

- **18.** Based on the passage, the reader can conclude that Scungy's twins are
 - A a strange surprise to Uncle Stan.
 - B the result of eating special grass.
 - C the result of Auntie Stella's help.
 - * D a happy surprise to everyone at the farm.

A.1.3.1

- **19.** The purpose of the passage is to
 - A describe how sheep live on a farm.
 - B explain why some sheep are too old to have lambs.
 - C instruct how to care for sheep.
 - * D entertain the reader with a story about an old sheep.

A.1.4.1

- **20.** The narrator is unable to find Scungy because Scungy is resting
 - * A under some trees.
 - B beside a stream.
 - C in the house.
 - D in the shed.

B.1.1.1

- 21. Uncle Stan would best be described as
 - A fast.
 - *B kind.
 - C worried.
 - D cautious.

A.1.5.1

22.	Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

Item # 22

This item will be reported under Category A, Comprehension and Reading Skills.

Assessment Anchor:

A.1 Understand fiction text appropriate to grade level.

Specific Eligible Content addressed by this item:

A.1.5.1 Summarize the main ideas/themes and important details of the text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of writing a summary of the events of the passage incorporating important details from the passage.
2	demonstrates partial knowledge of writing a summary of the events of the passage incorporating some important details from the passage. (Example: Student may omit a significant event or aspect of the story.)
1	demonstrates incomplete knowledge of writing a summary of the events of the passage. (Example: Student may make only a general statement about the events of the passage and/or lacks many important details from the passage.)
0	has given a response that provides insufficient material for scoring or is inaccurate in all respects. BLK - No response or written refusal to respond or response too brief to determine response OT - Off task/topic LOE - Response in a language other than English IL - Illegible

Example - Top Scoring Response (3 Points):

Summary

Three children visit their Uncle Stan and Auntie Stella and stay on their farm. There was an old sheep named Scungy there that everybody loved. Scungy had had trouble giving birth to her last lamb, so they thought Scungy was finished being a mother. Scungy surprised them all by disappearing and then giving birth to two lambs. The lambs were twins and they were both black.

A.1.5.1 Response Score: 3

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

IN SCRUNGY'S TWINS AGIRL AND HER BROTHERS
GO TO THERE UNCLE STAN AND AUNTIE STELLA'S FARM IN THE
SUMMER. THEY HAD A PET LAMB THERE NAMED SCRUNAY,
THREE YEARS AGO SCRUNGY HAD A HARD TIME HAVING A LAMB.
THE NEXT YEAR AT LAMBING TIME THEY PUT SCRUNGY AT
THE ORCHARD WHERE THERE WAS FRESH GRASS AND A SHED FOR
SHELTER. BUT THAT YEAR SHE DIDN'T HAVE A LAMB, SO THE
NEXT YEAR THEY PUT SCUNDY BACK OUT AT THE BRITIAD -
AND THAT YEAR SHE DIDN'T HAVE A LAMBEITHER , AUNTIE
STELLA THOUGHT SHE WAS GETTING OLD AND COULDN'T HAVE
ANY LAMBS. SO THE NEXT YEAR THEY COULDN'T FIND SCUNLY.
THEY ASKED UNCLE STAN AND HE SAID SHE MAY BE IN THE
ORCHARD BY THE STREAM OR UNDER A TREE, THE GIRL WENT
LANDING FOR SCHNAN, SCUNGO WASN'T BY THE STREAM.
ENLAND SCHARL LADER TREES AND IDEATOR
WERE TWIN BIALL LAMBS PLAYING TO GETHER.
AA PENEZ STATE STA

The student has given a complete summary of the events of the story incorporating important details.

A.1.5.1 Response Score: 2

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

·
Uncle Stan and auntie Stellas farm.
Uncle Stan and auntie stellas farm.
They blackback to when Drungy last
had lambo. Then they don't know
where dungy is and the navator goes
looking for her, next the find her
beneath the tree with two black
lambes. I know this because looked
back in the story.
\mathcal{O}

The student has given a partial summary of the story. The significance of Scungy's disappearance and lambing has not been clearly addressed.

A.1.5.1 Response Score: 2

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

In Scungy's trins Scungy hadn't had a lamb in 2
years. So the people thought that perhaps Soungy is to old to have lambs but they were wong
is to old to have lambs but they were work
because the third year no one knew we're Doungy
was the uncle Stan come see and his uncle
and 2 brothers randown and Saw Scungy with
her 2 lambs.

The student has given a partial summary of the events of the story. The connection of the children and their visit to the farm has been omitted.

A.1.5.1 Response Score: 1

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

Scungy's twins was a very interest
story, When I was reading the Story,
after Auntie stella help Scongy with
her lamb. I thought she was never
aging to have another lamb.

The student has given an incomplete summary of the story.

A.1.5.1 Response Score: 1

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

It was lambing season Scungy was suppose have
a baby lamb but she did not. Unde Stan tept douting her.
Finally auntle Stella heard Sungy baging in the
born shed. The next day Soungy had thin black baby
lambs. After That day they souldn't fire them they
lookedowside and their they were resting under
some old trees,

The student has given an incomplete and partially inaccurate summary of the story.

A.1.5.1 Response Score: 0

22. Summarize what happens in "Scungy's Twins." Use details from the passage to support your response.

Some twins went to a farm and then the twins got a lamb named Scurgy to take home.	
and then the twins got a lamb	
named SCUNGY to take home.	

The student's response is incorrect and insufficient.

Acknowledgements

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