



# The Pennsylvania System of School Assessment



2005 – 2006

## Reading Item and Scoring Sampler Grade 8

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 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. Actual (transcribed) student responses are used as examples 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.\*

\* The permission to copy and/or use these materials does not extend to commercial purposes.

# **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 and open-ended items assessing these categories are included in this booklet.

## ***SAMPLE ITEMS***

There are three Reading passages in this booklet. The first passage is followed by a set of multiple-choice items. The second and third passages are a paired set. Multiple-choice items apply to only one or to both passages. Two open-ended items are shown with this paired set.

The correct multiple-choice answer is indicated by an asterisk (\*). Each open-ended item is displayed with an item-specific scoring guideline and examples of student responses with scores and annotations.

## READING

Read the following passage about the power of good advertising. Then answer the questions that follow.

# Ads: Why We Buy *What We Buy*

by Richard and Joyce Wolkomir

James Twitchell, a professor at the University of Florida, is visiting a store. He has come with two friends, who need a new clock. But Twitchell isn't here to buy anything. He has come to gaze at the stacks of TV sets and picnic baskets and T-shirts and beach balls.

Twitchell is a professor of 19th-century poetry. But these days he studies products in stores—backpacks, computer games, kitty litter, basketball sneakers, light bulbs, wristwatches ... It fascinates him that we have so many products on sale. Zillions of them. Never before in history have people had so much to buy.

Suppose you lived 500 years ago. Even if you were a king or queen, even if you were super rich, you could not buy a box of cereal. There *were* no boxes of cereal. Today, *anyone* can buy cereal and other products (as long as he or she has money). Not only that, but you get to choose what you buy. In the drugstore there are not just three kinds of shampoo, or nine kinds; there are *hundreds* of kinds of shampoo. And Twitchell wonders: how do we choose among so much stuff to buy?

That's why he's fascinated by advertisements. They are how people who sell products try to persuade us to buy them. Ads come at us all the time—from TV, radio, magazines and newspapers, web pages, even

the sides of city buses. Twitchell has learned that each of us sees or hears about 3000 ads every day. With so many ads zinging at us, he wonders how any particular ad gets our attention. And how does it persuade us to buy, say, a certain brand of sunglasses? So Twitchell is checking out a store, figuring out how the store persuades us to buy things.

"Look at this huge wire shopping cart," he says. "It's so roomy you don't feel you're buying too much—people who specialize in thinking up ways to get us to buy products fooled around with the size of these carts, getting them just right!"

Twitchell began studying products and advertising 15 years ago, when he was teaching about poetry: "I suddenly realized my students had no interest in what I had to say!" But his students could flawlessly recite the contents of a fast food burger.

Twitchell was stunned: "I wanted to know why the stuff they knew was so powerful it pushed my stuff out of the way."

Since then, he has been observing himself, his family, his colleagues, his students, his neighbors. He has invited himself into advertising agencies to see how the writers and artists who work there think up ads. He has explored advertising's history. And he's written about the impact of all that selling of products in such books as *Lead Us Into*



## READING

*Temptation: The Triumph of American Materialism and Twenty Ads That Shook the World.*

Twitchell finds that modern society, where so much of our attention is on selling products and buying them, got its start in the Industrial Revolution of the 1800s. Before that, workers using hand tools made most products, whether it was spoons or shirts. But then newly invented machines began turning out products in vast numbers, from sewing needles to dishes. “Until the Industrial Revolution only the wealthy had things—now the rest of us are having a go at arranging our lives around things,” Twitchell says. Young people in particular now have lots more money to spend, and many ads are aimed right at them.

Advertising’s job is subtler than just urging, “Buy this!” Twitchell likes to quote an advertising executive from the 1950s, Rosser Reeves, who would hold up two quarters. Advertising, said Reeves, must make you believe those two quarters are different. In fact, the ad had to persuade you that one of those quarters was *worth more*.

Twitchell traces advertising’s rise to—believe it or not—the making of soap by machines. “The manufacture of soap is a turning point in civilization,” he says. Originally, farmers made soap by molding animal fats into balls, which eventually stank. With the machine age came better soap, pressed into bars that lasted forever. But one soap was much like another.

In 1881, at James Gamble’s soap factory in Cincinnati, a worker forgot to turn off the mixing machines: accidentally, he produced a batch of soap so air-filled it floated. Gamble claimed his new soap floated because it was pure—in fact, he claimed it was

99 44/100 percent pure. He gave his new soap a name: Ivory.

Meanwhile, in England, Andrew Pears had developed a soap that looked different because it was clear, instead of white or colored. When Pears’s son-in-law, Thomas J. Barratt, took over, he plastered his company’s slogan on walls all over the British Empire: “Good Morning! Have You Used Your Pears’ Soap?”

Before that, soap was just soap. Like biscuits or nails, it came in barrels. To get some, you told the store clerk, “Two bars of soap, please.” But now soap had a name—a “brand.” It might be Ivory soap. Or it might be Pears’ soap. A manufacturer could put ads in newspapers urging people to ask for soap by name. Now, nudged by advertising that said clear soap was best, you might specify, “Pears’ soap, please.” Or if an ad had convinced you soap that floats in your bathtub is best, you might say, “Ivory soap, please.”

Twitchell, in the store, peers at a barrel displaying kitchen floor mats. “Two for five dollars!” he says, reading a sign. It is clearly tempting. But he pulls himself away to note that people are starting to use the things they buy to advertise *themselves*. Suppose, for instance, that all brands of scooters are pretty much the same. But advertisements suggest that only really cool people use a certain brand of scooter. You insist on buying that cool brand: you want people to think you must be cool because you have the cool scooter.

Twitchell says we have so many products and so much advertising, they actually have helped shape the way we live. For instance, we have a two-day weekend in part because the Industrial Revolution produced so many products that people needed more time for

## READING

shopping. And so workers got Saturday off. Says Twitchell: "It's become shopping day at the mall."

Twitchell points out that cereal is now a standard breakfast food because decades ago the cereal companies developed packaged cold cereals. Then they used advertisements to persuade people to buy them. Earlier, breakfast had meant finishing last night's dinner. Leftovers went to the family dog. Now we have "dog food," which Twitchell traces to ads pushing what was then a new product.

Twitchell is no longer amazed that his students—taking in thousands of advertisements every day—decide what they think about each other based on what products they buy.

Much of what we buy, says Twitchell, we buy to impress others. Between ages 15 and 25, he notes, we are particularly eager to spend our money, on everything from just the right haircut to just the right jeans, because boys want to impress girls and vice versa. By age 45 or so, most people begin losing interest in buying so much. And that is why ads and TV shows focus ferociously on youths.

"Why," asks Twitchell, "are my daughters willing to buy a bottle of water worth two cents and pay \$1.50?" It is because, he says, they are not buying the water itself. They are buying the values—such as being hip—that advertising has attached to particular brands of bottled water.

It works. Today's average American consumes twice as many goods and services as in 1950. Today's average home is twice as large as a post-World War II home. A decade ago, most grocery stores stocked about 9000 items; today's stores carry some 24,000.

As his friends prepare to leave the store, having failed to find the clock they sought,

Twitchell stops. "I'm going to go buy the floor mats I saw back there, but after you leave, because I'm ashamed to be seen giving in to that two-for-the-price-of-one deal," he says.

Even so, Twitchell believes the stuff cramming our stores, which advertisements strain to get us to buy, is not necessarily harmful. "After all," he says, "we don't call them 'bads'—we call them 'goods!'"

## READING

### A.2.3.1

1. Why does the writer most likely begin the passage by stating that James Twitchell visits stores but not to purchase products?
- A to illustrate for readers the problems facing advertisers
  - B to explain to readers why stores stock various products
  - \* C to make the reader curious enough to continue reading
  - D to criticize the stores that try to sell products to the readers

### A.2.3.1

2. According to the passage, what is the primary reason Twitchell switched from the study of poetry to the study of advertisements?
- A He was trying to sell a product.
  - B He wished to earn more money.
  - C He enjoyed shopping for clothing.
  - \* D He marveled at the power of advertisements.

### A.2.2.2

3. As used in the passage, what does the word carry mean?
- A lift
  - \* B offer
  - C produce
  - D transfer

### A.2.4.1

4. According to the passage, the rapid growth of advertising began with the
- A packaging of cereals.
  - \* B manufacture of soap.
  - C help of teenagers.
  - D rise of magazines.

### A.2.4.1

5. According to the passage, what is the main way that advertising convinces consumers to purchase a given product?
- A by identifying the ingredients of the product
  - B by arguing that the product is as good as others
  - C by demonstrating the basic value of the product
  - \* D by arguing that the product is better than another

## READING

### A.2.4.1

6. Which information is **most** important to the meaning of the passage?
- A Soap was once sold in barrels.
  - B Breakfast was once leftovers from last night's dinner.
  - C Among the handmade products were spoons or shirts.
  - \* D People see an average of 3000 advertisements per day.

### A.2.3.1

7. Which statement is supported by the passage?
- A People knowingly waste money.
  - B Materialism is bad for the country.
  - \* C Advertising has changed society.
  - D Companies make dishonest appeals.

### B.3.1.1

8. Which of these is an opinion?
- A One sees advertising in many public places.
  - B People are exposed to thousands of ads each day.
  - C A drugstore may offer a variety of shampoos.
  - \* D Product advertising does not convince anyone.

### A.2.4.1

9. According to Twitchell, the two-day weekend is a result of
- A lack of work during the 1800s.
  - \* B a need for more shopping time.
  - C demands of the factory workers.
  - D hard labor done during the week.

### A.2.4.1

10. What is the main point of the passage's last paragraph?
- \* A Twitchell is not necessarily critical of the products sold in stores.
  - B Often, Twitchell visits stores to observe displays of products.
  - C With reason, Twitchell is troubled by false advertisements.
  - D Twitchell is amazed at the number of products available.

## READING

Read the poem and answer the questions that follow. Then read the passage and answer the questions that follow.

# Reflections Dental

by Phyllis McGinley

How pure, how beautiful, how fine  
Do teeth on television shine!  
No flutist flutes, no dancer twirls,  
But comes equipped with matching pearls.  
Gleeful announcers all are born  
With sets like rows of hybrid corn.  
Clowns, critics, clergy, commentators,  
Ventriloquists and roller skaters,  
M.C.s<sup>1</sup> who beat their palms together,  
The girl who diagrams the weather,  
The crooner crooning for his supper—  
All flash white treasures, lower and upper.  
With miles of smiles the airwaves teem,<sup>2</sup>  
And each an orthodontist's dream.

'Twould please my eye as gold a miser's—  
One charmer with uncapped incisors.

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<sup>1</sup> Master of Ceremonies, host or hostess of a show or event

<sup>2</sup> to be full of things, abound, or swarm

## READING

### A.1.4.1

11. The teeth of flutists and dancers are compared to
- A corn.
  - B gold.
  - \* C pearls.
  - D treasure.

### A.1.4.1

12. The author compares the teeth of gleeful announcers to
- \* A hybrid corn.
  - B white treasures.
  - C matching pearls.
  - D uncapped incisors.

### B.2.2.1

13. Which line from the poem indicates that it is written in first person?
- A "No flutist flutes, no dancer twirls"
  - B "Clowns, critics, clergy, commentators"
  - C "The girl who diagrams the weather"
  - \* D "'Twould please my eye as gold a miser's"

### B.2.1.1

14. Which line from the poem is an example of a simile?
- \* A "With sets like rows of hybrid corn"
  - B "And each an orthodontist's dream"
  - C "With miles of smiles the airwaves teem"
  - D "All flash white treasures, lower and upper"

### A.1.4.1

15. What do M.C.s do in the poem?
- \* A clap their hands
  - B sing for their supper
  - C announce the weather
  - D eat rows of hybrid corn



# READING

## Item # 26

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

### Assessment Anchor:

B.2 Identify and describe figurative language.

### Specific Eligible Content addressed by this item:

B.2.1.2 Identify the author's purpose for and effectiveness at using figurative language.

### Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge by explaining the author's attitude toward the topic of the poem and by using two examples of figurative language from the poem to support this explanation.
2	demonstrates partial knowledge by explaining the author's attitude toward the topic of the poem. (Example: Student uses only one example of figurative language from the poem to support this explanation.)
1	demonstrates incomplete knowledge of the author's attitude toward the topic of the poem. (Example: Student states a plausible attitude without using any examples of figurative language from the poem to support the statement.)
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)

Description	Examples
The author has a humorous attitude and makes fun of the teeth of the entertainers. The author doesn't come right out and say anything bad about their teeth, but does show criticism by using descriptions that are all exaggerated.	In the descriptions of the teeth, the author uses figurative language like "matching pearls" and "white treasures."



## READING

### B.2.1.2 Response Score: 3

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

The author sets a mocking, pleased tone. While the author praises the perfect teeth of people on television, it seems like she is saying it is impossible to have perfect teeth, naturally. She is speaking out of two sides of her mouth, when saying things like "Sleepful announcers all are born with sets like rows of hybrid corn." At the end of the passage, it becomes clear that the author believes all teeth on t.v. have been fixed up. The line "I would please my eye as gold a miser - one charmer with uncapped incisors." means the author wants to see real, normal teeth on T.V.
--

The student has explained the author's attitude and has used two examples of figurative language from the poem to support the response.

## READING

### B.2.1.2 Response Score: 2

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

I think that the author is a bit misleading. Most of the poem seems rather happy. The writer wrote about all these people with good teeth. I, however say that the author is negative in their thought due to the last line of the poem.

— "I would please my eye as gold a miser's — One charmer with uncapped incisors!"

The student has explained the author's attitude and has used one example of figurative language to support the response.

## READING

### B.2.1.2 Response Score: 2

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

The author Jokes about how perfect tv teeth		
are. He finds the subject comical almost like		
comparing Announcers teeth to rows of corn.		

The student has explained the author's attitude and has used one example of figurative language to support the response.

## READING

### B.2.1.2 Response Score: 1

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

Makeing things seem different. the girl  
who diagrams the weather. The crooner  
crooning for his supper all flash  
white treasures, lower and upper  
with miles of smiles the airwaves seem.

The student has not explained the author's attitude. Examples of figurative language from the poem have been given.

## READING

### B.2.1.2 Response Score: 1

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

Authors try to give poems a mood or feeling. This author makes the teeth of celebrities seem perfect. He acts like they all have perfect teeth.

It seems to me that the author was jealous of all the perfect teeth celebrities. He envies their looks and profession. I think he is a dentist.

The author is a jealous dentist who likes to write poems. He has a lot of hate in his blood and he releases it all out in a positive poem.

The student has explained the author's attitude. No examples of figurative language have been used to support the response.

## READING

### B.2.1.2 Response Score: 0

16. Explain what the author's attitude is toward the topic of the poem. Use two examples of figurative language from the poem to support your response.

I think it was pretty good and
the Book was very good well I
think it was.

The student's response has not addressed the task or the text of the poem.

## How Do Braces Work?

Having straight teeth is important. Teeth that are crooked or out of place (misaligned) affect the way a person chews and talks and how their smile looks. Because they have unnatural spaces, crooked teeth are harder to clean and are more likely to have cavities.

In some cases, crooked teeth can affect the way the jaws line up and can cause pain and discomfort.

One method to correct this is to have orthodontic treatment (or braces and retainers as they are sometimes called). Orthodontic treatment works by exerting a gentle pressure over time to straighten teeth that are growing, or have already grown, out of place.

Braces have three basic parts:

- 1) Brackets—brackets that are attached to each tooth
- 2) Bonding or band—the material that attaches the bracket to the tooth
- 3) Arch Wire—a thin metal wire that runs from bracket to bracket

Braces have come a long way from the “train track” look of years ago. Today, many orthodontic patients can get braces that attach to the backs of the teeth, or use transparent brackets.

A retainer is a custom-made, removable appliance that helps keep teeth in their new, straightened position after braces have been removed. Retainers can also be used to treat more minor orthodontic problems.

## READING

### A.2.4.1

17. According to the passage, brackets are attached to the teeth by
- \* A applying bonding material.
  - B using a removable appliance.
  - C exerting a gentle pressure over time.
  - D attaching an arch wire to the enamel.

### A.2.4.1

18. According to the passage, which of these is the most likely reason an orthodontist would give a patient a retainer?
- A to keep the brackets attached to the patient's teeth
  - B to help straighten a patient's extremely crooked teeth
  - \* C to keep the patient's teeth straight after braces are removed
  - D to prevent the patient's braces from being removed

### A.2.4.1

19. Which statement is supported by the passage?
- A Retainers are used before braces are worn.
  - \* B Crooked teeth are more likely to have cavities.
  - C Braces exert strong pressure to quickly straighten teeth.
  - D Years ago, braces were commonly attached to the backs of teeth.



## READING

Questions 20 and 21 relate to BOTH the poem and the passage.

### B.1.1.1

20. The two passages are alike because they both

- \* A are about similar subject matter.
- B are written in the same literary style.
- C contain only the opinions of the author.
- D try to convince the reader to get braces.

### B.1.1.1

21. Which statement describes one difference between the passage and the poem?

- \* A The poem uses more figurative language.
- B The passage uses more metaphors and similes.
- C The poem focuses more on factual information.
- D The passage focuses more on narrative examples.



# READING

## Item # 22

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

### Assessment Anchor:

- A.1 Understand fiction texts appropriate to grade level.
- A.2 Understand nonfiction texts appropriate to grade level.

### Specific Eligible Content addressed by this item:

A.1.3.1 and A.2.3.1 Make inferences and draw conclusions based on information from text(s).

### Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete understanding of the texts by drawing a conclusion regarding the connection between the two passages and by using two examples to explain this connection.
2	demonstrates a partial understanding of the texts by drawing a conclusion regarding the connection between the two passages. (Example: Student explains the connection and uses only one example to explain the connection.)
1	demonstrates an incomplete understanding of the texts. (Example: Student attempts to explain a connection, but does not use any examples to support the connection).
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):

Connection and Explanation
The “orthodontist’s dream” in the poem is the white teeth all in nice, straight rows. The passage about how braces work explains how an orthodontist straightens teeth so that they are in nice, straight rows. The poem talks about teeth lined up like “rows of hybrid corn” and the passage talks about how having straight teeth is important. The passage also mentions how straight teeth affect a smile and the poem talks about “miles of smiles.”

## READING

A.1.3.1 and A.2.3.1 Response Score: 3

22. How is an "orthodontist's dream" in "Reflections Dental" connected to "How Do Braces Work?" Explain the connection. Use two examples from the passages to support your response.

I hardly ever read about teeth, however today was surprizing -
I finished a poem and a passage both about teeth.
The poem, "Reflections Dental", is praising straight and beautiful
teeth. The passage, "How Do Braces Work?" informs about beautiful
and straight teeth, or at least, how you can get them. "Reflections
Dental" speaks of people with pearly white teeth being an
"orthodontist's dream." The passage explains who an orthodontist
is AND what he can do for your teeth. The passage explains
what braces are, how they work ("Braces have three basic parts:")
and how they can change your life, It's a big braces promotion.
Hey, who knows, maybe someone will write a poem about your
braces someday!

The student has shown a connection between the poem and passage and has used two examples from each passage to support this connection.

## READING

A.1.3.1 and A.2.3.1 Response Score: 2

22. How is an "orthodontist's dream" in "Reflections Dental" connected to "How Do Braces Work?" Explain the connection. Use two examples from the passages to support your response.

—	An orthodontist's dream is for perfect teeth. Orthodontists do this with braces and retainers. The two passages relate to one another because they both speak of how important straight teeth are.
—	
—	
—	
—	
—	
—	

The student has shown a connection between the two passages and uses one example to support this connection.

## READING

A.1.3.1 and A.2.3.1 Response Score: 2

22. How is an "orthodontist's dream" in "Reflections Dental" connected to "How Do Braces Work?" Explain the connection. Use two examples from the passages to support your response.

In these stories they both talk about how
braces work and how they are good. In
Reflections Dental he says "how pure,
how beautiful, how fine." Then in How do braces
work he states "Having straight teeth
is important
He states that because he thinks it's a
good idea to have straight teeth.

The student's connection between the two passages is partially inaccurate. However, the two examples used from the passages connect to each other and imply a connection between the two passages.

## READING

A.1.3.1 and A.2.3.1 Response Score: 1

22. How is an "orthodontist's dream" in "Reflections Dental" connected to "How Do Braces Work?" Explain the connection. Use two examples from the passages to support your response.

Orthodontist's dream connected
with how do braces work because
I have to do with smiling
and you don't want to have
messed up teeth why it connect
with braces because it help the
teeth out.

The student has given a connection between the two passages. No supporting examples have been used.

## READING

A.1.3.1 and A.2.3.1 Response Score: 1

22. How is an "orthodontist's dream" in "Reflections Dental" connected to "How Do Braces Work?" Explain the connection. Use two examples from the passages to support your response.

<i>They are connected because orthodontist</i>	
<i>dreams are to make people's teeth</i>	
<i>straight and that is what the braces do.</i>	

The student has given a clear connection. No supporting examples from the passage have been used.



## READING

A.1.3.1 and A.2.3.1 Response Score: 0

22. How is an “orthodontist’s dream” in “Reflections Dental” connected to “How Do Braces Work?” Explain the connection. Use two examples from the passages to support your response.

<i>The passage How do Braces work is to dream about</i>
<i>they work and to</i>

The student’s response is incorrect and insufficient.







## **Acknowledgements**

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