

# PIRLS 2006

DPU/AU & IEA

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## EKSEMPEL SCORINGSGUIDE PIRLS 2006 OPGAVER

Scoringguide for de frigivne opgaver fra IEA PIRLS 2006 hovedundersøgelsen i en engelsksproget version. Tillige er frigivet to teksteksempler fra pilotundersøgelsen i 2005.  
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## Introduction

### Background

As described in the PIRLS 2006 framework,<sup>1</sup> the PIRLS reading assessment of young children is designed to measure students' ability to construct meaning from a variety of texts by engaging in a range of comprehension processes. The assessment focuses on reading for the two purposes that account for most of the reading done by students both in and out of school:

- *For literary experience*
- *To acquire and use information*

These purposes guided the selection of reading materials that were included in the assessment. Each text chosen for the assessment is characteristic of the type of material that would typically be read for one of the two purposes. Within each purpose for reading, four different processes of comprehension are assessed:

- *Focus on and retrieve explicitly stated information*
- *Make straightforward inferences*
- *Interpret and integrate ideas and information*
- *Examine and evaluate content, language, and textual elements*

Each comprehension question in the assessment is designed to elicit and assess one of these four comprehension processes.

The PIRLS 2006 reading assessment is constructed so that each student completes two sections, or blocks. In the 40 minutes students are given to complete each block, they are asked to read the text provided and answer a set of comprehension questions about the text. Two different types of question formats are used to assess students' comprehension of the texts. One type is the multiple-choice format, in which students are provided four optional

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<sup>1</sup> Ina V.S. Mullis, Ann M. Kennedy, Michael O. Martin, & Marian Sainsbury (2006). *PIRLS 2006 assessment framework and specifications 2<sup>nd</sup> Ed.* TIMSS & PIRLS International Study Center. Chestnut Hill, MA: Boston College.

answers from which to select the one that best answers the question. Each multiple-choice question has a single, correct answer.

The other type of format used in the assessment is referred to as a constructed-response question. With this question format, students must write their answer to the question, rather than select from several options. Students' responses to these questions are scored by trained scorers using established guidelines that identify specific criteria for assigning a particular score. The purpose of this document is to provide scorers with the information and scoring guidelines they will need to reliably and validly assign a score to each student's response to the constructed-response questions in the PIRLS reading assessment.

A point value has been assigned to each constructed-response question. They are worth one, two, or three points, depending on the depth of understanding or the extent of textual support the question requires. (All multiple-choice questions are worth one point.) Students are made aware of the constructed-response questions' point value in the assessment booklets through the use of pencil icons that display the number 1, 2, or 3, depending on the individual question's point value.

### **PIRLS Generalized Scoring Guides**

Students' answers to the constructed-response questions are evaluated according to scoring guides that describe specific aspects of the response, which are considered to be evidence of performance at a particular score level. A unique scoring guide has been developed for each constructed-response question. Although each guide is tailored to a specific comprehension question, there are commonalities across all the guides. For example, the lowest score level in each guide—a score of 0—represents no comprehension of the aspect of the text being assessed by the question. Responses that receive a score of 0 may represent a misunderstanding of the text or the question, or include only information that is so vague that assigning a higher score is unwarranted.

The following generalized scoring guides for one-, two-, and three-point questions describe the degree or nature of comprehension associated with each score level in all of the guides. The score point labels vary across the three guides in order to distinguish them from each other, and to convey the range of comprehension abilities being described in each guide. These generalized scoring guides are the basis for the unique guides developed for each comprehension question in the assessment.

**Figure 1: Generalized Scoring Guide for One-Point Questions**

<b>Acceptable Response (Score = 1)</b>
These responses demonstrate comprehension of the aspect of text addressed in the question. They include all elements required by the question. The responses are determined to be accurate based on ideas or information in the text.
<b>Unacceptable Response (Score = 0)</b>
<p>These responses do not demonstrate comprehension of the aspect of text addressed in the question. They may attempt to provide some or all of the elements required by the question. The responses, however, are determined to be inaccurate based on information or ideas in the text. Or, they include only ideas or information that are too vague or unrelated to the question to be considered accurate.</p> <p><i>Crossed Out/Erased/Off Task/Illegible/Drawings and Doodles</i></p> <p>Also give a score of “0” to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.</p>

**Figure 2: Generalized Scoring Guide for Two-Point Questions**

<b>Complete Comprehension (Score = 2)</b>
These responses demonstrate complete comprehension of the aspect of text addressed in the question. They include all elements required by the question. When required, they demonstrate a level of comprehension that goes beyond a literal understanding, and provide appropriate interpretations, inferences, or evaluations that are consistent with the text. Or, they include complete and adequate ideas or information from the text to support an interpretation, inference, or evaluation based on the text.
<b>Partial Comprehension (Score = 1)</b>
These responses demonstrate only partial comprehension of the aspect of text addressed in the question. They may include some, but not all, of the elements required by the question. Or, they may address all elements required by the question, but demonstrate only a literal understanding when the question asks for an interpretation, inference, or understanding of a more abstract concept. When required by the question to provide an explanation for an interpretation, inference, or evaluation, the responses may lack adequate textual support, or provide only unrelated or vague information.
<b>No Comprehension (Score = 0)</b>
These responses demonstrate no comprehension of the aspect of text addressed in the question. They may attempt to provide some or all of the elements required by the question, however, the response is determined to be inaccurate based on ideas or information in the text. Or, they may fail to address any element required by the question. Or, the responses include only information or ideas that are too vague or unrelated to the question to be considered evidence of comprehension. <i>Crossed Out/Erased/Off Task/Illegible/Drawings and Doodles</i> Also give a score of “0” to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.

**Figure 3: Generalized Scoring Guide for Three-Point Questions**

<b>Extensive Comprehension (Score = 3)</b>
These responses demonstrate extensive comprehension of the aspect of text addressed in the question. They include all of the elements required by the question. When required, they demonstrate understanding of ideas and information that are relatively complex, abstract, or central to the theme or main topic of the text. In doing so they go beyond a literal understanding of the text, and provide substantial text support for inferences, interpretations, or evaluations when required by the question.
<b>Satisfactory Comprehension (Score = 2)</b>
These responses demonstrate satisfactory comprehension of the aspect of text addressed in the question. They may include all of the elements required by the question, but do not provide evidence of understanding text ideas or information that may be considered complex or more abstract. Or, they show some evidence of moving beyond a literal understanding of the text to make inferences, interpretation, or evaluations; however, the textual support provided in the response may not be conclusive.
<b>Minimal Comprehension (Score = 1)</b>
These responses demonstrate minimal comprehension of the aspect of text addressed in the question. They include some, but not all, of the elements required by the question. They may demonstrate understanding of specific ideas or information in the text at a literal level, but do not make connections between them when required by the question. When required by the question to provide textual support for an inference or interpretation, the responses may include only inadequate or unrelated evidence from the text.
<b>Unsatisfactory Comprehension (Score = 0)</b>
These responses demonstrate unsatisfactory comprehension of the aspect of text addressed in the question. They may attempt to include some of the elements required by the question, but they are determined to be inaccurate or inappropriate based on ideas or information in the text. Or, they may fail to address any element required by the question. Or, the responses include only ideas or information that are too vague or unrelated to the question to be considered evidence of at least minimal comprehension. <i>Crossed Out/Erased/Off Task/Illegible/Drawings and Doodles</i> Also give a score of “0” to uninterpretable responses. This includes crossed-out and erased attempts, illegible and off-task responses, and drawings and doodles.

## Constructed-Response Question Scoring Guides

Each constructed-response comprehension question in the PIRLS assessment has a unique scoring guide that provides specific criteria for assigning scores to students' responses. Two critical goals in the scoring of constructed-response questions were addressed in developing the scoring guides: 1) to make the criteria as specific as possible in order to standardize scoring decisions across countries, and 2) to accommodate a range of responses within each score level. These somewhat conflicting goals of specificity and flexibility are addressed by providing both specific and general descriptions of comprehension at each score level. In addition, "anchor" examples of actual student responses have been selected to demonstrate the range of answers within a particular score level. In combination, the scoring guides and anchor responses define the boundaries between score levels and demonstrate the variety of ways in which students may respond to a given question. The scoring guides for all items are in this document; the anchor responses are provided separately.

The example scoring guide in Figure 4 is shown so that several key features of the guides can be explained. This particular guide is for a one-point question that was developed to assess students' ability to *make straightforward inferences* while reading for the purpose of *literary experience*. The "purpose" assessed by each question is identified at the beginning of the section containing all items related to that purpose. The "process" assessed by each question is identified at the top of the first page of every guide. Each scoring guide is divided into sections corresponding to the number of score levels, including a score of zero. Note that this one-point guide has two sections—the first section provides criteria for a score of one, and the second section provides criteria for a score of zero.

For each score level, a statement regarding the specific content of students' responses that may be considered evidence of an appropriate inference is provided. Scorers should be looking for evidence of comprehension in students' responses, not necessarily a specific answer. Because students will respond to each question in a variety of ways, it would be inappropriate in most cases to identify a specific answer that must be provided by students to receive a particular score. In this example guide, note that two types of responses are described under the 1-point heading. Because the question may be answered by focusing on either a specific or general purpose of the flamingos, both types of responses are described as being appropriate if they meet the specific criteria. For each type of response, examples are provided.



**Figure 4: Example Scoring Guide**

***UNBELIEVABLE NIGHT, ITEM 6***

**6. Why did Anina call the flamingos?**

Purpose: Literary

Process: Make straightforward inferences

<p><b>1 – Acceptable Response</b></p> <p>The response demonstrates an understanding that the flamingos were food to the crocodile.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"><li>- <i>To feed the crocodile.</i></li><li>- <i>So the crocodile would eat them and not her.</i></li><li>- <i>Because they looked like a birthday cake for the crocodile.</i></li><li>- <i>Because the crocodile looked hungry.</i></li></ul> <p>Or, the response demonstrates a general understanding that Anina used the flamingos to help her keep safe from the crocodile.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"><li>- <i>So they would protect her from the crocodile.</i></li></ul>
<p><b>0 – Unacceptable Response</b></p> <p>The response includes no evidence of understanding that the flamingos helped her to get rid of the crocodile as food.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"><li>- <i>To get them to go back into the magazine.</i></li><li>- <i>They would help get the crocodile back in the magazine.</i></li><li>- <i>So they would give her back her mother's hat.</i></li></ul>

For each item, the scoring guide includes a section that explains how to code “non-responses.” There are two codes for this: “8” and “9.” The following guidelines should be used in assigning these non-response codes.

**Figure 5: Guidelines for Non-Response Codes**

Code	Guidelines
8	<p><b>Not Administered. Question misprinted, page missing, or other reason out of student’s control.</b></p> <p>A variety of circumstances may affect students’ ability to provide appropriate answers that can be scored. For example, a misprinted booklet may result in students responding to the wrong question, or a flawed question, or some event occurs that prevents students from answering a question. In these cases, a score should not be assigned.</p>
9	<p><b>Blank.</b></p> <p>The response space is completely blank or contains only accidental stray marks unrelated to the text. Do NOT assign a score of “9” if there is evidence that the student has made even the slightest attempt to respond in some way.</p>

### General Issues and Procedures

Scoring students’ answers to constructed-response questions is one of the most important aspects of the overall assessment of students’ reading literacy. Because constructed-response questions represent a substantial portion of the assessment, the reliability and validity of scoring is critical to the quality of the assessment results. The scoring guides presented in this manual and the anchor responses included in separate documents are designed to facilitate this effort. Some additional issues and procedures should be kept in mind.

#### *Reliability*

It is imperative that students’ responses are scored consistently, regardless of the person who actually assigns the scores. That is, each scorer should score a response in the same way as every other scorer. While a scorer may not always agree with every detail of every scoring guide, he or she must apply the specifics of each scoring guide consistently to ensure that the highest level of quality is maintained in the overall scoring process. It is inevitable, however, that ambiguities of interpretation will arise. In such cases, scorers should know whom to ask for advice. Team leaders should be available to resolve difficulties and provide consistency in the scoring. If necessary, NRCs or team leaders should feel free to contact Ann Kennedy at the PIRLS International Study Center with any questions about the scoring guides.

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## ***Validity***

In scoring constructed responses, the issues of reliability and validity are intertwined. If scoring is not reliable and consistent, the validity of the assessment is in question. Several other issues, however, must be considered as well. First, it is important that all scorers recognize that the PIRLS assessment is an assessment of reading comprehension not writing ability. Thus, the criteria described in the scoring guides relate only to evidence of reading comprehension. There is no evaluation of students' writing ability as a part of the scoring criteria. This is quite evident in the range of student responses provided as anchor responses for each guide. Some students receiving the highest score for comprehension on a particular question will provide written answers that contain awkward sentences, misspellings, and poor word choices. Given the fact that it is a timed test, and students' responses may be considered "first-draft writing," this is to be expected. If the ideas present in the response are considered evidence of a particular level of understanding, a particular score should be assigned regardless of the quality of the writing.

It is also important to keep in mind that some students will provide answers that demonstrate comprehension of the text, but do not address the elements required by the question. In these cases, it is important to adhere to the scoring guidelines and not give credit for interesting, even insightful, responses that do not address the question.

A final validity issue relates to the fact that scorers will be scoring all of the responses provided by a single student in sequence. Scorers must be diligent to score each response independent from their impression of the student's comprehension demonstrated in his or her other responses. For example, if a student has demonstrated at least satisfactory comprehension throughout most of their responses, and then provides an ambiguous response to a subsequent question, scorers must be cautious not to assume a level of understanding that may not be present in that response. In order to guard against developing an impression of students' overall comprehension abilities, it would be best for scorers to approach each response within a test booklet as if it were provided by a different student.

## ***Conflicting Evidence in Students' Responses***

Some students may provide an answer that meets all of the requirements of the question and warrants a high score, but also includes some information that is inaccurate or unrelated. The general rule in these cases is to ignore the inaccurate or unrelated portion of the response, and assign the score based on the accurate portion of the response that addresses the elements required by the question. An exception to this, however, would be when the inaccurate or unrelated portion of the response is a direct contradiction of the accurate portion. Another exception would be when the inaccurate portion seriously outweighs whatever level of understanding is demonstrated in the accurate portion. In these cases, it may be an indication that the student is simply unsure of how to respond and is attempting to provide a range of answers to the question. The higher score should not be assigned in these situations.

### *A Final Note*

Reading and scoring the responses of fourth graders to comprehension questions is both challenging and rewarding, and is often an entertaining experience. The creativity of students' ideas and the variety of interpretations they bring to each question leads to many unpredictable responses. The scoring guide and the anchor papers must always be the basis for each and every scoring decision. Although reading responses supportively is encouraged—that is, allowing for minor errors or lack of clarity—it is imperative that scorers not overinterpret the responses provided by students. The responsibility for demonstrating comprehension falls to the student; it is not for the scorer to assume what the student meant in his or her response. In the end, this is the most fair, reliable, and valid way to score students' answers to constructed-response questions.

# Literary Experience



**CLAY, ITEM 1**

**1. Number the sentences below in the order the events happened in the story. Number 1 has been done for you.**

- The rain made the lump of clay moist and soft.
- A boy tried to make the lump of clay into a bowl.
- A girl made the lump of clay into a cup.
- The lump of clay dried out.
- The lump of clay was in the bin.

Purpose: Literary

Process: Focus on and retrieve explicitly stated information and ideas

**1 – Acceptable Response**

These responses identify the appropriate order of story events.

Evidence:

The response accurately numbers the sentences as shown below. In order to receive full credit, each sentence must have the appropriate number.

**0 – Unacceptable Response**

These responses do not identify the appropriate order of story events.

Evidence:

The response does not accurately number the sentences as shown below.

**Appropriate Ordering of Sentences**

- 4 The rain made the lump of clay moist and soft.
- 2 A boy tried to make the lump of clay into a bowl.
- 5 A girl made the lump of clay into a cup.
- 3 The lump of clay was dried out.
- 1 The lump of clay was in the bin.

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**CLAY, ITEM 2**

**2. Why was the lump of clay in the bin for such a long time?**

Purpose: Literary  
Process: Make straightforward inferences

**1 – Acceptable Response**

These responses provide an appropriate inference for the lump of clay’s initial predicament.

Evidence:

The response demonstrates understanding that the lump of clay was not as accessible as the other clay. It may focus on the fact that it was at the bottom or in a corner of the bin.

Examples:

- *Because he was at the bottom.*
- *He was squashed into the corner.*

Or, the response may focus on the fact that the other clay was always used first.

Examples:

- *Because people used the other clay.*
- *The children chose the other clay.*

**0 – Unacceptable Response**

These responses do not provide an appropriate inference for the lump of clay’s initial predicament.

Evidence:

The response does not demonstrate understanding of either the lump of clay’s position in the bin, or that the other clay was always used first. It may provide only a vague or inaccurate explanation.

Examples:

- *Because nobody liked him.*
- *It was the oldest clay.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank



**CLAY, ITEM 3**

**3. At the beginning of the story, what did the lump of clay wish for?**

Purpose: Literary  
Process: Make straightforward inferences

**1 – Acceptable Response**

These responses provide an appropriate inference for the lump of clay’s feelings at the beginning of the story.

Evidence:

The response demonstrates understanding that the lump of clay wanted to be used like the other clay in the bin (its short-term wish).

Examples:

- *To be handled and played with.*
- *To be chosen.*

Or, the response may focus on the outcomes of being used like the other clay (its long-term wish) and having a purpose or use, or having a sense of fulfillment.

Examples:

- *To be made into an object and used a lot.*
- *That people would make him into something useful.*

**0 – Unacceptable Response**

These responses do not provide an appropriate inference for the lump of clay’s feelings at the beginning of the story.

Evidence:

The response does not demonstrate understanding that the lump of clay wanted to be used or made into something like the other clay. It may provide only vague or inaccurate information.

Examples:

- *To be a cup* [At the beginning of the story the clay did not explicitly wish to be a cup].
- *He wanted to be liked.*
- *He wished for rain.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**CLAY, ITEM 6**

**6. The boy left the lump of clay in danger. What was the danger?**

Purpose: Literary  
Process: Interpret and integrate ideas and information

**1 – Acceptable Response**

These responses integrate ideas in the story to interpret the nature of the lump of clay’s danger.

Evidence:

The response demonstrates understanding that the lump of clay was in danger of drying out or becoming hard. (It is acceptable if the student’s interpretation is that the clay is in danger of dying.)

Examples:

- *The lump of clay’s danger was that he might dry out.*
- *The danger was losing his moisture.*
- *He did not want to be a rock.*
- *The lump might die.*

**0 – Unacceptable Response**

These responses do not provide an appropriate interpretation of the nature of the clay’s danger.

Evidence:

The response does not demonstrate understanding that the lump of clay was in danger of drying out or becoming hard. It may provide only vague or inaccurate information.

Examples:

- *He was in a lot of danger.*
- *He was afraid he would fall out of the window.* (NOTE: There is no evidence in the story that the danger facing the lump of clay was that he might fall out of the window.)
- *The lump of clay missed the moistness of the bin was a danger.* (Note: “missing” the moisture does not convey the danger of drying out.)

Or, the response may describe the plot events leading up to the danger or contributing to the danger, but do not describe the possibility of the clay drying out or becoming hard.

Examples:

- *The boy left him on the window.*
- *He was not put back into the bin.*
- *The clay was left in the hot sun.* (NOTE: This does not describe the danger.)

- 6. The boy left the lump of clay in danger. What was the danger?  
(CONTINUED)**

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

## CLAY, ITEM 8

### 8. What wonderful thing happened after the lump of clay had been lying by the window for a long time? Why was this so wonderful for the lump of clay?

Purpose: Literary

Process: Focus on and retrieve explicitly stated information and ideas

#### 2 – Complete Comprehension

These responses demonstrate complete comprehension of events in the story related to the lump of clay's recovery.

##### Evidence:

The response states that rain coming through the window was the wonderful thing that happened. In addition, the response explains that the rain made the clay wet again, or caused it not to become hard.

##### Examples:

- *The wonderful thing was the rain because it moistened the clay.*
- *It rained and made the clay go soft.*
- *The rain made it so he wouldn't get hard.*

#### 1 – Partial Comprehension

These responses demonstrate partial comprehension of events in the story related to the lump of clay's recovery.

##### Evidence:

The response describes the wonderful thing that happened as rain coming through the window, or as the clay becoming wet or soft again. However, the response does not make a connection between the rain and its physical effect on the clay.

##### Examples:

- *The wonderful thing was that the rain came and his wish came true.*
- *It made it go really soft.*

- 8. What wonderful thing happened after the lump of clay had been lying by the window for a long time? Why was this so wonderful for the lump of clay? (CONTINUED)**

**0 – No Comprehension**

These responses demonstrate no comprehension of events in the story related to the lump of clay’s recovery.

Evidence:

The response does not describe the wonderful thing that happened as rain coming through the window, and does not explain that the clay became wet or soft again. It may include only vague, inaccurate, or unrelated information from the story.

Examples:

- *He finally got his wish.*
- *He became a cup.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**CLAY, ITEM 10**

**10. Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed.**

Purpose: Literary

Process: Interpret and integrate ideas and information

**Note to Scorers:**

Students responding to questions about character feelings will use language to identify and describe feelings that may not be precise. Because the vocabulary of young students may not include a wide range of words to identify specific feelings, scoring should accommodate descriptions of feelings that do not precisely name the feelings, as long as the description is not inconsistent with the text.

Parts of responses that address the clay’s feelings in the middle of the story (e.g., scared, terrified, worried) are not appropriate; item asks about feelings at the beginning and the end of the story.

**3 – Extensive Comprehension**

These responses demonstrate extensive comprehension by integrating ideas from across the text to fully support an interpretation of why the clay’s feelings changed during the story.

Evidence:

The response provides an appropriate description of the clay’s feelings at the beginning and at the end. It includes information from the story to explain why they changed. In the explanation the response demonstrates understanding of one of the following aspects of the clay’s proud feelings about itself at the end of the story: fulfillment, usefulness, or beauty/aesthetics. See examples in chart below.

Examples:

- *At the beginning the clay was sad. At the end he felt proud because he had become a cup.*
- *He was lonely at the beginning and did not have a job to do. But in the end, he was happy because he did. (NOTE: The reference to not having job to do at the beginning conveys a sense of fulfillment in the end for the clay.)*
- *He was sad in the beginning. But in the end he was happy because the girl made him into a cup. (NOTE: “becoming a cup” may be considered a reference to the clay’s sense of fulfillment or usefulness.)*

**10. Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed (CONTINUED)**

**2 – Satisfactory Comprehension**

These responses demonstrate satisfactory comprehension by integrating ideas from across the text to support an interpretation of why the clay’s feelings changed during the story.

Evidence:

The response provides an appropriate description of the clay’s feelings at the beginning and at the end. It includes information from the story to explain why they changed. However, the explanation for why they changed does not demonstrate understanding of one of the following aspects of the clay’s proud feelings about itself at the end of the story: fulfillment, usefulness, or beauty/aesthetics.

Examples:

- *He was sad in the beginning. But he was happy in the end because of what the girl did.*
- *Sad at the beginning and happy at the end because he went home with the girl.*

Or, the response provides an appropriate explanation of his feelings at the beginning or the end (but not both) and in the explanation of that feeling demonstrates understanding of one of the following aspects of the clay’s proud feelings about itself at the end: fulfillment, usefulness, or beauty/aesthetics (see examples in chart below).

Examples:

- *He is happy because he has been made into something, he is proud of his shape and he is proud of sitting on the shelf with all the other mugs.*
- *He felt happy because he was something useful.*
- *He did not like himself in the beginning. But, then the girl made him into something beautiful. (Note: Response does not explicitly state a feeling for end.)*

**10. Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed. (CONTINUED)**

**1 – Minimal Comprehension**

These responses demonstrate limited comprehension of how the clay’s feelings changed during the story.

Evidence:

The response provides an appropriate description of the clay’s feelings at the beginning or at the end, or both, but does not include appropriate information from the story to explain why they changed.

Examples:

- *He was sad in the beginning. But he was happy in the end.*
- *He did not feel loved in the beginning. But he did in the end.*
- *He was sad in the beginning and proud in the end.* (Note: there is no explanation for why the clay was proud at the end)
- *He felt happy because he went to a new home.*
- *He was sad in the beginning because he was not taken out of the bin*
- *He was happy in the end.*
- *He was sad in the beginning.*

Or, the response provides an explanation of the change that demonstrates feelings of fulfillment, usefulness, or aesthetics, but does not describe his feelings at the beginning or the end.

Examples:

- *He became something useful.*

**0 – Unsatisfactory Comprehension**

These responses demonstrate unsatisfactory comprehension of how the clay’s feelings changed during the story.

Evidence:

The response may provide an inappropriate description of the clay’s feelings at the beginning, end, both. There is no text-based explanation for his feelings.

Examples:

- *He was happy at the beginning and sad at the end.*
- *He felt scared of drying out.* (Note: this is the clay’s feeling in the middle of the story)
- *He was happy.* (Note: does not specify point beginning or ending feeling)



10. Describe the different feelings the clay had at the beginning and the end of the story. Explain why his feelings changed. (CONTINUED)

**Explanations that Support the Clay’s Feelings of Pride at End of Story: Examples**

The following examples represent some of the different ways students may support the clay’s feelings of pride at the end of the story.

Fulfillment

- *The girl made him into something.*
- *He had become something.*

Usefulness

- *He had a job to do.*
- *He became a cup.*
- *People could use him.*
- *He was something useful.*

Beauty/Aesthetic

- *The girl made him beautiful.*
- *He liked his new shape.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**CLAY, ITEM 11**

**11. The little girl is an important person in this story. Explain why she was important to what happened.**

Purpose: Literary

Process: Interpret and integrate ideas and information

**2 – Complete Comprehension**

These responses demonstrate complete comprehension of the story’s supporting character by integrating ideas from across the text to interpret the character’s significance to the story’s outcome.

Evidence:

The response explains the little girl’s central role as the facilitator of the clay’s change and addresses how her role contributes to the theme of fulfillment.

Examples:

- *She made the clay into something beautiful.*
- *The lump of clay is useful because of what she did, and that is what he wanted all along.*
- *The little girl is the one that made the story turn out happy.* (Note: response recognizes how the little girl was central to how the story ended)

**1 – Partial Comprehension**

These responses demonstrate partial comprehension of the supporting character’s significance in the story.

The response identifies the central action of the little girl as the facilitator of the clay’s change but does not address the theme of fulfillment.

Examples:

- *She was the one who made the clay into a cup.*
- *If it weren’t for her the clay would have dried out.*
- *She saved him.*

**11. The little girl is an important person in this story. Explain why she was important to what happened. (CONTINUED)**

**0 – No Comprehension**

These responses demonstrate no comprehension of the story’s supporting character.

Evidence:

The response does not explain or identify the little girl’s central role as the facilitator of the clay’s change. It may include only vague, unrelated, or inaccurate information from the story.

Examples:

- *She brought him home with her.*
- *She is important because she is the main person in the story.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 5**

**5. Put the following sentences in the order in which they happened in the story. The first one has been done for you.**

\_\_\_ Anina sees the crocodile.

\_\_\_ The crocodile ate two flamingos.

\_\_\_ Anina tried to explain to her parents why the door is broken.

1 Anina started to walk to the bathroom.

\_\_\_ Anina ran to the bedroom and slammed the door.

Purpose: Literary

Process: Make straightforward inferences

<b>1 – Acceptable Response</b>
The response accurately numbers the sentences as shown below. In order to receive full credit, each sentence must have the appropriate number.
<b>0 – Unacceptable Response</b>
The response does not accurately numbers the sentences as shown below.

<b>Appropriate Ordering of Sentences</b>
2 Anina sees the crocodile.
4 The crocodile ate two flamingos.
5 Anina tried to explain to her parents why the door is broken.
1 Anina started to walk to the bathroom.
3 Anina ran to the bedroom and slammed the door.

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 6**

**6. Why did Anina call the flamingos?**

Purpose: Literary  
Process: Make straightforward inferences

<p><b>1 – Acceptable Response</b></p> <p>The response demonstrates an understanding that the flamingos were food to the crocodile.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"><li>- <i>To feed the crocodile.</i></li><li>- <i>So the crocodile would eat them and not her.</i></li><li>- <i>Because they looked like a birthday cake for the crocodile.</i></li><li>- <i>Because the crocodile looked hungry.</i></li></ul> <p>Or, the response demonstrates a general understanding that Anina used the flamingos to help her keep safe from the crocodile.</p> <p><u>Example:</u></p> <ul style="list-style-type: none"><li>- <i>So they would protect her from the crocodile.</i></li></ul>
<p><b>0 – Unacceptable Response</b></p> <p>The response includes no evidence of understanding that the flamingos helped her to get rid of the crocodile as food.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"><li>- <i>To get them to go back into the magazine.</i></li><li>- <i>They would help get the crocodile back in the magazine.</i></li><li>- <i>So they would give her back her mother's hat.</i></li></ul>

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 8**

**8. How did the magazine help Anina? Write two ways.**

Purpose: Literary  
 Process: Interpret and integrate ideas and information

<b>2 – Complete Comprehension</b>	
The response identifies two ways that Anina used the magazine to help her situation, either by teaching her about the animals from the magazine, helping her to get the animals out of her house, or feeding the crocodile. See the list below for appropriate ways that the magazine helped Anina.	
<b>1 – Partial Comprehension</b>	
The response identifies only one way the magazine helped her as listed below. The second way identified may be inaccurate or too vague.	
<b>0 – No Comprehension</b>	
The response does not identify any appropriate way in which the magazine helped Anina, or it may provide ways that are vague, inaccurate, or unrelated to the story.	
<u>Examples:</u>	
<ul style="list-style-type: none"> <li>- <i>Anina hit the crocodile with the magazine.</i></li> <li>- <i>It told her that the crocodile is hungry when it swings its tail.</i></li> <li>- <i>The magazine kept the crocodile from eating Anina.</i> [Note that “kept the crocodile from eating Anina is too vague. Such a response must mention feeding the crocodile.]</li> </ul>	

<b>How the Magazine Helped Anina</b>	
Acceptable ideas:	
<ul style="list-style-type: none"> <li>- <i>It told her that when crocodiles swing their tails/whip the water it means that they are going to attack.</i></li> <li>- <i>It showed her where the crocodile had come from.</i></li> <li>- <i>It provided the flamingoes. /It gave her something to feed to the crocodile.</i></li> <li>- <i>It helped her to get rid of the crocodile/flamingoes (by sending them back on to the pages).</i></li> </ul>	

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 10**

**10. Name one thing Anina had difficulty explaining to her parents.**

Purpose: Literary

Process: Focus on and retrieve explicitly stated information

<b>1 – Acceptable Response</b>
The response identifies one of the things in the house that Anina might have had trouble explaining: the wet spot on the floor, the broken door, her mother’s (missing) hat, the broken vase, or scattered sunflowers.
<b>0 – Unacceptable Response</b>
The response does not identify one of the things that would be difficult to explain once the animals were gone.  <u>Examples:</u>  - <i>A crocodile was in the room.</i>  - <i>Her parents did not believe her.</i>  NOTE TO SCORERS: “The crocodile coming out of the magazine” is not an acceptable response. Anina had difficulty explaining the concrete evidence left in the house, not the crocodile that was nowhere to be seen.

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 11**

**11. You learn what Anina was like from the things she did. Describe what she was like and give two examples of what she did that show this.**

Purpose: Literary

Process: Interpret and integrate ideas and information

**3 – Extensive Comprehension**

The response provides at least one valid, appropriate description of what Anina was like (e.g., clever, fast thinker, innovative, creative, resourceful, brave, cautious, fearful, frightened, scared, appreciative, grateful, nice, good) with two things that she said or did in the story that support the description and illustrate her character.

Examples:

- *She was brave to come out of her room and then put the magazine right under the crocodile's nose.*
- *She was a fast thinker because she thought if the crocodile had some food it might go away. She was smart. She figured that if the crocodile could appear from the magazine, the same could happen to the flamingoes.*

**2 – Satisfactory Comprehension**

The response provides at least one valid, appropriate description and only one supporting thing that she did.

Examples:

- *She was clever because she made a plan to get rid of the crocodile.*
- *She was smart and brave because she put the magazine in front of the crocodile.*
- *Frightened. She was frozen to the spot.*



11. You learn what Anina was like from the things she did. Describe what she was like and give two examples of what she did that show this.  
(CONTINUED)

<b>1 – Partial Comprehension</b>	
The response provides an appropriate description with a reason that is vague or general.	
<u>Examples:</u>	
- <i>Anina was clever. She used the magazine.</i>	
Or, the response provides at least one appropriate description without a reason.	
<u>Examples:</u>	
- <i>Anina was a fast thinker.</i>	
- <i>She was clever and brave.</i>	
Or, the response provides at least one appropriate reason without a description.	
<u>Examples:</u>	
- <i>Anina barricaded herself in her room. /Anina pushed her bed against the door.</i>	
- <i>She let the flamingoes out of the magazine and she got the crocodile to go back to its home in the magazine.</i>	
<b>0 – No Comprehension</b>	
The response provides a description that is too vague to be considered appropriate without textual support.	
<u>Examples:</u>	
- <i>Anina was sad that the flamingoes were eaten.</i>	
- <i>Anina was happy.</i> [Note that happy and nice without further explanation is not acceptable]	

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**UNBELIEVABLE NIGHT, ITEM 12**

**12. The author does not tell us whether Anina’s adventure was all a dream. Give one piece of evidence that it may have been a dream. Give one piece of evidence that it may not have been a dream.**

Purpose: Literary

Process: Examine and evaluate content, language, and textual elements

<b>2 – Complete Comprehension</b>
The response provides one piece of text-based evidence that Anina’s adventure may have been a dream, and one piece of evidence that it may not have been a dream. See the list below for appropriate evidence for why it may or may not have been a dream.
<b>1 – Partial Comprehension</b>
The response provides one piece of text-based evidence that Anina’s adventure may have been a dream, OR one piece of evidence that it may not have been a dream as listed below.
<b>0 – No Comprehension</b>
The response does not provide text-based evidence that Anina’s adventure may have been a dream or that it may not have been a dream; or the response provides vague, inaccurate, or inappropriate evidence from the text.  <u>Examples:</u> <ul style="list-style-type: none"><li>- <i>It was a dream because that wouldn’t happen in real life.</i></li><li>- <i>It was not a dream because she was dreaming.</i></li><li>- <i>It was not a dream because magazines about animals do exist.</i></li></ul>

<b>Evidence for Anina’s Adventure Being a Dream/Not a Dream</b>
<b>Acceptable evidence it may have been a dream:</b> <ul style="list-style-type: none"><li>- <i>It was nighttime and she was half awake.</i></li><li>- <i>There were (wild) animals in house.</i></li><li>- <i>Magazines can’t come to life.</i></li></ul>
<b>Acceptable evidence it may NOT have been a dream:</b> <ul style="list-style-type: none"><li>- <i>Her mother’s hat was missing the next morning.</i></li><li>- <i>The door was cracked.</i></li><li>- <i>The carpet had a wet spot.</i></li><li>- <i>The vase was broken.</i></li><li>- <i>The sunflowers were scattered on the floor.</i></li></ul>

- 12. The author does not tell us whether Anina’s adventure was all a dream. Give one piece of evidence that it may have been a dream. Give one piece of evidence that it may not have been a dream. (CONTINUED)**

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank



# Acquire and Use Information



**ANTARCTICA, ITEM 1**

**1. Where can you find Antarctica on a globe?**

Purpose: Informational

Process: Focus on and retrieve explicitly stated information and ideas

**1 – Acceptable Response**

These responses identify the explicitly stated location of Antarctica.

Evidence:

The response states that Antarctica is at the bottom of the globe, or describes it as being at the south of the planet.

**0 – Unacceptable Response**

These responses do not identify the explicitly stated location of Antarctica.

Evidence:

The response does not state that Antarctica is at the bottom of the globe, or describe it as being at the south of the planet.

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

### ANTARCTICA, ITEM 3

#### 3. What is the coldest part of Antarctica?

Purpose: Informational

Process: Focus on and retrieve explicitly stated information and ideas

<b>1 – Acceptable Response</b>
These responses identify the explicitly stated location of the coldest part of Antarctica. <u>Evidence:</u> The response states that the South Pole is the coldest part. (“The middle part” is also acceptable.)
<b>0 – Unacceptable Response</b>
These responses do not identify the explicitly stated location of the coldest part of Antarctica. <u>Evidence:</u> The response does not state that the South Pole is the coldest part.

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank



## ANTARCTICA, ITEM 4

4. Think about what the article says about Antarctica. Give two reasons why most people who visit Antarctica choose not to go there between April and September.

Purpose: Informational

Process: Interpret and integrate ideas and information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by interpreting information about conditions in Antarctica during the winter.

#### Evidence:

The response describes both of the winter conditions mentioned in the article: 1) the extreme cold, and 2) the constant darkness. (Note: it is not correct to just say that it is winter; it is necessary for the response to include the extreme cold or darkness of winter.)

#### Examples:

- *There is no sunlight. It's the coldest time of year.*
- *It is plunged into six months of constant darkness. A mug of boiling water thrown in the air would freeze before it hit the ice.*

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by interpreting information about one condition in Antarctica during the winter.

#### Evidence:

The response describes one of the winter conditions mentioned in the article: 1) the extreme cold OR 2) the constant darkness. (Note: it is not correct to just say that it is winter; it is necessary for the response to include the extreme cold or darkness of winter.)

#### Examples:

- *It is very cold that time of year.*
- *It would be dark all the time in winter.*

4. Think about what the article says about Antarctica. Give two reasons why most people who visit Antarctica choose not to go there between April and September. (CONTINUED)

**0 – No Comprehension**

These responses demonstrate no comprehension of the conditions in Antarctica during the winter.

Evidence:

The response does not describe either of the winter conditions mentioned in the article: 1) the extreme cold, and 2) the constant darkness. It may include other information from the article, or an explanation for why people would not want to visit that is unrelated to the article.

Examples:

- *Because it is so dry. Because it is also windy.*
- *They would probably rather go someplace else.*
- *Because it is winter.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

## ANTARCTICA, ITEM 7

### 7. Give three ways penguins are able to keep warm in Antarctica.

Purpose: Informational

Process: Make straightforward inferences

#### **3 – Extensive Comprehension**

These responses demonstrate extensive comprehension by identifying most of the ideas in the article from which penguins' ability to stay warm can be inferred.

Evidence:

The response describes at least three of the ways penguins are able to stay warm listed below.

#### **2 – Satisfactory Comprehension**

These responses demonstrate satisfactory comprehension by identifying some of the ideas in the article from which penguins' ability to stay warm can be inferred.

Evidence:

The response describes two of the ways penguins are able to stay warm listed below.

#### **1 – Minimal Comprehension**

These responses demonstrate limited comprehension by identifying one idea in the article from which penguins' ability to stay warm can be inferred.

Evidence:

The response describes only one of the ways penguins are able to stay warm listed below.

#### **0 – Unsatisfactory Comprehension**

These responses demonstrate unsatisfactory comprehension of ideas in the article related to penguins' ability to stay warm.

Evidence:

The response does not describe any of the ways penguins are able to stay warm listed below. It may include other information from the article, or information unrelated to the article to explain how penguins stay warm.

Examples:

- *They stay warm by swimming a lot.*
- *They fly south for the winter.*

**7. Give three ways penguins are able to keep warm in Antarctica. (CONTINUED)**

**Ideas from Article Explaining how Penguins Stay Warm**

- *They have many feathers which overlap each other.*
- *They have wooly down feathers.*
- *They have feathers* (only counts as a separate idea if neither of the first two ideas about feathers is included in the response).
- *They have a thick layer of fat.*
- *They huddle together in groups.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**ANTARCTICA, ITEM 8**

**8. What are two things you learn about food in Antarctica from Sara’s letter?**

Purpose: Informational

Process: Focus on and retrieve explicitly stated information and ideas

**2 – Complete Comprehension**

These responses demonstrate complete comprehension by identifying two explicitly stated ideas related to food in Antarctica.

Evidence:

The response identifies at least two of the ideas listed below.

**1 – Partial Comprehension**

These responses demonstrate partial comprehension by identifying one explicitly stated idea related to food in Antarctica.

Evidence:

The response identifies only one of the ideas listed below.

**0 – No Comprehension**

These responses demonstrate no comprehension of information about food provided in the letter.

Evidence:

The response does not identify any of the ideas listed below. It may identify other ideas in the article or letter. Or, it may describe aspects of food that are vague, unrelated to the article, or inaccurate.

Examples:

- *They have food in Antarctica.*
- *They do not have any hot food there.*

**8. What are two things you learn about food in Antarctica from Sara’s letter?  
(CONTINUED)**

**Ideas from Sara’s Letter About Food in Antarctica**

Note to Scorers: Students may provide a reasonable paraphrase of these ideas.

- *There are no supermarkets.*
- *There is a lot of dried, tinned, or frozen food (one or more of these adjectives is acceptable as an idea)/Nothing is fresh.*
- *Food doesn’t have to be put in a freezer. /Food can be left outside.*
- *They cook on gas stoves.*
- *It takes longer to cook.*
- *They eat noodles with tomato paste and vegetables.*
- *Strawberries taste like cardboard.*
- *They don’t have apples and oranges.*
- *Sara doesn’t like the food in Antarctica. /It is not good.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank

## ANTARCTICA, ITEM 9

9. Think about whether you would like to visit Antarctica. Use what you have read in both *Introducing Antarctica* and *A Letter from Antarctica* to explain why you would or would not like to visit.

Purpose: Informational

Process: Interpret and integrate ideas and information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating information from across two different texts to fully support a personal opinion about text content.

#### Evidence:

The response states or implies a personal opinion about visiting Antarctica and provides specific information from **both** texts—*Introducing Antarctica* and *A Letter from Antarctica*—to support the opinion. See chart below for appropriate ideas for each text.

#### Examples:

- *No, because it is the coldest place on earth and there is nothing fresh to eat.*
- *Yes. There are lots of penguins to be seen and many explorers have been there.*

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by supporting a personal opinion about text content with information from one text.

#### Evidence:

The response states or implies a personal opinion about visiting Antarctica and provides specific information from **one** text—*Introducing Antarctica* OR *A Letter from Antarctica*—to support the opinion. See chart below for appropriate ideas for each text.

#### Examples:

- *Yes, because many explorers have been there.*
- *No, because it is very cold. (Cold is credited as evidence from only one of the texts.)*
- *Yes, they have penguins.*

9. Think about whether you would like to visit Antarctica. Use what you have read in both *Introducing Antarctica* and *A Letter from Antarctica* to explain why you would or would not like to visit. (CONTINUED)

**0 – No Comprehension**

These responses do not demonstrate understanding of the text.

Evidence:

The response may or may not provide a personal opinion about visiting Antarctica. No specific information is provided from either text (*Introducing Antarctica* or *A Letter from Antarctica*) to support an opinion.

Examples:

- *Yes, I would.*
- *Why would anyone want to go to Antarctica?*

Or, the support for the personal opinion includes only inaccurate information, or information unrelated to either text.

Examples:

- *Yes, they have fresh food.*
- *No, I'd rather go to the beach.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**Topics/Ideas from Each Text that May be Used to Support Opinion**

Note to Scorers: Students may provide a reasonable paraphrase of these ideas. The idea that Antarctica is cold is credited as information from one passage, although both articles include information that show Antarctica is cold.

<b>Introducing Antarctica</b>	<b>A Letter from Antarctica</b>
<ul style="list-style-type: none"> <li>- <i>Extreme cold</i></li> <li>- <i>Constant darkness</i></li> <li>- <i>Penguins live there</i></li> <li>- <i>Few people live there</i></li> <li>- <i>Scientists stay there</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>Food (freshness, tinned/dried, cooking, buying)</i></li> <li>- <i>Cold</i></li> <li>- <i>Famous explorers have gone there</i></li> </ul>



**ANTARCTICA, ITEM 11**

**11. In this article, there are two different ways of finding out about Antarctica**  
**Introducing Antarctica**  
**A Letter from Antarctica**  
**Which of these kinds of information do you find more interesting, and why?**

Purpose: Informational  
 Process: Examine and evaluate content, language, and textual elements

**1 – Acceptable Response**

These responses demonstrate understanding of the type of information presented in at least one of two texts.

Evidence:

The response provides an opinion about which text is most interesting. In addition, it includes an explanation that accurately describes some element of the content, language, format, or tone of at least one of the texts.

Examples:

- *Introducing Antarctica because it tells you more facts.*
- *The letter is more interesting because it feels like she is talking to me.*
- *Sara’s letter because it makes you understand what it really feels like to be there. Introducing Antarctica doesn’t tell you how it feels or what there is to eat.*

**0 – Unacceptable Response**

These responses demonstrate no comprehension of the types of information presented in either text.

Evidence:

The response may or may not provide an opinion about which text is more interesting. No explanation is provided that accurately describes some element of the content, language, format, or tone of either text. It may include only a general, vague, or inaccurate statement about one or both texts.

Examples:

- *The first one is more interesting because it is longer.*
- *I think the letter is much more interesting than the other one.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank



## SEARCHING FOR FOOD, ITEM 5

### 5. Why do the ants scurry around after you've sprinkled the soil?

Purpose: Informational

Process: Interpret and integrate ideas and information

#### 1 – Acceptable Response

The response demonstrates understanding that the ants scurry because they have lost their trail (and therefore have to make a new one) or because they are looking for the food.

##### Examples:

- *They have to make a new trail.*
- *Because they lost the trail.*
- *Their scent is gone.*
- *Because they lost the scent of the first ant.*
- *They are searching for the food.*
- *The soil has covered the trail.*
- *Because you have broken the trail.*

#### 0 – Unacceptable Response

The response does not provide an accurate or appropriate reason for the ants scurrying, or may provide a reason that is vague.

##### Examples:

- *They are confused.*
- *Because they are scared.*
- *They follow the old trail until a new one has been found.*

#### Non-Response Codes

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**SEARCHING FOR FOOD, ITEM 7**

**7. Look at the picture for Study Pill Bugs. How does the picture help you to know what to do in the experiment?**

Purpose: Informational

Process: Examine and evaluate content, language, and textual elements

**2 – Complete Comprehension**

The response provides an explanation of the necessity of the picture to know how to make the box, to know where to put things in the box, or to know what the box should look like.

Examples:

- *It helps you to understand where you have to put the cardboard strips.*
- *It shows you where to put things in the box/where everything is.*
- *It shows you where to put the pill bugs to start the experiment.*
- *It tells you which end of the box to put the leaves.*
- *It shows you how to set up the box.*

Or, the response shows understanding that it is the visual image of the box that makes it possible to make one the same way.

Examples:

- *It shows what it is meant to look like.*

**1 – Partial Comprehension**

The response describes the features of the picture without indicating how they are useful to doing the experiment.

Examples:

- *It uses arrows and labels.*
- *It uses arrows and draws what you need to use.*
- *Because it is clearly labelled.*

**0 – No Comprehension**

The response does not provide an appropriate or accurate purpose of the picture. It may provide information from the text, or repeat the question.

Examples:

- *It shows the steps in the experiment.*
- *It helps me understand how the pill bugs find the food.*
- *It helps you know what to do.*

7. Look at the picture for Study Pill Bugs. How does the picture help you to know what to do in the experiment? (CONTINUED)

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

## SEARCHING FOR FOOD, ITEM 9

9. In Step 3 of the pill bugs project, what do you think will happen if you move the damp leaves to the left corner of the box?

Purpose: Informational

Process: Interpret and integrate ideas and information

### 1 – Acceptable Response

The response provides the appropriate inference from the text that the pill bugs will (eventually) turn to the left toward the leaves. Note that it is appropriate to state that the pill bugs will turn to where the food is or will turn the other way from the original directions in the experiment without having to specifically mention the left corner.

#### Examples:

- *They will sense the food and find it.*
- *They will go the other way.*
- *They will turn to the left corner.*

### 0 – Unacceptable Response

The response does not accurately identify which way the pill bugs will turn.

#### Examples:

- *They will get confused.*
- *Some will turn left. Some will turn right.*

### Non-Response Codes

8	Not administered. Question misprinted, page missing, or other reason out of student's control.
9	Blank

**SEARCHING FOR FOOD, ITEM 10**

**10. What is similar in the way ants and pill bugs find their food?**

Purpose: Informational

Process: Interpret and integrate ideas and information

**1 – Acceptable Response**

The response demonstrates understanding that ants and pill bugs find their food using their antennae or feelers to sense their food.

Examples:

- *They use their feelers.*
- *They sense their food.*
- *They use the sense of smell.*

**0 – Unacceptable Response**

The response does not provide an appropriate or accurate similarity between the ant and pill bug or the response may give a difference instead of a similarity.

Examples:

- *They both follow a trail.*
- *Ants follow the first ant but pill bugs move one by one.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**SEARCHING FOR FOOD, ITEM 11**

**11. Number the steps in the order you would follow to make a wormery.  
The first one has been done for you.**

- put the bottle in the shoebox
- 1** poke holes in the top of the shoebox
- drop in the worms
- add potato and onion
- fill the bottle with soil and sand

Purpose: Informational  
Process: Make straightforward inferences

<b>1 – Acceptable Response</b>
The response accurately numbers the steps as shown below. In order to receive full credit, each step must have the appropriate number.
<b>0 – Unacceptable Response</b>
The response does not accurately number the steps as shown below.

<b>Appropriate Ordering of Steps</b>
<ul style="list-style-type: none"> <li>5 put the bottle in the shoebox</li> <li>1 poke holes in the top of the shoebox</li> <li>4 drop in the worms</li> <li>3 add potato and onion</li> <li>2 fill the bottle with soil and sand</li> </ul>

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student’s control.
<b>9</b>	Blank



## SEARCHING FOR FOOD, ITEM 12

### 12. Explain why it is important to put layers of soil and sand in the bottle.

Purpose: Informational

Process: Interpret and integrate ideas and information

#### 1 – Acceptable Response

The response demonstrates understanding that the effect of the tunneling (the mixing of the soil and sand) will be visible because of the layers.

##### Examples:

- *To make it possible to see the effect of the worms tunnelling.*
- *So you can see how the worms go up and down.*
- *Because the worms mix the sand and soil.*

#### 0 – Unacceptable Response

The response does not provide an accurate or appropriate reason for layering the sand and soil. It may focus on the reason *why* the worms tunnel.

##### Examples:

- *They eat the sand and soil.*
- *It is their natural habitat.*
- *They don't like the light.*
- *To see the difference after four days.*
- *To see what happens to the layers.*
- *To show how the worms get their food.*

#### Non-Response Codes

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**SEARCHING FOR FOOD, ITEM 13**

**13. Explain why putting the onion and potato on the surface of the soil is important to the wormery project.**

Purpose: Informational  
 Process: Interpret and integrate ideas and information

<b>1 – Acceptable Response</b>	
The response provides an appropriate explanation for putting the food on the surface in order for the worms to tunnel up to the top to eat (and tunnel down to avoid the light).	
<u>Examples:</u>	
<ul style="list-style-type: none"> <li>- <i>To make the worms go to the top.</i></li> <li>- <i>So there is a reason to go to the surface.</i></li> <li>- <i>The worms will make a tunnel to the surface to eat the food.</i></li> </ul>	
<b>0 – Unacceptable Response</b>	
The response does not provide an appropriate or accurate interpretation of the importance of the onion and potato to the experiment.	
<u>Examples:</u>	
<ul style="list-style-type: none"> <li>- <i>It makes the worms feel like they're in the compost heap.</i></li> <li>- <i>For the worms to smell.</i></li> <li>- <i>So they will die.</i></li> <li>- <i>For the worms to eat.</i></li> </ul>	

<b>Non-Response Codes</b>	
<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

**SEARCHING FOR FOOD, ITEM 15**

**15. Which of the three projects did you find the most interesting? Use information from the text to explain your answer.**

Purpose: Informational  
 Process: Interpret and integrate ideas and information

**2 – Complete Comprehension**

The response selects a project with specific information referring to the text, or may provide an inference clearly reflecting specific information in the text.

Examples:

- *The ant project because I would like to see if ants would make a trail with food other than an apple.*
- *The wormery because I would like setting up the wormery and checking it to see if the sand and soil are mixed up.*
- *The pill bug project because I would like to build the maze.*
- *The ant project because it doesn't take as much time to set up.*

**1 – Partial Comprehension**

The response selects a project and provides a general explanation that is related to the text, but could apply to any of the projects.

Examples:

- *The pill bug project because it would be fun to find them.*
- *The wormery because I would have fun watching them find their food.*

**0 – No Comprehension**

The response does not name a project, or it may name a project without providing text-based information to support the decision. Note that stating that the project is “interesting” is a circular response as this is the word used in the question.

Examples:

- *I would like to search for creatures.*
- *The ant project because it is interesting.*
- *Pill bugs project.*
- *The wormery. I didn't know anything about worms before and the project looks like fun.*

**Non-Response Codes**

<b>8</b>	Not administered. Question misprinted, page missing, or other reason out of student's control.
<b>9</b>	Blank

