Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2018 Assessment: Reading

Item-Specific Rubrics and Sample
Student Responses with Annotations
Q.11. Why is line 40 important to this poem? Explain using details from the poem to support your answer.

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<td>10</td>
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<td>The response usually requires the reader to connect the support to what it is intended to prove.</td>
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<td>30</td>
<td>Response indicates an understanding by explaining why line 40 is important to this poem</td>
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<tr>
<td>40</td>
<td>Response indicates an understanding by explaining why line 40 is important to this poem and provides specific and relevant support.</td>
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Why is line 40 important to this poem? Explain using details from the poem to support your answer.

I think line 40 is important because it describes how
"the sky is a canvas where clouds weave a story."

Annotation:
Response attempts to explain why line 40 is important to this poem by answering an aspect of the question (e.g., “… ‘the sky is a canvas where clouds weave a story’”).
Why is line 40 important to this poem? Explain using details from the poem to support your answer.

Because cloud can be anything and you could make a story.

Annotation:
The response indicates a partial understanding of why line 40 is important to this poem by providing vague support (e.g., …clouds can be anything and you could make a story.). Response requires the reader to connect the support to what it is intended to prove.
Why is line 40 important to this poem? Explain using details from the poem to support your answer.

Line 40 is important to this poem because the moral of the poem is to use your imagination. “The sky is a canvas where clouds weave a story” means you create a story when you look at the sky. The poem says, “A dragon with dentures, a poodle on skates.” shows the speaker’s blank canvas with their story.

**Annotation:**
The response indicates an understanding by explaining why line 40 is important to this poem by including some accurate and relevant support (e.g., “A dragon with dentures, a poodle on skates.”) and some vague support (e.g., “…to use your imagination…you create a story when you look at the sky…shows the speaker’s blank canvas with their story.”). Response is underdeveloped in that the reader is required to make some connections between the support and how this explains why line 40 is important to the poem.
Why is line 40 important to this poem? Explain using details from the poem to support your answer.

It’s important since it’s telling us that the sky is like art, a blank canvas and the clouds are the paints. “The sky is a canvas where the clouds weave a story.” If you ever see pictures made from clouds, it’s just like using your paintbrush to make an amazing picture on a blank canvas.

Annotation:
The response indicates an understanding by providing specific and relevant support of why line 40 is important to the poem (e.g., It’s important since it’s telling us that the sky is like art, a blank canvas and the clouds are the paints.) to explain fully its importance (e.g., If you ever see pictures made from clouds, it’s just like using your paintbrush to make an amazing picture on a blank canvas.).
Q 12 Explain how the two speakers’ attitudes about what they see are different. Use examples from the poem to support your answer.

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Typical responses:
- do not attempt to answer the question OR
- restate the question

| 10 | Response attempts to explain how the two speakers’ attitudes about what they see are different. The response either:  
     | • answers an aspect of the question OR  
     | • does not refer to the reading selection OR  
     | • provides inaccurate support |

| 20 | Response indicates a partial understanding by explaining how the two speakers’ attitudes about what they see are different. The response provides:  
     | • irrelevant support from the reading selection OR  
     | • vague support from the reading selection OR  
     | • limited support from the reading selection |

The response usually requires the reader to connect the support to what it is intended to prove.

| 30 | Response indicates an understanding by explaining how the two speakers’ attitudes about what they see are different. The response includes:  
     | • some accurate and relevant support and  
     | • some vague or underdeveloped support |

The response requires the reader to make some connections between the support and what it is intended to prove.

| 40 | Response indicates an understanding by explaining how the two speakers’ attitudes about what they see are different and provides specific and relevant support. |
Explain how the two speakers’ attitudes about what they see are different. Use examples from the poem to support your answer.

One of the speakers has a lot of imagination. The second speaker has no imagination.

**Annotation:**
The response attempts to explain how the two speakers’ attitudes about what they see are different by answering an aspect of the question (e.g., *one of the speakers has a lot of imagination. The second speaker has no imagination.*).
Explain how the two speakers’ attitudes about what they see are different. Use examples from the poem to support your answer.

The two speakers see different things because people just see things in different ways or it could be where you are. In the text it says “fish have wings.” “I think it’s propellers with jaws.”

Annotation:
The response indicates a partial understanding of how the two speakers’ attitudes about what they see are different by providing vague support (e.g., The two speakers see different things because People Just see things in different ways or it could be where you are.). Response requires the reader to connect the support to what it is intended to prove.
Explain how the two speakers’ attitudes about what they see are different. Use examples from the poem to support your answer.

Speaker 1 sees many things inside the clouds, they see creatures, shapes, and humans, and they think about the story they are telling.

Speaker 2 doesn’t know what’s going on and thinks that the clouds are just normal white blobs in the sky.

**Annotation:**
The response indicates an understanding of how the two speakers’ attitudes about what they see are different by including some accurate and relevant support (e.g., Speaker 1 sees many things inside the clouds, they see creatures, shapes and humans...speaker 2...thinks that the clouds are just normal white blobs in the sky.) and some vague support (e.g., Speaker 1...they think about the story they are telling. Speaker 2 doesn’t know what’s going on...) Response is underdeveloped in that the reader is required to make some connections between the support and explaining how the two speakers’ attitudes about what they see are different.
Explain how the two speakers’ attitudes about what they see are different. Use examples from the poem to support your answer.

In this story there are two major viewpoints. This shows that some people like the one explaining the clouds from have an amazing imagination. Whereas others like the person questioning just see the world as it is. The person also shows that clouds can be interpreted plenty of ways. For example line 26 says "I think they are more like propellers with jaws.

Annotation:
The response indicates an understanding by providing specific and relevant support (e.g., *This shows that some people... have an amazing imagination. Whereas others... just see the world as it is. The person also shows that clouds can be interpreted plenty of ways...*) to explain fully how the two speakers’ attitudes about what they see are different (e.g., *... there are two major viewpoints...*)
Q 5 Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

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Typical responses:  
- do not attempt to answer the question OR  
- restate the question

| 10   | Response attempts to explain how leafcutter ants help their environment.  
      The response either:  
      - answers an aspect of the question OR  
      - does not refer to the reading selection OR  
      - provides inaccurate support |

| 20   | Response indicates a partial understanding by explaining how leafcutter ants help their environment.  
      The response provides:  
      - irrelevant support from the reading selection OR  
      - vague support from the reading selection OR  
      - limited support from the reading selection  

The response usually requires the reader to connect the support to what it is intended to prove. |

| 30   | Response indicates an understanding by explaining how leafcutter ants help their environment.  
      The response includes:  
      - some accurate and relevant support and  
      - some vague or underdeveloped support  

The response requires the reader to make some connections between the support and what it is intended to prove. |

| 40   | Response indicates an understanding by explaining how leafcutter ants help their environment and provides specific and relevant support. |
Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

In the text it says that leafcutter ants help their environment by biting pieces off of leaves and take them to their dens.

Annotation:
Response attempts to explain how leafcutter ants help their environment by answering an aspect of the question (e.g., …help their environment by biting pieces off of leaves and and take them to their dens.)
The leafcutter ants help their environment because, when the leafcutter ants eat leaves, they create waste. The chunks of leaves and the ants' waste create fungus. The fungus helps the soil. As it says in paragraph 3.

Annotation:
Response indicates a partial understanding of how leafcutter ants help their environment by providing vague support (e.g., ...when the leafcutter ants eat leaves they create waste. The chunks of leaves and the ants waste create fungus. The fungus helps the soil.). Response requires the reader to connect the support to what it is intended to prove.
Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

When they poop, the poop combined with leaf chucks create compost that grows into fungus which nourish the plants. That is how leafcutter ants help the environment. Also when they eat, they give space for new plants to grow.

**Annotation:**
Response indicates an understanding of how leafcutter ants help their environment by including some accurate and relevant support (e.g., When they poop, the poop combined with leaf chucks create compost that grows into fungus which nourish the plants.... Also when the eat, they give space for new plants to grow.) and some vague support (e.g., That is how leafcutter ants help the environment.). Response is underdeveloped in that the reader is required to make some connections between the support and how this explains how leafcutter ants help their environment.
Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

Leafcutter ants help their environment by creating a compost pile with their waste and chunks of leaves that grows fungus. The fungus nourishes and gives nutrients to the soil that helps forest plants grow. They make our environment better by growing more vegetation, create a compost pile, and helping the forest floor grow more trees and plants.

Annotation:
Response indicates an understanding of how leafcutter ants help their environment by providing specific and relevant support (e.g., ...by creating a compost pile with their waste and chunks of leaves that grows fungus. The fungus nourishes and gives nutrients to the soil that helps forest plants grow.) to explain fully how leafcutter ants help their environment (e.g., They make our environment better by growing more vegetation, create a compost pile, and helping the forest floor grow more trees and plants).
Q 6 What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

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|      | **Typical responses:**  
       | • do not attempt to answer the question OR  
       | • restate the question (e.g. the leafcutter colony is effective). |
| 10   | **Response attempts to explain what makes a leafcutter ant colony effective.**  
       | The response either:  
       | • answers an aspect of the question OR  
       | • does not refer to the reading selection OR  
       | • provides inaccurate support |
| 20   | Response indicates a partial understanding by explaining how leafcutter ants help their environment.  
       | The response provides:  
       | • irrelevant support from the reading selection OR  
       | • vague support from the reading selection OR  
       | • limited support from the reading selection |
|      | The response usually requires the reader to connect the support to what it is intended to prove. |
| 30   | Response indicates an understanding by explaining what makes a leafcutter ant colony effective.  
       | The response includes:  
       | • some accurate and relevant support and  
       | • some vague or underdeveloped support |
|      | The response requires the reader to make some connections between the support and what it is intended to prove. |
| 40   | Response indicates an understanding by **explaining** what makes a leafcutter ant colony effective and provides **specific and relevant support**. |
What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

The leafcutter ant colony is effective because they are well structured.

Annotation:
Response attempts to explain what makes a leafcutter ant colony effective by answering an aspect of the question (e.g., …they are well structured.).
What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

A leafcutter ant colony is effective because "a leafcutter colony is capable of removing the leaves of the tallest trees in a single day."

**Annotation:**
Response indicates a partial understanding of what makes a leafcutter ant colony effective by providing limited support of (e.g., … "a leafcutter colony is capable of removing the leaves of the tallest trees in a single day."). Response requires the reader to connect the support to what it is intended to prove.
A leafcutter ant colony is effective by how the population is so big and the have various "orders" of ants responsible from different jobs. They work together to build a strong colony that protects them from enemies and predators. They are strong enough to collect large leaves and defend their colonies.

Annotation:
Response indicates an understanding of what makes a leafcutter ant colony effective by including some accurate and relevant support (e.g., They work together to build a strong colony that protects them from enemies and predators.) and some vague support (e.g., ...how the population is so big and the have various "orders" of ants responsible from different jobs.) Response is underdeveloped in that the reader is required to make some connections between the support and how this explains what makes a leafcutter ant colony effective.
What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

The leafcut ant colony is effective because the are very organized with each ant having a special responsibility or job that will help the entire colony. Queen ants lay the eggs and the smaller worker ants take care of them and grow fungus. Larger worker ants collect leaves and the soldier ants defend the colony. Together with all of the leafcutter ants doing their job they can work fast and efficiently to have organized and good colony.

Annotation:
Response indicates an understanding of what makes a leafcutter ant colony effective by providing specific and relevant support (e.g., Queen ants lay the eggs and the smaller worker ants take care of them and grow fungus. Larger worker ants collect leaves and the soldier ants defend the colony) to explain fully how the colony is effective (e.g., The leafcut ant colony is effective because they are very organized with each ant having a special responsibility or job that will help the entire colony).
Q 11 Explain how the words in *italics* help the reader understand the changes in Johnny’s attitude. Use specific examples from the text to support your answer.

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      | *Irrelevant content: does not attempt assigned question*  
      | *Off topic: no relationship of written work to the question*  
      | Typical responses:  
      | - do not attempt to answer the question OR  
      | - restate the question (e.g., italics help the reader understand the changes in Johnny’s attitude.) |
| 10   | Response attempts to explain how the words in *italics* help the reader understand the changes in Johnny’s attitude.  
      | The response either:  
      | - answers an aspect of the question OR  
      | - does not refer to the reading selection OR  
      | - provides inaccurate support |
| 20   | Response indicates a partial understanding of how the words in *italics* help the reader understand the changes in Johnny’s attitude.  
      | The response provides:  
      | - irrelevant support from the reading selection OR  
      | - vague support from the reading selection OR  
      | - limited support from the reading selection  
      | The response usually requires the reader to connect the support to what it is intended to prove. |
| 30   | Response indicates an understanding by explaining how the words in *italics* help the reader understand the changes in Johnny’s attitude.  
      | The response includes:  
      | - some accurate and relevant support and  
      | - some vague or underdeveloped support  
      | The response requires the reader to make some connections between the support and what it is intended to prove. |
| 40   | Response indicates an understanding by **explaining fully** how the words in *italics* help the reader understand the changes in Johnny’s attitude. |
Explain how the words in *italics* help the reader understand the changes in Johnny’s attitude. Use specific examples from the text to support your answer.

*The italics help because it shows what he is thinking.*
Explain how the words in *italics* help the reader understand the changes in Johnny’s attitude. Use specific examples from the text to support your answer.

The words in *italics* help the reader understand the changes in Johnny’s attitude because at first Johnny wanted to stay home but when he started to work he wanted to stay at the farm.

**Annotation:**
Response indicates a partial understanding by providing vague support of how the words in *italics* help the reader understand the changes in Johnny’s attitude (e.g., …at first Johnny wanted to stay home but when he started to work he wanted to stay at the farm.). Response requires the reader to connect the support to what it is intended to prove.
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Code 30

Explain how the words in *italics* help the reader understand the changes in Johnny’s attitude. Use specific examples from the text to support your answer.

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The words in italics help the reader understand the changes in Johnny's attitude because it emphasizes the strong change in his thinking. This is because in the text it says in italics, “can I ache so much and still be enjoying this?” This shows his attitude has strongly changed.
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**Annotation:**
Response indicates an understanding of how the words in *italics* help the reader understand the changes in Johnny’s attitude (e.g., *...it emphasizes the strong change in his thinking*...) and some limited support (e.g., *This is because in the text it says in italics, “can I ache so much and still be enjoying this?” This shows his attitude has strongly changed*...). Response is underdeveloped in that the reader is required to make some connections between the support and how the words in *italics* help the reader understand the changes in Johnny’s attitude.
Code 40

Explain how the words in *italics* help the reader understand the changes in Johnny’s attitude. Use specific examples from the text to support your answer.

The word *italics* express Johnny’s thoughts that he is thinking the very moment. In the beginning he didn’t want to work on the farm and he would think things like how his last week of vacation is ruined but, in the end even though Johnny was aching he explained in *italics* how he enjoyed spending time on the farm.

**Annotation:**
Response indicates an understanding by providing specific and relevant support (e.g., *In the beginning he didn’t want to to work on the farm and he would think things like how his last week of vacation is ruined but, in the end even though Johnny was aching he explained in italics how he enjoyed spending time on the farm.*) to explain how the words in italics help the reader understand the changes in Johnny’s attitude (e.g., *The word *italics* express Johnny’s thoughts that he is thinking the very moment.*).
Q 12 Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

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Typical responses:  
- do not attempt to answer the question OR  
- restate the question (e.g., the week has been a good learning experience for Johnny.) |
| 10   | Response attempts to explain why the week has been a good learning experience for Johnny.  
The response either:  
- answers an aspect of the question OR  
- does not refer to the reading selection OR  
- provides inaccurate support |
| 20   | Response indicates a partial understanding of why the week has been a good learning experience for Johnny.  
The response provides:  
- irrelevant support from the reading selection OR  
- vague support from the reading selection OR  
- limited support from the reading selection  
The response usually requires the reader to connect the support to what it is intended to prove. |
| 30   | Response indicates an understanding by explaining why the week has been a good learning experience for Johnny.  
The response includes:  
- some accurate and relevant support and  
- some vague or underdeveloped support  
The response requires the reader to make some connections between the support and what it is intended to prove. |
| 40   | Response indicates an understanding by explaining fully why the week has been a good learning experience for Johnny and provides specific and relevant support. |
Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

He learned stuff he didn’t know.

Annotation:
Response attempts to explain why the week has been a good learning experience for Johnny by answering an aspect of the question (e.g., He learned stuff he didn’t know.).
Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

because he learned how to put up the roof and learn what some tools were and how to use them.

Annotation:
Response indicates a partial understanding by providing limited support for why the week has been a good learning experience for Johnny (e.g., …he learnt how to put up the roof and learnt what some tools were and how to use them.). Response requires the reader to connect the support to what it is intended to prove.
Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

The week was a good learning experience for Johnny because at first he didn’t want to at all, but then he didn’t want to leave. He didn’t even know what a pair of vice grips were (paragraph 16 and 17) but then, once described he did (paragraph 18). Also in paragraph 13 and 14 he learned how to use a “major power tool.”

**Annotation:**
Response indicates an understanding of why the week has been a good learning experience for Johnny by including some accurate and relevant support (e.g., *He didn’t even know what a pair of vice grips were (paragraph 16 and 17) but then, once described he did (paragraph 18)... he learned how to use A “major power tool”*) and some vague support (e.g., *...at first he didn’t want to at all, but then he didn’t want to leave.*). Response is underdeveloped in that the reader is required to make some connections between the support and how this explains why the week has been a good learning experience for Johnny.
Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

Johnny spending time with his uncle made him have to be responsible and take ownership for his actions. An example of this is when he didn't recognize the tool in the bag (paragraph 1) so he had to ask for help and be responsible. Another time was when he tried using a power tool and had to follow instructions closely.

Annotation:
Response indicates an understanding by providing specific and relevant support (e.g., …when he didn’t recognize the tool in the bag…so he had to ask for help and be responsible. Another time was when he tried using a power tool and had to follow instructions closely.) to explain fully why the week has been a good learning experience for Johnny (e.g., …made him have to be responsible and take ownership for his actions.).