

Education Quality and
Accountability Office



Assessment of Reading, Writing and Mathematics:
Junior Division

Released 2018 Assessment: Reading

**Item-Specific Rubrics and Sample
Student Responses with Annotations**

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 11

Q.11. Why is line 40 important to this poem? Explain using details from the poem to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> Illegible: cannot be read; completely crossed out/erased; not written in English Irrelevant content: does not attempt assigned question Off topic: no relationship of written work to the question <p>Typical responses:</p> <ul style="list-style-type: none"> do not attempt to answer the question OR restate the question
10	<p>Response attempts to explain why line 40 is important to this poem.</p> <p>The response either:</p> <ul style="list-style-type: none"> <u>answers an aspect of the question</u> OR <u>does not refer to the reading selection</u> OR <u>provides inaccurate support</u>
20	<p>Response indicates a partial understanding by explaining why line 40 is important to this poem.</p> <p>The response provides:</p> <ul style="list-style-type: none"> <u>irrelevant support</u> from the reading selection OR <u>vague support</u> from the reading selection OR <u>limited support</u> from the reading selection <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining why line 40 is important to this poem</p> <p>The response includes:</p> <ul style="list-style-type: none"> <u>some accurate and relevant support</u> and <u>some vague or underdeveloped support</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by <u>explaining</u> why line 40 is important to this poem and provides <u>specific and relevant support</u>.</p>

Scoring Guide for Open Response Question (2018)
Poem
Over Where? – Section A2 – Question 11

Code 10

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").

Scoring Guide for Open Response Question (2018)
Poem
Over Where? – Section A2 – Question 11

Code 20

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.

Scoring Guide for Open Response Question (2018)
Poem
Over Where? – Section A2 – Question 11

Code 30

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.

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 11

Code 40

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.*).

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 12

Q 12 Explain how the two speakers’ attitudes about what they see are different.

Use examples from the poem to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> • Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> • Illegible: cannot be read; completely crossed out/erased; not written in English • Irrelevant content: does not attempt assigned question • Off topic: no relationship of written work to the question <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question
10	<p>Response attempts to explain how the two speakers’ attitudes about what they see are different. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>
20	<p>Response indicates a partial understanding by explaining how the two speakers’ attitudes about what they see are different. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how the two speakers’ attitudes about what they see are different. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by <u>explaining</u> how the two speakers’ attitudes about what they see are different and provides <u>specific and relevant support</u>.</p>

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 12

Code 10

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 imagiaaation. The second Speaker has no imagiaaation.*).

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 12

Code 20

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.

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 12

Code 30

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.

Scoring Guide for Open Response Question (2018)

Poem

Over Where? – Section A2 – Question 12

Code 40

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 view points. This shows that some people like the one explaining the clouds froms have an amazing imagination. Where as 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. Where as 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 view points...*).

Scoring Guide for Open Response Question (2018)
Informational

Leafcutter Ants – Section B1 – Question 5

Q 5 Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> • Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> • Illegible: cannot be read; completely crossed out/erased; not written in English • Irrelevant content: does not attempt assigned question • Off topic: no relationship of written work to the question <p>Typical responses:</p> <ul style="list-style-type: none"> • do not attempt to answer the question OR • restate the question
10	<p>Response attempts to explain how leafcutter ants help their environment. The response either:</p> <ul style="list-style-type: none"> • <u>answers an aspect of the question</u> OR • <u>does not refer to the reading selection</u> OR • <u>provides inaccurate support</u>
20	<p>Response indicates a partial understanding by explaining how leafcutter ants help their environment. The response provides:</p> <ul style="list-style-type: none"> • <u>irrelevant support</u> from the reading selection OR • <u>vague support</u> from the reading selection OR • <u>limited support</u> from the reading selection <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining how leafcutter ants help their environment. The response includes:</p> <ul style="list-style-type: none"> • <u>some accurate and relevant support</u> and • <u>some vague or underdeveloped support</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by <u>explaining</u> how leafcutter ants help their environment and provides <u>specific and relevant support</u>.</p>

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 5

Code 10

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 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 enviroment by biting pieces off of leaves and and take them to their dens.*).

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 5

Code 20

Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

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.

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 5

Code 30

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 chunks 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 chunks 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.

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 5

Code 40

Explain how leafcutter ants help their environment. Use specific examples from the text to support your answer.

Leafcutter ants helps 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).

Scoring Guide for Open Response Question (2018)

Informational

Leafcutter Ants – Section B1 – Question 6

Q 6 What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> Illegible: cannot be read; completely crossed out/erased; not written in English Irrelevant content: does not attempt assigned question Off topic: no relationship of written work to the question <p>Typical responses:</p> <ul style="list-style-type: none"> do not attempt to answer the question OR restate the question (e.g. the leafcutter colony is effective).
10	<p>Response attempts to explain what makes a leafcutter ant colony effective. The response either:</p> <ul style="list-style-type: none"> <u>answers an aspect of the question</u> OR <u>does not refer to the reading selection</u> OR <u>provides inaccurate support</u>
20	<p>Response indicates a partial understanding by explaining how leafcutter ants help their environment. The response provides:</p> <ul style="list-style-type: none"> <u>irrelevant support</u> from the reading selection OR <u>vague support</u> from the reading selection OR <u>limited support</u> from the reading selection <p>The response usually requires the reader to connect the support to what it is intended to prove.</p>
30	<p>Response indicates an understanding by explaining what makes a leafcutter ant colony effective. The response includes:</p> <ul style="list-style-type: none"> <u>some accurate and relevant support</u> and <u>some vague or underdeveloped support</u> <p>The response requires the reader to make some connections between the support and what it is intended to prove.</p>
40	<p>Response indicates an understanding by <u>explaining</u> what makes a leafcutter ant colony effective and provides <u>specific and relevant support</u>.</p>

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 6

Code 10

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.*).

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 6

Code 20

What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

A leaf cutter 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.

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 6

Code 30

What makes a leafcutter ant colony effective? Explain using specific examples from the text to support your answer.

A leafcutter ant colony is effective by how the population is so big and they 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 they 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.

Scoring Guide for Open Response Question (2018)
Informational
Leafcutter Ants – Section B1 – Question 6

Code 40

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 very organized with each ant having a special responsibility of 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 an 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 leafcutter ant colony is effective because they are very organized with each ant having a special responsibility or job that will help the entire colony*).

Scoring Guide for Open Response Question (2018)
 Long Narrative
 The Reluctant Volunteer – Section C1 – Question 11

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.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> <i>Irrelevant content: does not attempt assigned question</i> <i>Off topic: no relationship of written work to the question</i> Typical responses: <ul style="list-style-type: none"> do not attempt to answer the question OR restate the question (e.g., <i>italics help the reader understand the changes in Johnny’s attitude.</i>)
10	Response attempts to explain how the words in <i>italics</i> help the reader understand the changes in Johnny’s attitude. The response either: <ul style="list-style-type: none"> <u>answers an aspect of the question</u> OR <u>does not refer to the reading selection</u> OR <u>provides inaccurate support</u>
20	Response indicates a partial understanding of how the words in <i>italics</i> help the reader understand the changes in Johnny’s attitude. The response provides: <ul style="list-style-type: none"> <u>irrelevant support</u> from the reading selection OR <u>vague support</u> from the reading selection OR <u>limited support</u> 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 <i>italics</i> help the reader understand the changes in Johnny’s attitude. The response includes: <ul style="list-style-type: none"> <u>some accurate and relevant support</u> and <u>some vague or underdeveloped support</u> 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 <u>explaining fully</u> how the words in <i>italics</i> help the reader understand the changes in Johnny’s attitude.

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 11

Code 10

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.

Annotation:

Response attempts to explain how the words in *italics* help the reader understand the changes in Johnny's attitude by answering an aspect of the question (e.g., ...*it shows what he is thinking.*).

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 11

Code 20

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.

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 11

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.

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.

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.

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 11

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 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.*).

Scoring Guide for Open Response Question (2018)
 Long Narrative
 The Reluctant Volunteer – Section C1 – Question 12

Q 12 Why has the week been a good learning experience for Johnny? Explain using specific examples from the text to support your answer.

Code	Descriptor
B	<ul style="list-style-type: none"> Blank: nothing written or drawn in the space provided
I	<ul style="list-style-type: none"> <i>Illegible: cannot be read; completely crossed out / erased; not written in English</i> <i>Irrelevant content: does not attempt assigned question</i> <i>Off topic: no relationship of written work to the question</i> Typical responses: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> <u>answers an aspect of the question</u> OR <u>does not refer to the reading selection</u> OR <u>provides inaccurate support</u>
20	Response indicates a partial understanding of why the week has been a good learning experience for Johnny. The response provides: <ul style="list-style-type: none"> <u>irrelevant support</u> from the reading selection OR <u>vague support</u> from the reading selection OR <u>limited support</u> 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: <ul style="list-style-type: none"> <u>some accurate and relevant support</u> and <u>some vague or underdeveloped support</u> 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 <u>explaining fully</u> why the week has been a good learning experience for Johnny and provides <u>specific and relevant support</u> .

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 12

Code 10

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.*).

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 12

Code 20

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 learned
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 learned how to put up the roof and learned what some tools were and how to use them.*). Response requires the reader to connect the support to what it is intended to prove.

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 12

Code 30

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.

Scoring Guide for Open Response Question (2018)
Long Narrative
The Reluctant Volunteer – Section C1 – Question 12

Code 40

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. A example of this is when he didnt recognize the tool in the bag (paragraph 17) 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.).