

READING

GENERAL DESCRIPTION OF SCORING GUIDELINES FOR READING

3 Points

- The response provides a complete answer to the task (e.g., a statement that offers a correct answer as well as text-based support).
- The response provides specific, appropriate, and accurate details (e.g., naming, describing, explaining, or comparing) or examples.

2 Points

- The response provides a partial answer to the task (e.g., indicates some awareness of the task and at least one text-based detail).
- The response attempts to provide sufficient, appropriate details (e.g., naming, describing, explaining, or comparing) or examples; may contain minor inaccuracies.

1 Point

- The response provides an incomplete answer to the task (e.g., indicating either a misunderstanding of the task or no text-based details).
- The response provides insufficient or inappropriate details or examples that have a major effect on accuracy.
- The response consists entirely of relevant copied text.

0 Points

- The response provides insufficient material for scoring.
- The response is inaccurate in all aspects.

Categories within zero reported separately:

BLK (blank)No response or written refusal to respond or too brief to determine response

OTOff task/topic

LOE.....Response in a language other than English

IL.....Illegible

READING

PASSAGE 2

Read the following two poems about snow. Then answer questions 10–16 in your answer booklet.

When All the World Is Full of Snow

by N. M. Bodecker

I never know
just where to go,
when all the world
is full of snow.

I do not want
to make a track,
not even
to the shed and back.

I only want
to watch and wait,
while snow moths settle
on the gate,

and swarming frost flakes
fill the trees
with billions
of albino¹ bees.

I only want
myself to be
as silent as
a winter tree,

to hear the swirling
stillness grow,
when all the world
is full of snow.

¹albino—white

New Year Snowbird

by Christine Boyka Kluge

In the night, in the snow, on the swings,
my glistening boots become wings
I fly through the shadows waiting to pounce
on the porch light
where tiny snowflakes bounce
like confetti

Are you ready?
My whistling wings pull me up and up
The snow becomes faraway stars on my toes
When I jump toward the light
I close my eyes tight and
let the stars tickle my nose

READING

MULTIPLE-CHOICE ITEMS

A.1.1.1

10. Read the lines from “When All the World Is Full of Snow.”

“I only want/to watch and wait,/while
snow moths settle/on the gate”

Which meaning of the word settle is
used in the poem?

- A to have an agreement
- B to make a decision
- * C to come to rest
- D to drop to the bottom

A.1.3.1

11. In “When All the World Is Full of Snow,” the speaker compares snowflakes to

- A bees and gates.
- B moths and trees.
- * C bees and moths.
- D trees and gates.

A.1.4.1

12. What does the speaker compare glistening boots to in “New Year Snowbird”?

- A swings
- B snow
- * C wings
- D shadows

B.2.1.3

13. Which phrase from “New Year Snowbird” is an example of alliteration?

- A “faraway stars”
- * B “whistling wings”
- C “snowflakes bounce”
- D “stars tickle”

READING

Questions 14–16 relate to **BOTH** poems.

B.2.1.2

14. Which lines from the poems contain a simile?
- A “When I jump toward the light/
I close my eyes tight”
 - B “I never know/just where to
go,/when all the world/is full
of snow.”
 - C “I fly through the shadows waiting to
pounce/on the porch light”
 - * D “I only want/myself to be/as silent
as/a winter tree”

B.1.2.1

15. Which word **best** describes how the speakers in **both** poems feel when it is snowing outside?
- A anxious
 - B disappointed
 - C silly
 - * D delighted

B.1.2.1

16. What do the speakers of **both** poems have in common?
- * A They both enjoy snow.
 - B They both play in the snow.
 - C They both pretend to fly.
 - D They both like the stars.

PASSAGE 3

Read the ad. Then answer questions 17–25 in your answer booklet.

THE **PACK-IT-UP** PACK

THE backpack for kids!

Carry gear in safety and style.

Made of non-tear polyester,
this backpack is built to last.



- Keep your pencils, keys, games etc. organized and hidden in the PACK-IT-UP's hidden pockets
- Special compartments for electronics
- Zipper locks keep items as safe as a bank vault
- Large wheels help relieve your back of the weight and keep you "rolling along"
- Prices range from \$15–\$30

Available at any neighborhood store.

Everyone wants one so get yours before it's too late!

READING

MULTIPLE-CHOICE ITEMS

B.2.1.3

17. Which phrase from the ad contains alliteration?
- A "THE backpack for kids"
 - B "Prices range from \$15-\$30"
 - * C "Carry gear in safety and style"
 - D "Special compartments for electronics"

A.2.2.1

18. Knowing the prefix "non-" helps the reader understand that "non-tear" means
- A torn again.
 - B easily torn.
 - C full of tears.
 - * D unable to tear.

B.2.1.2

19. Read the sentence from the ad.
- "Zipper locks keep items as safe as a bank vault."
- What does this sentence mean?
- A Backpacks are comfortable.
 - B Zipper locks are expensive.
 - C Backpacks can hide items.
 - * D Zipper locks can protect things.

A.2.1.2

20. What does the word compartments most likely mean?
- A uses
 - B programs
 - C unique features
 - * D storage places

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A.2.3.1

21. Read the sentence from the ad.

“Large wheels help relieve your back of the weight . . .”

What does this sentence suggest about the Pack-It-Up Pack?

- A It moves smoothly.
- B It is trendy.
- * C It saves effort.
- D It is lightweight.

A.1.3.1

22. Why does the author use the text feature of bullets in the ad?

- A to show the steps of using the backpack
- B to include customer feedback
- * C to list information about the backpack
- D to name the different things that can be carried in the backpack

A.2.6.1

23. What is the author’s main purpose in writing the ad?

- * A to get readers to buy the backpack
- B to explain the cost of the backpack
- C to explain how to wear the backpack
- D to tell readers where to buy the backpack

B.3.2.1

24. Read the sentence from the ad.

“Everyone wants one so get yours before it’s too late!”

What does this sentence suggest about the backpack?

- A It is strong.
- * B It is popular.
- C It is a good value.
- D It is already sold out.

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OPEN-ENDED ITEM

A.2.3.1

25. Using at least three examples from the ad, identify ways the ad tries to make people want to buy the backpack.

READING

ITEM-SPECIFIC SCORING GUIDELINE

Item #25

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

Assessment Anchor:

A.2 Understand nonfiction appropriate to grade level.

Specific Eligible Content addressed by this item:

A.2.3.1 Make inferences and/or draw conclusions based on information from the text.

Scoring Guide:

Score	In response to this item, the student—
3	demonstrates complete knowledge of making inferences by using at least three examples from the ad to identify ways the ad tries to make people want to buy the backpack.
2	demonstrates partial knowledge of making inferences by identifying ways the ad tries to make people want to buy the backpack. (Example: Student identifies two ways the ad tries to make people want to buy the backpack, using examples from the ad.)
1	demonstrates incomplete knowledge of making inferences by identifying ways the ad tries to make people want to buy the backpack. (Example: Student identifies one way the ad tries to make people want to buy the backpack, using examples from the ad.)
0	gives a response that provides insufficient material for scoring or is inaccurate in all aspects.
Non-scorable	BLK (blank)... No response or written refusal to respond or too brief to determine response OT Off task/topic LOE..... Response in a language other than English IL..... Illegible

Example—Top Scoring Response (3 Points):

Examples of Inferences
The ad says everyone wants one so I better not wait to get mine. It states that the backpack is built to last, so I know I will be spending my money wisely if I buy it. My last example is that the ad states I can get the backpack at my neighborhood store, so it is convenient for me to find this backpack.