Sample Assessment Booklet: New Layout
Booklet 1

QUESTIONS
ANSWERS

KEY

INSTRUCTIONS

✔ Check the identification numbers on the *Question* and *Answer* booklets to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.

✔ Check the pages of your *Question* and *Answer* booklets to see that they are in order. If they are not, report the problem to the teacher in charge.

Note:

You are not permitted to use cellphones, audio- or video-recording devices, digital music players or e-mail or text messaging devices during the assessment.

2715 74980

No work in this booklet will be scored.

Continue to follow along as your teacher reads the directions on the cover of *Answer Booklet 1.*

Read the selection below and answer the questions that follow it.

Teen's Recycling Recipe Bags Award

Landfills are clogged with plastic bags that can take up to 1000 years to decompose. Daniel Burd, a 17-year-old high school student from Waterloo, Ontario, has discovered a way to break down the plastic in a matter of months. **1**

Burd's idea won the top prize of $10 000 and scholarships at the 2008 Canada-Wide Science Fair in Ottawa. **2**
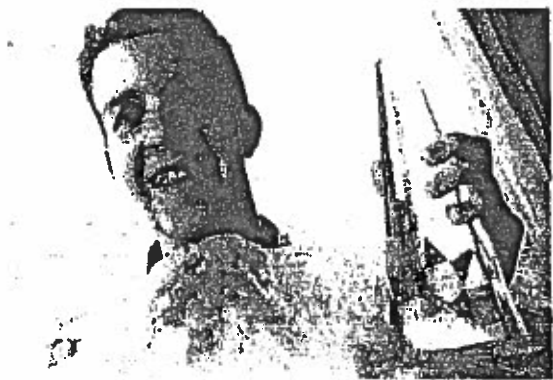
Burd said his idea literally hit him on the head one day. "Each time I open the closet ... the plastic bags are on the top shelf and they always fall down like an avalanche onto my head." One day he just got tired of it, so he researched what other people are doing with these bags. **3**

Burd discovered that approximately 500 billion plastic bags are used worldwide each year. Many end up in the oceans, where they are ingested by animals that often die as a result. **4**

Burd's hypothesis was that if plastic bags can eventually break down, it should be possible to speed up the process by isolating and concentrating the micro-organism responsible for the decomposition. **5**

To test his hypothesis, Burd took soil samples from the landfill and mixed them with polyethylene (the substance used to make plastic bags) and a solution to encourage bacterial growth. After concentrating the solution and incubating it for 12 weeks, Burd was able to degrade the plastic by 43 percent in six weeks. He figures the bacterial soup would entirely break down plastic bags in three months. **6**

Burd envisions future "recycling stations" acting as large composters for plastic bags. Meantime, he says he hopes to attend a university to study science. **7**

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

1 Which paragraph describes the event that happened first?

    a   paragraph 2

    b   paragraph 3

    c   paragraph 4

    d   paragraph 5

2 What is the meaning of "hypothesis" as used in paragraph 5?

    a   a recipe

    b   a problem

    c   a prediction

    d   an experiment

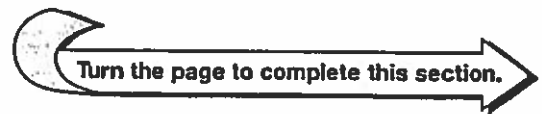**3** What is responsible for the decomposition of plastic bags?

    a   bacteria

    b   polyethylene

    c   additional water

    d   large composters

4 What is the purpose of the information inside the parentheses in paragraph 6?

    a   It provides an explanation.

    b   It refers to another experiment.

    c   It presents a step in the experiment.

    d   It emphasizes the importance of the problem.

5 Why did Burd's experiment win the top prize?

    a   It could solve a significant problem.

    b   Burd plans to study science in university.

    c   It encourages people to reduce their use of plastic bags.

    d.   Burd discovered the bacteria that break down plastic bags.

Teen's Recycling Recipe Bags Award

Section I

1. ⓐ ⓑ̸ ⓒ ⓓ
2. ⓐ ⓑ ⓒ̸ ⓓ
3. ⓐ̸ ⓑ ⓒ ⓓ
4. ⓐ̸ ⓑ ⓒ ⓓ
5. ⓐ̸ ⓑ ⓒ ⓓ

Written Answer

6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

_____

_____

_____

_____

_____

_____

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

EQAO

Q6: Explain how Burd's project demonstrates the work of a scientist. Use details from the selection and your own ideas to support your answer.

Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** An <u>illegible</u> response cannot be read. A <u>comment on the task</u> (e.g., I don't know.).
Off topic/ Incorrect*	**response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>irrelevant</u> response comments on the selection or topic (e.g., I've taken a science class) or only restates the question (e.g., The project demonstrates the work of a scientist) with no support. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question AND/OR the ideas in the selection.

Code 10	**• response indicates minimal reading comprehension**
	• response provides minimal or irrelevant ideas and information from the reading selection
	
	The response provides an example of Burd's actions with no link to the work of a scientist.
	   OR
	The response provides an example of the work of a scientist (e.g., research, test) supported with
	  • <u>no</u> details from the selection (e.g., only own ideas).
	    OR
	  • <u>irrelevant</u> details from the selection (e.g., retelling of events).

Code 20	**• response indicates some reading comprehension** **• response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection** The response provides <u>vague</u> support from the selection to explain an example of how Burd/ Burd's project demonstrates the work of a scientist. The response often requires the reader to make the connection between the work of a scientist and supporting detail(s).
Code 30	**• response indicates considerable reading comprehension** **• response provides accurate, specific and relevant ideas and information from the reading selection** The response uses <u>specific and relevant</u> support from the selection to explain <u>clearly</u> an example of **how Burd/Burd's project demonstrates the work of a scientist.**

10

6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrates the work of a scientist because when Burd noticed a problem, he decided to try to figure out a solution. Burd did research, found out different facts, and then got right to work experimenting. He made a hypothesis and found a solution to the problem.

Annotation:

The response provides an example of the work of a scientist while retelling the events in the selection (e.g., *noticed a problem, figure out a solution, did research*). There are no details from the selection used to support the response.

20

6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrated the work of a scientist
by how he went to the landfill to collect
samples in paragraph 6, and by his ~~knoledge~~ knoledge
knoledge of chemicals and how he used them.

Annotation:

The response identifies an example of how Burd/Burd's project demonstrates the work of a scientist (*collect samples*) and supports it with details from the selection (*went to the landfill*). The reader must make the connection between the detail and the work of a scientist.

30

6 Explain how Burd's project demonstrates the work of a scientist. Use specific details from the selection and your own ideas to support your answer.

Burd's project demonstrates the work of a Scientist because he discovered and isolated a micro-organism that is responsible for breaking down ~~bags~~ Plastic bags. Burd used Polyethylene ~~to~~ and a solution to encourage bacterial growth to test his hypothesis. Burd's idea is very advanced and could Solve a lot of problems worldwide.

Annotation:

The response identifies an example of how Burd/Burd's project demonstrates the work of a scientist (*discovered and isolated*) and clearly explains it with specific and relevant support from the selection (*micro-organism that is responsible for breaking down Plastic bags*).

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

1 Choose the option that best combines all the information in the following sentences.

I love basketball.
The Bears are my favourite team.
I hope they win the championship this year.

   a I love basketball, and I hope the Bears win the championship this year.

   b I love basketball and the Bears because I hope they win the championship this year.

   c I love basketball and hope the Bears, my favourite team, win the championship this year.

   d I love basketball, I love the Bears, my favourite team, I hope they win the championship this year.

2 Which option tells how to make the following sentence correct?

John Reid, the mayor of Kapuskasing wondered how his city would survive the economic downturn.

   a Capitalize the word "mayor."

   b Add a comma after "Kapuskasing."

   c Replace the period with a question mark.

   d Use quotation marks around "how his city would survive the economic downturn."

3 Choose the sentence that is written correctly.

   a The students is going on the bus.

   b Each of the students is going on the bus.

   c Two students and their teacher is going on the bus.

   d All of the students except for Jim is going on the bus.

4 Choose the sentence that does not belong in the following paragraph.

(1) Eating a variety of nutritious foods is important for good health. (2) Fruits and vegetables provide daily vitamins.
(3) Exercise is an important part of healthy living. (4) Protein from meat, dairy foods or legumes is needed for muscle growth. (5) Fat intake should be limited. (6) A proper diet is important.

   a sentence 2

   b sentence 3

   c sentence 4

   d sentence 5

Section II

1. ⓐ ⓑ ● ⓓ
2. ⓐ ● ⓒ ⓓ
3. ⓐ ● ⓒ ⓓ
4. ⓐ ● ⓒ ⓓ

**Education Quality and
Accountability Office**

EQAO

Short Writing Task (Answer in full and correctly written sentences.)

1 What is the best advice you have ever given to someone? Use specific details to explain your answer.

_____

_____

_____

_____

_____

_____

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

**Education Quality and
Accountability Office**

E[X]AO

Writing Prompt: What is the best advice you have ever given to someone? Use specific details to explain your answer.

Code	Description
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** An <u>illegible</u> response cannot be read. The response <u>comments on the task</u> (e.g., I don't know.).
Off topic*	**response is off-topic or irrelevant to the prompt** A typical <u>off-topic</u> response is not related to the topic of giving advice. A typical <u>irrelevant</u> response comments on the topic or simply restates the question.
Code 10	**response is not developed or is developed with irrelevant ideas and information** The response • identifies or gives an example of a piece of advice the student has given to someone but does <u>not provide an explanation</u> for why it was the best **OR** • identifies or gives an example of a piece of advice the student has given to someone but provides an <u>irrelevant explanation</u> for why it was the best **OR** • provides a general comment about giving advice.
Code 20	**response is developed with vague ideas and information; it may contain some irrelevant ideas and information** The response identifies or gives an example of a piece of advice the student has given to someone and provides a <u>vague</u> explanation for why it was the best. The response often requires the reader to make the connection between the support provided and what is intended to prove.
Code 30	**response is developed with clear, specific and relevant ideas and information** The response identifies or gives an example of a piece of advice the student has given to someone and uses <u>specific and relevant details</u> to <u>clearly</u> explain why it was the best.

Code 10

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

The best advice I have ever given Some one
was To tell the truth in bad situtions.

Annotation:

This response identifies an example of advice (*tell the truth in bad situations*) but does not provide an explanation for why it was the best.

Code 20

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

The best advice that I have ever given to someone is to never give up on your dreams. Chasing your dreams allows you to feel satisfied with your accomplishments, and happy with where you are in life. ~~Followly~~ Acknowledging that your dreams are important brings great success.

Annotation:

This response provides an example of advice given (*never give up on your dreams*). Vague support is used to explain this advice (*Chasing your dreams allows you to feel satisfied with your accomplishments, and happy with where you are in life. Acknowledging that your dreams are important brings great success*).

Code 30

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

The best advice I have ever given to someone was telling my sister to apply for a job that she didn't think she would be good at. She is still working at this job three years later, and is constantly telling me how much she loves it. She tells me of the many friends she has made and the pleasure of going in to work.

Annotation:

This response provides an example of advice given (*telling my sister to apply for a job she didn't think she would be good at*). The answer is clearly supported with specific and relevant details (*She is still working at this job three years later...constantly telling me how much she loves it...tells me of the many friends she has made and the pleasure of going in to work*).

Writing Prompt: What is the best advice you have ever given to someone? Use specific details to explain your answer.

Code	Use of Conventions
Code 10	• errors in conventions distract from communication
Code 20	• errors in conventions do not distract from communication

Code 10

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

Think before you do something, think
about what you going to gain and lostes, does
it worth for yourself to do it. Usually you will
fail it you don't thats why there are many
people in jail or oweing a lot of depts.

Annotation

Errors is spelling (*lostes, oweing, depts*) and usage (*think about what you doing to gain and lostes, does it worth for yourself to do it*) distract from communication.

Code 20

2 What is the best advice you have ever given to someone? Use specific details to explain your answer.

The best advice I ever gave someone is that they should be your self.
If people don't like you for who you are then it is better than
Pretending your someone your not. My friend went out with someone and
it turned out that the person he thought she was wasn't true at all.
So the best advice i can give anyone out there is to be your self
becuase it is better than trying to be someone your not.

Annotation

Errors in usage (*they should be your self, pretending your someone your not*), capitalization (*the best advice i can give*) and spelling (*becuase*) do not distract from communication.

Writing a News Report

1	**Task:**	Write a **news report** on the next page based on the headline and picture below.
		• You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
		• You must relate your newspaper report to **both** the headline and the picture.
	Purpose and Audience:	to report on an event for the readers of a newspaper
	Length:	The lined space provided for your written work indicates the approximate length of the writing expected.

Storm Shuts Down Region

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Write your report on the lines provided on the following page.

Storm Shuts Down Region

Scoring Guide for Long Writing Topic Development
Section IV News Report Question 1

Code	Descriptor
Blank	The page is blank with nothing written or drawn in the space provided.
Illegible	The response is illegible or irrelevant to the prompt.
Off topic	The response is off topic.
Code 10	The response is related to headline and/or photo but is not a news report. **OR** The response is a news report related to the headline and/or photo. It identifies an event, but provides no supporting details, or provides details that are unrelated to the event. There is no evidence of organization.
Code 20	The response is related to headline and/or photo but only partly in the form of a news report. **OR** The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious. There is limited evidence of organization.
Code 30	The response is a news report related to the headline and photo with a clear focus on an event. There are insufficient and/or vague supporting details or the connection of the details to the event is not always clear. There is evidence of organization, but lapses distract from the overall communication.
Code 40	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient supporting details, however, only some are specific. The organization is mechanical and any lapses do not distract from the overall communication.
Code 50	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details to develop the news report. The organization is logical.
Code 60	The response is a news report related to the headline and photo with a clear and consistent focus on an event. There are sufficient specific supporting details, which are thoughtfully chosen to develop the news report. The organization is coherent demonstrating a thoughtful progression of ideas.

10

Storm Shuts Down Region

On January 18th there has been a major snow storm

Annotation:

The response is a news report related to the headline and/or photo. It identifies an event (*major snow storm*), but provides no supporting details. There is no evidence of organization.
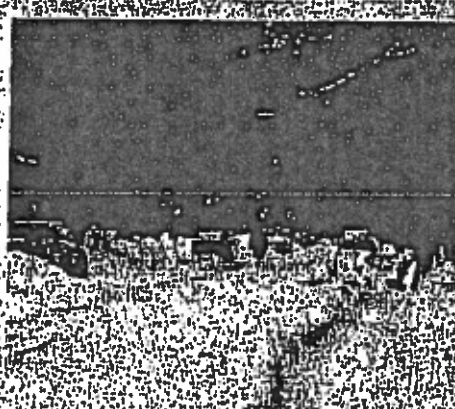
20

News Report
Topic Development
Code 20

Storm Shuts Down Region

In January 15, 2009, a heavy snow storm come to Canada in [city]. Many car accidents and injuries happened during the past 2 weeks.

Annotation:

The response is a news report related to the headline and/or photo, but the focus on an event is unclear or inconsistent. There are insufficient supporting details: too few or repetitious (*January 15, 2009, ...during the past 2 weeks*). There is limited evidence of organization.
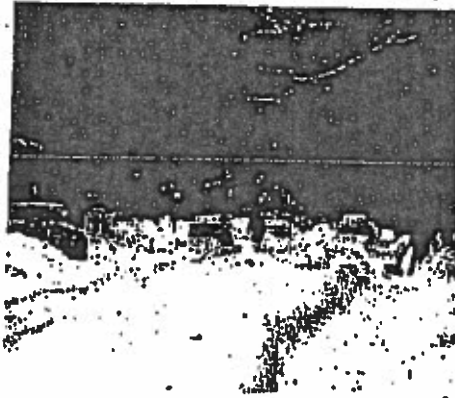
30

Storm Shuts Down Region

January 13/11

Last nnht in the city
of [city] came a
big storm, closed down
schools, roads and bussinesses.
It snowed three feet of
snow. In the picture to
the right you can see
resenden helping out ther nabours to plow
ther drive way and sidewalks.
For the kids that are not going to school,
will probly have a realy fun time playing
in the snow making snowman, snow houses.

Annotation:

The response has a clear focus on an event (*came a big storm*). Supporting details are insufficient and vague (*resenden, nabours, kids, probly have a realy fun time*). There is evidence of organization.
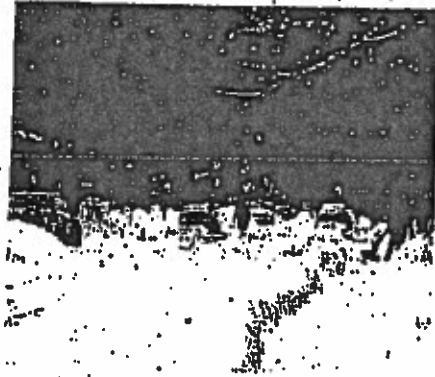
40

Storm Shuts Down Region

In a nice quiet town in [city], Ontario, hundreds are left stuck in their homes due to heavy overnight snowfall on December 27th 2010.

Most residents of the town are unable to leave their property because of the two feet of snow holding their vehicles hostage!

Joe, seen clearing snow from his driveway started, "We have not seen such a bad storm since 1999!"
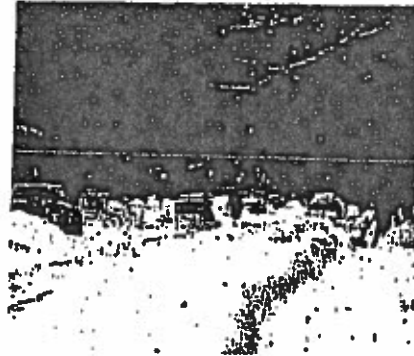
Most residents of the town are expected to be house bound for the next few days because the roads aren't expected to be cleared until December 30th, just in time for New Years.

Annotation:
There is a clear and consistent focus on an event (*stuck in their homes due to heavy overnight snowfall*). There are sufficient supporting details. Some are specific (*hundreds, two feet, Joe, 1999, December 30th*). Other details are vague (*most residents, few days*). The organization is mechanical.

50

News Report
Topic Development
Code 50

Storm Shuts Down Region

Last December [city] n Ontario
suffered at the hands of
Mother Nature. There was a
huge snowstorm that left
the citizens buried under
four feet of snow.

Schools and workplaces
had to be shut down so the
city could decide what to do and how to fix the mess.

"It took me over three hours to clear my driveway, and
another half hour to clear my car," says one citizen,
[name].

Another local citizen, [name] gave us his thoughts.
"I woke up the first morning and looked out the window.
My first thought was 'the kids are going to have a
snowday'. Then I got a call from my boss telling me
not to come in today. My wife got the day off too. We
spent the rest of the day trying to clear our driveway".

A man who helped plough the roads gave us his
opinion as well "The snow on the roads was four feet
deep and heavy. It took over three days and a million
dollars to get it all cleared up."

The people of [city], really suffered the wrath of Mother
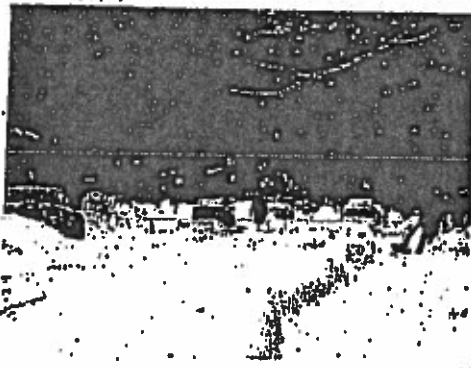Nature. Fortunatly no one was hurt and no basements flooded.

Annotation:
There is a clear and consistent focus on an event (*huge snowstorm*). There are sufficient and specific supporting details (*four feet of snow, Mary Hathaway, Logan Hodd, three hours, another half hour, a million dollars, basements flooded*). Quotations add additional details (personal perspectives from a citizen and a man who ploughs the road). Organization is logical. The final paragraph returns to the idea of "Mother Nature" from the first paragraph.

60

News Report
Topic Development
Code 60

Storm Shuts Down Region

On Tuesday March 30th a snowstorm hit the southern coast of Ontario, shutting down many of the work areas. The storm that started from Vancouver travelled at 24 km/h and reached [city] closing down many regions, specially the [region] Region. weather official mary kate says: "weather can be unpredictable but we weren't expecting this huge amount this late in the year". The storm closed down schools, banks and even universities. "The problem is that we weren't even warned about it so, we were very unprepared. We actually didn't have our equipment handy when we first heard about it" say [name], one of the regions experts in snow management. The storm caused many cars to get stuck in the road for as much as 2 hours. "The depth of 170cm of snow is the most shocking snow disaster we have ever had since 1978." says old Jack, one of the senior citizens. Due to this disaster many plans, meetings and lessons were delayed. Students were advised not to even attempt going to school after, one student [name] slipped into a 50cm wide hole and broke her leg. "It was very scary as I was trying to break free from the whole and my body was half buried in snow" she says. The mayor of [city] declared this day "zero day" since nothing could get done. "I guess this is a wake up call that we need to always be prepared for snow", he said. Afterall Canadian weather has always had a remarkable history.

Annotation:
There is a clear and consistent focus on an event (*snowstorm*). Sufficient specific supporting details (*southern coast of Ontario, Vancouver, 24 km/h, York Region, Mary Kate, 170 cm, 1978, 50 cm*) are thoughtfully chosen to develop the news report. Organization is coherent. Quotations are effectively placed. Final statement is an effective conclusion, connecting to the ideas in the response.

Scoring Guide for Long Writing Conventions
Section IV News Report Question 1

Code	Descriptor
Code 10	There is insufficient evidence to assess the use of conventions. OR Errors in conventions interfere with communication.
Code 20	Errors in conventions distract from communication.
Code 30	Errors in conventions do not distract from communication.
Code 40	Control of conventions is evident in written work.

10

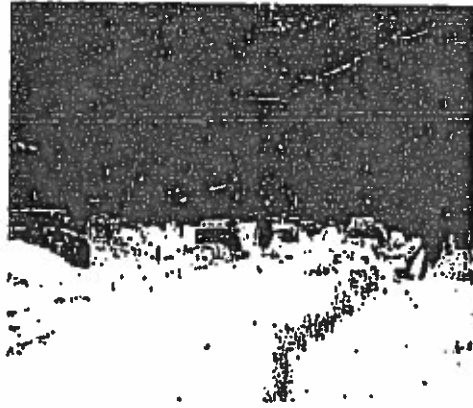**Storm Shuts Down Region**

On January 18th there has
been a major snow storm

Annotation:

This response provides insufficient evidence.

20

Storm Shuts Down Region

we have had a lot of bad snow fails this year but anything like this one. People are not even trying to get to work the snow is 10 feet 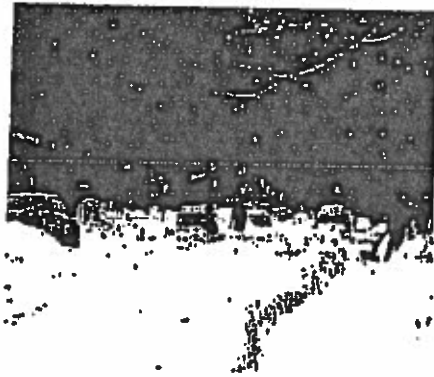high so no one is going any where for a long time. Some can not even open there door to get out it's been 3 day and the snow is still higher. then ever dust last night the snow started again but not as bad. we are trying to do something about it but no one want's to get out there to the snow. it's really cold and wet it started to rain well it was snowing in about two day we should have all the snow cleaned up we are hoping.

Annotation:

Errors distract from communication. Reading rhythm is interrupted by omissions (comma) and erratic use of capitals, by run-on sentences, by errors in usage *("in about two day," "it's been 3 day")* by improper use of apostrophes *(want's)* and by omitted words.

30

Storm Shuts Down Region

December 15, 2001 in
[city], Ontario Canada
the region was shut
down do to weather.
The weather was so ~~terrific~~
terrible that the power
was cut, automobile were not
able to run and all heating
was off.

On this day schools were shut down, work places
and every bus or and train were not able to
run. The region has been shut down for
three days and help is on it's way. The
plow trucks are not able to run through the
city as well due to the roads being
such a mess.

The city had no warning of this storm,
it had happened over night with shock.
Some people are stuck in houses and other
in work buildings. The luck for this city of having
help should be soon, but as far now there is
nothing you can do but wait. Good luck
[city]

Annotation:
Effective use of conventions is evident in the written work (e.g., effective use of quotations and semicolon). Errors in spelling (*do, automobile, it's*) do not distract.

40

Storm Shuts Down Region

A record breaking snow storm shuts down the region of [town] for hours, and left hundreds of people without electricity for up to 6 hours!

Early Monday morning [name] had a huge amount of snow drop down on them from mother nature! Many people had diffrent thoughts on the storm when we asked them later that night.

Mary-Lou a third grader from [school] school said, "I love the snow! Its so much fun to play in, and we get a day off school!". On the other hand when we asked Mary-Lou's mother what she thought of the storm she gave a very diffrent answer!

"I don't mind the snow, but getting this much of it is just too much!" she said.

As we drove around some of the towns in the [name] region we saw many people shovoling, and cleaning up to four feet of snow off their drive way, I'm sure everyone will be happy to see spring comming up soon!

Annotation:
Control of conventions is evident through the use of punctuation. Some spelling errors ("*diffrent*,",
"*shovoling*,""*comming*,") and lack of commas *("Mary-Lou a third grader from . . .")* do not undermine the
overall control of conventions.

Read the selection below and answer the questions that follow it.

The methods of naming Atlantic basin hurricanes have varied over time, but all have encountered problems. Originally, a hurricane in the West Indies took its name from the particular saint who was celebrated on the day on which it occurred. Confusion arose when there was a recurrence. For example, on September 13, 1876, the day of San Felipe, a hurricane hit Puerto Rico. More than 50 years later, another hurricane struck on the same day. It was named "San Felipe II." In 1953 the World Meteorological Organization (WMO) adopted the alphabetical system of women's names, retiring names of significant storms to avoid this duplication. When demands for gender equality arose, the WMO added men's names in 1979. The male-female-male-female alphabetic naming pattern has continued since then. Twenty-one names are designated for each year, skipping the letters q, u, x, y and z. Names of major storms such as Hugo and Katrina are retired, and the WMO chooses new names to replace the retired ones. Storm activity increases and decreases in cycles over decades, but today, a new problem has developed. Hurricane activity has increased so much since 1995 that the WMO may need more than 21 names for a season. The 2005 season was the busiest on record, with 26 named storms, including 13 hurricanes. One proposal is to include the Greek alphabet, which adds 24 more names to the WMO roster. This idea is the latest in a series of solutions to the challenge of naming hurricanes.

Multiple-Choice (Record the best or most correct answer on the Student Answer Sheet.)

1 In 1979 the method of naming hurricanes changed to respond to

    a   the need for more names.

    b   requests for equal treatment.

    c   confusion with repeated names.

    d   a desire to use all letters in the alphabet.

2 What factor determines when a hurricane's name is retired?

    a   the location of its origin

    b   the time of year it struck

    c   the first letter of its name

    d   the degree of its destruction

3 The word "designated" as used in line 10 means

    a   assigned.

    b   repeated.

    c   demanded.

    d   eliminated.

4 Why are the letters q, u, x, y and z (line 11) shown in italics?

    a   to highlight their importance

    b   to indicate the naming pattern

    c   to distinguish letters from words

    d   to emphasize their unique sounds

5 The numbers in lines 15 and 16 emphasize the

    a   uncommon names.

    b   pattern of unusual names.

    c   intensity of severe storms.

    d   increasing frequency of storms.

6 What is the overall organizational structure of this selection?

    a   present to past

    b   general to specific

    c   problem to solution

    d   least to most important

Section V

1. (a) (b) (c) (d)
2. (a) (b) (c) (d)
3. (a) (b) (c) (d)
4. (a) (b) (c) (d)
5. (a) (b) (c) (d)
6. (a) (b) (c) (d)

Written Answer

7 State a main idea of this selection and provide one specific detail from the selection that supports it.

_____

_____

_____

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Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Q7: State a main idea of this selection and provide one specific detail from the selection that supports it.

Code	Descriptor
Blank	**nothing written or drawn in the lined space provided**
Illegible*	**response is illegible** An <u>illegible</u> response cannot be read. The response <u>comments on the task</u> (e.g., I don't know how to answer this.).
Off topic/ Incorrect*	**response is off-topic, irrelevant or incorrect** A typical <u>off-topic</u> response has no connection to the selection or the question. A typical <u>incorrect</u> response provides an answer based on a misunderstanding of the question **AND/OR** the ideas in the selection.
Code 10	**• response indicates minimal reading comprehension** **• response provides minimal or irrelevant ideas and information from the reading selection** The response provides • only a <u>main idea</u> from the selection **OR** • only one or more <u>details</u> from the selection **OR** • a <u>main idea</u> with one or more <u>irrelevant details</u> from the selection.
Code 20	**• response indicates some reading comprehension** **• response provides vague ideas and information from the reading selection; it may include irrelevant ideas and information from the reading selection** The response provides • a <u>correct main idea</u> and one or more <u>vague details</u> from the selection to support it. **OR** • a <u>vague main idea</u> and one or more <u>specific or vague details</u> from the selection to support it. The response often requires the reader to make the connection between the main idea and supporting detail(s).
Code 30	**• response indicates considerable reading comprehension** **• response provides accurate, specific and relevant ideas and information from the reading selection** The response provides a <u>correct main idea</u> and one or more <u>specific and relevant details</u> from the selection to support it.

10

7 State a main idea of this selection and provide one specific detail from the selection that supports it.

The main idea of this selection is that naming hurricanes has become a challenge. Evidence to support my reasoning is from sentence 17 which summarizes the content of the selection. "This idea is the latest in a series of solutions to the challenge of naming hurricanes."

Annotation:

The response provides only a correct main idea from the selection (*naming hurricanes has become a challenge*). The last sentence restates the main idea.

20

7 State a main idea of this selection and provide one specific detail from the selection that supports it.

Hurricanes are named different things over time. Whenever a hurricane strucks, they always have to give a different name to it. Also, whenever they name a hurricame, they have to use all of the letters of the alphabet.

Annotation:

The response provides a correct main idea (*Hurricanes are named different things over time*) with vague detail (*they have to give a different name to it*). The reader needs to make the connection between the main idea and the details. The last sentence contains inaccurate information (*have to use all the letters of the alphabet*).

30

7 State a main idea of this selection and provide one specific detail from the selection that supports it.

Naming Atlantic Basin hurricanes have varied over time. It had become a problum, becouse there were too many. On September 13, 1876, (the day of San Felipe) a huricane hit Puerto Rico. 50 years later, another huricane hit the same place at the same time. It was named San Felipe II. If they keep hitting there, the name will have to be reapeted over and over agian.

Annotation:

The response provides a correct main idea (*Naming Atlantic Basin hurricanes have varied over time*) with specific and relevant details (*On September 13, 1876, (the day of San Felipe), ...50 years later*) to support it.