



**English Language Arts
Grade 8
Fall 2005**

**Response to the
Paired Reading Selections
Released Item # 22
Scoring Guide**



1B: RESPONSE TO THE PAIRED READING SELECTIONS

DIRECTIONS:

Think about *both* of the selections in Part 1A as you answer the following question. You may look back at the selections as often as needed.

22 Discovery provides a strong motivation in some people's lives. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "Mystery on the Cahaba River" and "The Legacy of 'Snowflake' Bentley." Be sure to show how the two selections are alike or connected.

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**. Only the writing in your **Answer Folder** will be scored. No additional sheets may be used.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

**PART 1B: CHECKLIST FOR THE
RESPONSE TO THE PAIRED READING SELECTIONS**

DIRECTIONS:

Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 2 of your **Answer Folder**.

CHECKLIST:

- _____ Do I take a position and clearly answer the question I was asked?
- _____ Do I support my answer with specific examples and details from *both* reading selections?
- _____ Do I show how the two reading selections are alike or connected?
- _____ Is my response complete?

NOTES/PLANNING

Michigan Educational Assessment Program Rubric for the Response to the Paired Reading Selections Grades 3–8

Here is an explanation of what scorers think about as they score this writing:

- 6** The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection **or** partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2** The student takes a clear position on the question. There is partially successful use of ideas from one reading selection **or** minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student takes a position on the question but only makes minimal use of ideas from one reading selection **or** the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

Condition codes for unratable papers (zeroes):

A – Off Topic

B – Written in a Language other than English or Illegible

C – Blank or Refusal to Respond

D – Retells or references the reading selections with no connection to the scenario question or theme

E – Responds to the scenario question with no reference to either of the reading selections

Anchor Paper 1—Score Point D

Yes, Cahaba River and Legacy of
snowflakes are alike because they
both talk about rivers.

A good plant detective can
tell a lot about a pollinator just
by looking at the flower.

There is 5,000 photomicrographs.

Anchor Paper 1—Score Point D

The response relates random facts from both selections, with no connection to the question that was asked.

Anchor Paper 2—Score Point E

No I don't think Discovery provides a strong motivation in some peoples lives because we can figer out that on the computer at school or at home, and if you dont have a computer at home you can go to the library. You can use the library's computers and look up book on it in the library.

Anchor Paper 2—Score Point E

This student responds to the question, but does not make even a vague reference to either of the reading selections.

Anchor Paper 3—Score Point 1

Yes I do think discovery is a motivation because in the story The Legacy of 'Snowflake' Bentley really wanted to be good at telling stories about snow flakes to. So he stuck with it until he was successful. So he was and he published a book called Snow Crystals.

Anchor Paper 3—Score Point 1

The student takes a position and partially supports it with a minimal reference to one selection (*Yes I do think discovery is a motivation because in the story The Legacy of 'Snowflake' Bentley really wanted to be good at telling stories about snowflakes...he stuck with it until he was successful...he published a book...*). Although the response contains a misconception about the text, some of the text used does support the motivation portion of the question.

Anchor Paper 4—Score Point 1

Yes I agree because I have a strong
motivation in my life

Mystery on the Cahaba River was
about a man name Dr. Randy Haddock
who guide his canoe through the
waters of the Cahaba River, studying
A big white lily flower.

The Legacy of "Snowflake" Bentley
is about a boy on his 15th b-day
who mother gave him a teaching
microscope he later wrote nothing,
fascinated him more than "Snowflakes"
and that's how he got the nick name
"Snowflake" Bentley

Anchor Paper 4—Score Point 1

The student takes an unclear position (*Yes I agree because I have a strong motivation in my life*). Minimal text references do support the idea of discovery, but do not support the position.

Anchor Paper 5—Score Point 2

I think discovery provides a strong motivation in some peoples' lives. One reason is in "Mystery on the Cahaba river" the scientist was motivated to find the polinator of the Cahaba lily. My second and last reason is that Bently was also motivated to find out what snow flakes look like. This concludes my explanation on why discovery provides a strong motivation.

Anchor Paper 5—Score Point 2

The student takes a position and supports it with minimal use of ideas from both reading selections. (*One reason is in "Mystery on the Cahaba river, the scientist was motivated to find the polinator. Of the Cahaba lily... Bently was also motivated to find out what snowflakes look like*). There is no attempt made to show how the two selections are connected.

Anchor Paper 6—Score Point 2

Yes I do believe that discovery is a strong motivation through some peoples lives.

Like in the "Mystery on the Cahaba River" Haddock was so motivated to discover the pollinator of the Cahaba Lily and he did discover it. And Bentley wanted to discover if snowflakes are alike or different. He was so motivated that he did find only ONE! pair of snowflakes that were exactly right. That means there are hardly any snowflakes that are the same.

The two stories are connected by the two people, Haddock and Bentley, were so motivated into discovering their own motivation and they did find what they were looking for - Success.

Thats why I think discovery is a very important factor in our lives.

Anchor Paper 6—Score Point 2

The student takes a position and supports it with minimal use of ideas from both reading selections (...Haddock was so motivated to discover the pollinator of the Cahaba Lily and he did discover it). This gives no details to show *how* Haddock was so motivated. The Bentley support contains a misconception (And Bentley wanted to discover if snowflakes are alike or different...he did find only ONE! pair of snowflakes that were exactly right), as Bentley was not the one who initially found the identical pair of snowflakes. Additionally, the attempt at a connection (...and they did find what they were looking for - success) is a misconception.

Anchor Paper 7—Score Point 2

I agree that discovery provides strong motivation in some people's lives. In the story "Mystery of Cahaba River" it was the excitement of discovering the Cahaba flower's pollinator that provided the motivation of staying out every night. The same strong motivation occurred in "The Legacy of 'Snowflake' Bentley" when he first discovered the shapes of snowflakes. Both the stories are alike because it was the excitement of discovering something that provided the motivation. This is why I believe discovery provides a strong sense of motivation in most people's lives.

Anchor Paper 7—Score Point 2

The student takes a clear position and supports it with minimal text references from both reading selections. (*In the story 'Mystery of Cahaba River' it was the excitement of discovering the Cahaba flower's pollinator that provided the motivation of staying out every night. The same strong motivation occurred in 'The Legacy of the 'Snowflake' Bentley' when he first discovered the shapes of snowflakes.*) The student's attempt at a connection is simply a restatement of the prompt (...*because it was the excitement of discovering something that provided the motivation*), so it gets no credit.

Anchor Paper 8—Score Point 3

Yes, I think discovery provides a strong motivation in some people's lives. For me, discovery is one of the most important things in school and in my day-to-day activities. I realize now that discovery gave me strong motivation especially in school. For example, learning to read and write introduced me to a wonderful world of stories and tales. I discovered how important reading is for our society and now I read more and more books, discovering the lovely things some people wrote. Who knows? Maybe some day I will write my own stories.

I think that the stories "Mystery on the Cahaba River" and "The Legacy of 'Snowflake' Bentley" demonstrate that discovery provides a strong motivation in people lives.

In "The Legacy of 'Snowflake' Bentley", we can realize that Wilson Bentley's passion arrived with the gift he received from his mother: a microscope. He started to discover the lovely things he could see with that microscope, later becoming an expert in photographing snowflakes.

In "Mystery of the Cahaba River" I realized how important was the discovery of the Cahaba lily in Dr. Davenport's and Dr. Haddock's lives. Dr. Davenport was the first man studying the Cahaba lily and discovered a lot of wonderful things about it. That gave him motivation to continue his researches. More than that, he persuaded Dr. Haddock who finished his long researches, finally finding the flower's pollinator.

Anchor Paper 8—Score Point 3

The student takes a position, and develops it with the partially successful use of ideas from both selections, but particularly from "Legacy." (He started to discover the lovely things he could see with that microscope, later becoming an expert in photographing snowflakes). The detail from "Cahaba Lily" is not as developed (Dr. Davenport was the first man studying the Cahaba lily and discovered a lot of wonderful things about it). The student's attempt at a connection between the two texts does not receive credit, as it is merely a restatement of the prompt.

Anchor Paper 9—Score Point 3

I think that discovery provides a strong motivation in some people lives because when you discover something it makes you want to make it the best you can. In both reading selection, both people wanted there discoveries to be known. They both worked endless hour makeing there discoveris perfect. Snow flake Bentley worked hard. Most of the snowflake designs that be on cups, jewelry comes from his great discovery. That's why I think that discavery prouides a strong motivation in some people lives.

Anchor Paper 9—Score Point 3

The student takes a position and makes adequate use of ideas from only one reading selection (*Snow Flake Bentley worked hard. Most of the snowflake designs that be on cups, jewelry comes from his great discovery*) to support the position. Neither attempt at a connection (*In both reading selection, both people wanted there discoveries to be known. They both worked endless hour making their discoveries perfect*) is entirely true for both texts.

Anchor Paper 10—Score Point 4

Yes, many people spend their entire life trying to discover something new. Bentley in *The Legend of 'Snowflake' Bentley* spent his entire life studying snowflakes and trying to find ways to photograph them. Dr. Davenport and Dr. Haddock did not spend their lives studying the Cahaba Lily but it did take them a while and some dedication to find the pollinator. In both stories someone had dedication and motivation to do something. In *"Mystery on the Cahaba River"* they wanted to find the Cahaba Lily pollinator to protect the flower. In *"The Legacy of 'Snowflake' Bentley"* the man wanted to photograph snowflakes and share their beauty with the world.

Anchor Paper 10—Score Point 4

The student takes a clear position with adequate use of ideas from both selections. The response has a clear connection to both selections (*In both stories someone had dedication and motivation to do something*), which is supported by details (*Bentley spent his entire life studying snowflakes and trying to find ways to photograph them. Dr. Davenport and Dr. Haddock did not spend their lives studying the Cahaba Lily but it did take them a while and some dedication to find the pollinator...they wanted to find the Cahaba Lily pollinator to protect the flower*).

Anchor Paper 11—Score Point 4

Yes, discovery provides a strong motivation in some people's lives. When a new discovery is made, it gives some people a sense that things that seem impossible can be accomplished. Inventions can be made, new ideas can solve our mysteries in history, or new technology can evolve. Anything can be discovered. All it takes is determination, motivation, and dedication. Just like the two incredible stories of discovery we read, "Mystery on the Cahaba" and "The Legacy of 'Snowflake' Bentley." Both stories' characters were determined and it motivated them to have the patience to work up to their goal. Dr. Haddock and Dr. Davenport would go sleepless for 3 days to try to find the pollinator of the Cahaba Lily. Wilson Bentley still studied snowflakes for many years, despite all the negative criticism he received, and we still use what he discovered today. These people worked long and hard, doing what they loved for everyone to know the truth about our world.

Anchor Paper 11—Score Point 4

The student takes a position and makes adequate use of ideas from both selections to support this position (*Dr. Haddock and Dr. Davenport would go sleepless for 3 days... Bentley still studied snowflakes for many years, despite all the negative criticism he received...*) and to make a valid connection between the reading selections. (*Both stories' characters were determined and it motivated them to the patience to work up to their goal*).

Anchor Paper 12—Score Point 4

Discovery can be a very strong motivation for some people in their lives. It also can be a let-down for people, too. In these two stories, discovery is the only motivation they have. The story "Mystery on the Cahaba River" is a story about two men trying to find the "elusive pollinator" of the Cahaba River. This may sound like a boring piece of writing, but it's quite interesting. The second story, "The Legacy of 'Snowflake' Bently," was very entertaining as well. This story is about a boy that lived on a farm in Vermont in the 1880's. He was fascinated with snowflakes and looking at them with his microscope he received from his mother on his 15th birthday.

These two stories are alike, because both of the characters are trying to make the discovery of the thing they've been going after for most of their lives. When Wilson Bently finally got the photograph of the snowflake after he turned 19 years old. He still worked on it for 45 more years. This wasn't just a job for him, it was his life. Dr. Randy Handcock was also very compassionate about his work like Wilson. It took him a long while and work to finally catch the moth, but it was worth it to him.

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Discovery to these two people was all they wanted in life. It was the only thing they looked forward to. It gave them the motivation to keep going, and to keep looking up.

THE
END

Anchor Paper 12—Score Point 4

The student takes a position (*Discovery can be a very strong motivation for some people in their lives*) and makes adequate use of ideas from both reading selections to support it (*Bently finally got the photograph of the snowflake after he turned 19 years old. He still worked on it for 45 more years. This wasn't just a job for him, it was his life...Dr. Randy Handcock...took him a long while and work to finally catch the moth, but it was worth it to him*). There is a clear connection made between the two selections (*These two stories are alike, because both of the characters are trying to the make the discovery of the thing they've been going after for most of their lives*).

Anchor Paper 13—Score Point 4

Do you believe that discovery is a strong motivation in some people's lives? I don't know about you but I believe that this is true. In the selection "The Legacy of 'Snowflake' Bently", his life changed on his 15th Birthday. On his 15th birthday, Bently had gotten a old microscope his mother once used when she use to teach. Nothing fascinated him more than snowflakes. He would collect snow flakes, look at them through the microscope and draw them as fast as he can before they went away. He didn't have enough money to buy a camera for his microscope, so he made a solution and made one his self. When he was 19, he finally photographed a snowflake. He published his own book with lots of pictures. He became successful in life. In the selection "Mystery of the Cahaba River" Dr. Haddock was also successful. His mission was to discover and capture the exclusive pollinator of the Cahaba lily. This is a rare wildflower that grows in fast moving rivers like the Cahaba river in Alabama. He wanted to investigate the kind of moof that is attracted to this wildflower. One day at about two o'clock in the morning, they saw a blur by the flower. Suddenly a moth appeared in front of

him. He caught it in his net, put it in a jar and took it back to his laboratory to examine it. He found out that it was a *Paratraea plebeja* type of sphix moth. He was happy he cracked the case about the moth. In both of these selections, these people made a difference in there life by the discovery of the things they wanted to find out or see. It provided a strong motivation in both of there lives, and they have been successful.

Anchor Paper 13—Score Point 4

The student takes a position and makes adequate use of ideas from each reading selection to support the position. (*In the selection The Legacy of 'Snowflake' Bently, his life changed on his 15th Birthday. ...bently had gotten a old microscope...Nothing fascinated him more than snowflakes...look at them through the microscope and draw them as fast as he can before they went away). (...Dr. Haddock was also successful. His mission was to discover and capture the exclusive pollinator of the Cahaba lily...He was happy he cracked the case about the moth).* The student also makes a clear connection between the reading selections. (*In both of these selections, these people made a difference in there life by the discovery of the things they wanted to find out or see*), which is supported by details in the response.

Anchor Paper 14—Score Point 5

Discovery. When you hear this word you may think of Columbus's landing in the West Indies or Neil Armstrong's first step on the moon. It's often linked to the word "adventure". It's the destination of a long road built on sheer human curiosity. Let's face it, for as long as we've been around, before legends and sayings like Pandora's Box or "curiosity killed the cat", people have been curious about the world around us. It's this drive to find out and know more and more that led us to start a fire or to see how that white stuff that comes out of a cow's udders taste, and discover different galaxies in this vast universe. Discovery is the finding out of something new and unexpected.

Take Wilson Bentley, for example. For his fifteenth birthday he received a microscope from his mother and that's when he first became interested in snowflake designs. This love and passion for the 'delicate hexagons' would continue his whole life. Because of this one little glimpse of beauty, he ignored his father's disapproval and persevered till he finally published a book called "Snow Crystals" in 1931.

Then there's Drs. Larry Davenport and

Randy Haddock, a botanist and an entomologist. They were searching for the pollinator of the Cahaba lily. Haddock had long admired the flower for years. Hearing it was endangered, he committed himself to the cause of saving it. Night after night he waited on the Cahaba River till he finally captured the sphinx moth that was the lily's pollinator.

As you can see, discovery does provide a strong motivation in most peoples' lives.

Both of the aforementioned selections support me in that they both tell the stories of people who never gave up for the sake of finding out something new. After all, you learn something new every day, right?

Anchor Paper 14—Score Point 5

The student takes a position and makes meaningful use of key ideas from each reading selection to support it (...Bently, for example...received a microscope...that's when he first became interested in snowflake designs. This love and passion for the delicate hexagons' would continue his whole life...ignored his fathers' disapproval and persevered till he finally published a book Then there's Drs. Larry Davenport and Randy Haddock, a botanist and an entomologist. They were searching for the pollinator of the Cahaba lily...Hearing it was endangered, he committed himself to the cause of saving it. Night after night...finally captured the sphinx moth that was the lily's pollinator). The student clearly develops the connection between the two selections with the ideas of endurance and never giving up (Both of the aforementioned selections support me in that they both tell the stories of people who never gave up for the sake finding out something new).

Anchor Paper 15—Score Point 6

Yes, I agree that discovery provides a strong motivation in some peoples' lives. Ever since humans appeared on planet Earth, discovery has been the motivation for humans. When food was first discovered, humans were motivated to find more and better food. That's when humans began hunting wildlife and began migrating to find better resources of food. Another example of discovery being a force of motivation is when the wheel was first discovered. After that humans were motivated to find better uses of the wheel such as using it to make carts that could carry heavy loads. Ever since thousands of years ago, discovery has proven to provide strong motivation for people's lives.

From "Mystery on the Cahaba River," a great example of discovery being a source of strong motivation is the motivation Dr. Davenport and Dr. Haddock had for finding the elusive pollinator of the Cahaba lily. They were motivated to discover the pollinator since it had never been discovered by anyone else before. Their want of discovering the answer to a mystery gave them motivation to keep searching until they had found it. In "The Legacy of 'Snowflake' Bentley," the sense of discovery proved to be a strong key for motivation also. After discovering that he could see the beauty of snowflakes under his microscope, Bentley was motivated to share his discovery with others. That was when he decided that he would buy a microscope and a camera so that he could capture →

photographs of the marvelous snowflakes. When Bentley wanted to discover a way to make the crystals stand out on paper, Bentley was motivated to make copies and scrape the photographs so that the pictures would be more clear on a black background. In both selections, discovery provided a strong motivation in the characters' lives.

There are many connections between the two selections that make them very similar. In both selections, the characters are motivated to discover more about what they are looking for. Dr. Davenport and Dr. Haddock are both motivated to find the pollinator of Cahaba Lily. Bentley is motivated to learn more and discover more about snowflakes. Another way in which the two reading selections are connected is that they both contain mysteries waiting to be solved. In "Mystery on the Cahaba River," the mystery is the pollinator of the Cahaba Lily. In "The Legacy of 'Snowflake' Bentley," the mystery is how the snowflakes can be captured on photographs. Both of the selections are also related because they contain a lesson that hard-work always pays off. The two selections contain many similarities that connect them in many ways.

Anchor Paper 15—Score Point 6

The student clearly states a position (...Ever since thousands of years ago, discovery has proven to provide strong motivation for people's lives) and effectively chooses key ideas from both selections to support the position. The student also makes valid connections between the reading selections (...Another way in which the two reading selections are connected is that they both contain mysteries waiting to be solved...they contain a lesson that hard-work always pays off). With each relationship mentioned, the student has provided examples of motivation and perseverance. There are no misconceptions about the reading selections.