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 Do you think Eric would want a porcupine as a pet?

Explain your answer using specific details and examples from both “Eric’s Lizard” and “Porcupine.” 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.

Your response must be written in the lined spaces on page 15 and 16. Only the writing on the two lined pages 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 on pages 15 and 16.

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?
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

In this response, the student merely retells the beginning of “Eric’s Lizard,” without taking a position or connecting any of the detail to the question that was asked. This is not a creditable response.
Anchor Paper 2—Score Point E

The student takes a position [Yes] but fails to provide any support or make a connection between the two reading selections. There is no evidence that the student read either selection, making this a non-credible response.
Anchor Paper 3—Score Point 1

The student takes a position (No) and clearly references one reading selection, “Eric’s Lizard” (...because Eric might not like porky pines as much as he likes lizards). Although the reference is underdeveloped, it is evidence of having read the selection and therefore it minimally supports the position. The second sentence is too vague to give any credit. There is no connection between the reading selections.
The student takes a position [No] and supports it with a minimal idea from one reading selection, “Porcupine” (...becus Porky Pines are to danjris). Although the student does not provide any specific text details, the student’s observation that the porcupine is dangerous is a reasonable interpretation drawn from the poem. The student mentions ‘liserd’ but does not provide details from the story. There is no connection between the reading selections.
Anchor Paper 5—Score Point 1

He would not have a porcupine as a pet because it has quills and if someone makes noise then it’s going to get mad.

The student takes a position [No] and supports it with minimal details from one reading selection, “Porcupine” (…because it has quills and if someone makes noise then it’s going to get mad). There is no reference to the other reading selection and no connection between the articles.
The student takes a position [No] and supports it with partially successful use of ideas, from one reading selection, “Porcupine” (because quills go in very fast...a quill will go inside of Eric’s fingers and never come out...Eric would not want a pet that would hurt him every time he touched it). The student neither references the other selection nor provides a connection between the two articles.
Anchor Paper 7—Score Point 2

The student takes a position (No, Eric wuld not like a porcupine) and supports it with a minimal detail from each text (wold not like a porcupine because they have quilis they are poky...Eric wold go and visit the lizards evrry day). Beyond taking a position on the question, no connection is made between the two texts.
Anchor Paper 8—Score Point 2

Eric would not want a porcupine because it would poke him. He would want a lizard because lizards are cool because they change colors.

The student takes a position and supports it with a minimal detail from each selection (Eric would not want a porcupine because it would poke him. He would want a lizard because lizards are cool because they change colors.) Beyond taking a position on the question, no connection is made between the two texts.
Anchor Paper 9—Score Point 3

No, I do not think Eric will like a porcupine as a pet because it can poke you. And it might get mad. The porcupine and the lizard are both animals.

Anchor Paper 9—Score Point 3

The student takes a position (No) and supports it with a reference from one reading selection, “Porcupine” (...it can poke you. And it might get mad). The other article is only referenced by the clear connection provided between the selections (The porcupine and the lizard are both animals). This response moves to a score of 3 because it has a valid connection across the two texts, but only has support for the position from one text.
The student takes a position [No] and supports it with partially successful use of ideas, mainly from one reading selection, “Eric’s Lizard” (Eric like his lizard better because he took care of it and it could change colors. He likes to watch it). The student also makes reference to the other selection, “Porcupine,” with a minimal idea. (The porcupine would sting Eric). There is no connection between the selections.
Anchor Paper 11—Score Point 4

The student takes a position (No) and supports it with details from both reading selections, “Eric’s Lizard” (...because lizards change colors, lizards drink dew off leaves) and “Porcupine” (...a porcupine has squills and spike they’ll make you pout). The student also provides a clear, basic connection between the selections (These story’s are alike because they have animals). Although the response contains all the elements (position, support from both texts, connection) required for a “4,” it is a low “4” because it only briefly addresses each selection.
I think Eric would hate to have a wild porcupine as a house pet. Porcupines have a lot of very sharp spikes on its back and they are thin and long. They hurt a lot. In fact, they hurt so bad they will make you pout. They go in quick and they won’t come out that easily. But lizards are kind, soft and very gentle. They don’t have spikes like a porcupine does. So they don’t hurt you can play with them and they can change in to any color they are surrounded by. So if you were looking for a pet I would choose a lizard. In the story Eric’s lizard he found a lizard that he wanted as a pet and that is why I said a lizard is a good kind of
Anchor Paper 12—Score Point 4

The student takes a position [No] and makes adequate use of ideas from both selections, “Porcupine” (Porcupine’s have a lot of very sharp spikes...they hurt a lot in fact they hurt so bad they will make you pout. They go in quick and they won’t come out that easily) and “Eric's Lizard” (But lizards are kind soft and very gentle...so they don’t hurt...you can play with them and they can change in to any color that they are surrounded by). The student makes a connection between the two texts through the use of a contrast: porcupines hurt and lizards don’t.
Anchor Paper 13—Score Point 4

The student takes a position (Yes) and supports it with adequate details from both reading selections. There is a connection between the selections (because in the poem “porkupine” the said be gentle and pleasant...in the story Erik’s Lizard he was gentle and pleasant...Erik is very nice to the lizard and he would be nicer to the porcupine). Although the student does not specifically state these are the connections, the parallel ideas used for both selections make valid and clear connections. The details provided in the response support the position and the connection.
No, I don't think Eric would want a pet porcupine. He probably wouldn't want one because porcupines have sharp quills that can go into your skin and hurt you.

In the first story, Eric's Pet Lizard. Eric has a bunch of lizards in his yard. One day, he asked his parents if he could keep one as a pet. His parents said "yes." So he finally caught a lizard to keep. But unlike the wild lizards, this lizard didn't do anything. So Eric finally let it go. Eric probably wouldn't want a wild animal as a pet.

In the second story, Porcupine. It talks about how porcupines can hurt you with their sharp thin quills.
Anchor Paper 14—Score Point 5

The student takes a position (No) and supports it by making meaningful use of key ideas from the two selections, “Eric’s Lizard” (Eric has a bunch of lizards in his yard...But unlike the wild lizards this lizard didn’t do anything. So Eric finally let it go) and “Porcupine” (...porcupines can hurt you with their sharp thin quills. And sometimes the get stuck). The student also provides a clear connection between the selections (...they both show that a wild animal isn’t a good pet).
No, I do not think Eric would want a pet porcupine. I think this because a porcupine is just like a lizard, a wild animal.

In the first story, Eric's Lizard he caught a wild lizard and made it his pet. That night Eric let the lizard go free because the lizard could not do what a wild lizard do in a cage. So if Eric didn't want a wild animal then what makes you think he will want one now?

In the 2nd story or poem, Porcupine said a lot of things a person would not like to happen to them. Like, "He has quill, these long thin spikes that no one but a porcupine likes. He'll use them when..."
The student takes a position (No) and effectively supports it with key ideas from both “Eric’s Lizard” (he caught a wild lizard and made it his pet...Eric let the lizard go free because the lizard could not do what a wild lizard do in a cage) and “Porcupine” (a porcupine...has quill, these long thin spikes...He’ll use them when he’s in a mood...Porcupines are wild animals two. Eric would not like to take wildness away from another animal). The response is succinctly written, clearly developed and insightful. The student also provides a clear connection between the selections (both tell people that you should not take a wild animal and say it is your pet).