



**English Language Arts
Grade 4
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 People can achieve goals when they work together. Do you agree or disagree with this statement?

Explain your answer using specific details and examples from *both* "My Life With Bears" and "Hannah." 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 or insufficient
- 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 question asked
- E – Responds to the reading selections with no reference to either of the reading selections

Anchor Paper 1—Score Point 1

They both are doing something. They both have a dad in the story. They were both true stories. they both had boys and girls in it.

Anchor Paper 1—Score Point 1

The response does not take a position on the question, but focuses only on minimal, vague text connections (*They both are doing something. They both have a dad in the story.....they both had boys and girls in it*).

Anchor Paper 2—Score Point 1

yes, because they work together to help the people and the bears to live today about 4,700 black bears live in the park; 20 years ago there were only 300 bear country of the estimated 100,000 black bears in north america, about 1700 live in great smoky mountains national park weight 100-500 pounds, length 50-80 inches nose to tail color black, brown, or blond fur food nuts, insects, fruits small animals litter 2 or 3 cubs usually born in January.

Anchor Paper 2—Score Point 1

The student takes a position and attempts to support it with details from one article. The attempt at support largely fails in that it is either too vague or is irrelevant to the prompt (...they work together to help the people and the bears to live...weight 100-500 ponds, length 50-80 inches...).

Anchor Paper 3—Score Point 1

I agree that people can achieve goals when they work together because when you are like taking pictures of animals and the other person are feeding the animals they means you are working together and achieve goals. I did some thing with my mom and she work with me too. The thing that we was working together was washing the dishes. Just I wash and clean the dishes off. That is what I did by working together.

Anchor Paper 3—Score Point 1

The student takes a position and attempts to support that position with a vague reference from one article (...because when you are like taking pictures of animals and the other person are feeding the animals they means you are working together).

Anchor Paper 4—Score Point 2

I agree that you can achieve by working together.
Like in the two reading selections because
they work together. In my life with
bears a kid helps his father track bears. In
Hannah a girl's mom had her win a
contest. Their stories are about working
together.

Anchor Paper 4—Score Point 2

The student takes a position and attempts to provide minimal support from both articles (...a kid helps his father track bears...a girl's mom had her win a contest). The minimal reference to "Hannah" is barely given credit for the fact that a girl does win a contest, but the rest of the "Hannah" reference about the mother is factually incorrect and not counted. The attempt at a connection across the two articles does not receive credit, as it is merely a restatement of the prompt language (*Their stories are about working together*).

Anchor Paper 5—Score Point 2

I agree with the statement "People can achieve goals when they work together," because when you work together you can get things done faster and things get done better. In "My Life With Bears," Spencer Pelton works with his dad and gets the job done well. In "Hannah," Hannah works with her friends and wins a prize because they work together.

The two reading selections are connected because both have people working together.

That is why I think that the statement, "People can achieve goals when

they work together," is true

Anchor Paper 5—Score Point 2

The student takes a position and supports it with references from both articles (... Spencer Pelton works with his dad and gets the job done well... Hannah works with her friends and wins a prize because they work together). The student attempts but fails to state a connection by repeating the prompt language (...both have people working together).

Anchor Paper 6—Score Point

Yes, I agree people can achieve a goal when working together. I think so because I do chores at home and we get done alot faster. In "My life with Bears" Spencer holds bear cubs while somebody else tags them and somebody else holds a bear cub and Spencer measures it's head. In "Hannah" Carl turns over the dirt and Hannah puts the potato's in Baskets. In Both reading selections Hannah and Spencer achieve goals by working with others. As you can see working with others helps achieve a goal.

Anchor Paper 6—Score Point 2

The student takes a position and provides support from both articles (*Spencer holds bear cubs while somebody else tags them and somebody else holds a bear cub and Spencer measures it's head... Carl turns over the dirt and Hannah puts the potato's in Baskets*). The attempt at stating a connection fails because prompt language is repeated (*...Hannah and Spencer achieve goals by working with others*). The necessary details and support are not developed enough for a higher score point.

Anchor Paper 7—Score Point 3

I agree that people can achieve goals when you are working together like in My Life With Bears Spencer his dad, and his dad's friends they can achieve saving black bears together. Or in Hannah (chapter 7) Hannah's friends invited her to pick potatos with them. Her friends filled up her basket for she would win \$5.00. For working together to achieve money for Hannah for a braille writer because she was blind. In both reading selections Spencer and Hannah achieved their goal by working together. So yes I agree.

Anchor Paper 7—Score Point 3

The student takes a position and provides support from both articles (*Spencer, his dad, and his dad's friends they can achieve saving black bears together... Hannah's friends invited her to pick potaos with them. Her friends filled up her basket for she would win \$5.00. For working to achieve money for Hannah for a braille writer because she was blind*). The student attempts to cite a connection but fails because of a reliance on restating prompt language (*In both reading selections Spencer and Hannah achieved their goal by working together*).

Anchor Paper 8—Score Point 3

I agree that working together is a way to achieve goals.

I support my idea with these following sentences. In the storie My Life with Bears, when working together as a team they achieved being able to help and understand bears. Also when the team worked together they found the mother black bear and her cubs, and by working together they were able to measure the cubs.

In the storie Hannah, when Hannah's friends and her worked together at picking potatoes, they filled the most baskets. Also they won \$5 for filling the most baskets and working together, and for working together and winning \$5 she could buy her books and learn how to read and write.

These stories my life with bears and Hannah they are both on the same topic. The topic is working together.

Anchor Paper 8—Score Point 3

The student takes a position and adequately supports it with details from both articles (...when the team worked together they found the mother black bear and her cubs, and by working together they were able to measure the cubs...when Hannah's friends and her worked together at picking potatoes & they filled the most baskets. Also they won \$5 for filling the most baskets and working together, and for working together and winning \$5 she could buy her books and learn how to read and write). The student attempts to cite a connection but fails because of a reliance on restating prompt language (...they are both on the same topic. The topic is working together).

Anchor Paper 9—Score Point 3

I agree that people can achieve goals when they work together because of how they worked together in the first and second selections. Here is how they worked together in the first selection Bears. They worked together in Bears by each doing their job like one person will tranquilize a bear the other will check for any tags to identify the bear another person will come in and check on how healthy the bear is and check how much it weighs. That is how they work together in Bears this is how they work together in Hannah.

In Hannah a girl named Hannah is blind and she needs money to buy a machine that will help her read and write so she goes to a potato picking contest and everybody helps her by putting potatoes in her basket. In both selections they work together

Anchor Paper 9—Score Point 3

The student takes a position and provides strong detailed support from both articles (...one person will tranquilize a bear the other will check for any tags to identify the bear another person will come in and check on how healthy the bear is and check how much it weighs... everybody helped her by putting potatoes in her basket). The support from the second article, though shorter and not as detailed, does convey the essential idea of how people worked together. The attempt at making a connection fails because of repeated prompt language (*In both selections they work together*).

Anchor Paper 10—Score Point 4

I agree that when people work together a lot of things can happen. Hannah needed help when she was blind. Her freinds helleped her win that potato contest. Spencee helped his dad with the bear readings and other things. He helped his dad and that achieved his goal.

Anchor Paper 10—Score Point 4

This response satisfies the minimum for a lower four score: The student takes a position and makes correct use of ideas from each reading selection to support the position (*Hannah needed help when she was blind. Her freinds helleped her win that potato contest. Spencee helped his dad with the bear readings and other things. He helped his dad and that achieved his goal*) and to successfully make a connection between the two articles (helping).

Anchor Paper 11—Score Point 4

When you work together you achieve your goals. From the story:

My Life With Bears and Hannah, both characters had people helping them. Both characters had others work as a team. They also had sportsmanship.

From what I've read Spencer, from the story My Life With Bears was helpful. He was thoughtful of helping his father identify the black bears. One thing that he did by helping is that he weighed a cub while his father was watching him.

From the other story Hannah, she got help by collecting the most potatoes. Hannah was blind. She couldn't have done it without her friends. Why? They helped her fill up baskets of potatoes, when she had no idea they were doing that. If it wasn't for her friends, she would have never won that \$5.00 prize.

Both Hannah and Spencer got help from others, or some body else helped them. They had fulfillment! As friends or even adults work together, then they'll be the ones who believe in others. Also, the last thing is that they will have sportsmanship!

Anchor Paper 11—Score Point 4

The student takes a position (*When you work together you achieve your goals*) and supports it with correct references from both selections (*He was thoughtful of helping his father identify the black bears...Hannah, she got help by collecting the most potatoes...Hannah was blind. She couldn't have done it without her friends...They helped her fill up baskets of potatoes..she would have never won that \$5.00 prize*). While only one valid connection is necessary to receive a score of 4 or higher, the student explicitly states two valid connections that go beyond restating the prompt language (*...both characters had people helping them. Both characters had others work as a team*).

Anchor Paper 12—Score Point 4

I agree that if people work together they can achieve their goals. Hannah is blind and her friends helped her win a potatoe digging contest by putting their potatoes in her basket so she could get enough money to buy the Drail things for herself. Carl also helped by turning over the dirt in the field so all the kids had to do was pick them up and put them in the basket. Spencer helped his dad by going into the bear cave and measuring and weighing the bears and if the mom bear would wake up his dad would tranquilize it so it wouldn't hurt him. Both of these storys are the same because the people either have people helping them or their helping other people.

Anchor Paper 12—Score Point 4

The student takes a position and supports it with detailed support from both articles (...her friends helped her win a potato digging contest by putting their potatoes in her basket.... Carl also helped by turning over the dirt in the field so all the kids had to do was pick them up and put them in the basket... Spencer helped his dad by going into the bear cave and measuring and weighing the bears...). The response finishes with a citation of a valid connection (Both of these storys are the same because the people either have people helping them or their helping other people).

Anchor Paper 13—Score Point 5

Can people achieve a goal when they work together? I agree because when people work together they always achieve something. I can prove it by the book called Bears. There's a kid and his dad gets information about cubs and bears. His dad does it with students. They go look for bears mostly in the winter, so when the bears are hibernating they work together to get bears out of dens when they're sleeping, and they work together to find bears because they can't do it all themselves. One person needs to hold the bear and one person needs to measure the bear and stuff. That's how I know people achieve something and also get the job done together from that story called Bears. I can also prove it by another story called Hannah. The story Hannah is a story about a girl named Hannah, and she is blind. This was in the olden days. Her family was poor and she cannot write, and she wants to learn. There was a contest she did

not know about. The contest was who can pick the most potatoes. So kids helped her pick them but she didn't know, but she did feel her basket moving. So she won five dollars, and that was a lot of money back then. So the kids told her that they helped so she can buy that thing that makes dots to let her write. I proved working together also gets you something. The books are alike by a whole bunch of people taking a stand in both books, and they help each other which is working together to get more things or getting the job done. I have something in common, at soccer last year our team mostly lost every single game because we never worked together. Now this year we improved a lot we work together and we won every single game. I learned working together can make a difference in different ways.

Anchor Paper 13—Score Point 5

The student takes a position and makes meaningful use of key ideas from each selection in support of the position (...a kid and his dad gets information about cubs and bears...dad...with students...look for bears...work together to get bears out of dens...they work together to find bears...one person needs to hold the bear and one person needs to measure the bear...kids helped her pick them...So she won five dollars...they helped so she can buy that thing that makes dots to let her write). Finally, the response provides an explicit and valid connection (The books are alike...they help each other... to get more things or getting the job done).

Anchor Paper 14—Score Point 5

I agree that people can achieve goals by working together.

I agree that this statement is true because in the story Bears you can't track down a bear by yourself it's a lot of work. For example if you are a large person then you can't crawl into that tiny den to get the cubs and measure them. Or if you don't know how to use a tracker to track down the bears you can't do it by your self. This is why I agree that you can achieve goals by working together.

It also gives examples that you can achieve goals by working together in the story Hannah. In this story Hannah always gets left out of the race to dig up the most potatoes. But one year one of her friends told her to join the big celebration and Hannah won. Hannah won because all of her friends helped her. Carl someone she knew would transfer the dirt for Hannah. Also a few other friends put their potatoes into Hannah's basket. This is also why I

think you can achieve goals by working together.

I think both stories are connected because in both stories Bears and Hannah they need to work together to achieve their goals. In Hannah you would say her friends helped her dig up the most potatoes but in Bears you would say that Spencer's friends helped him track down bears. This is all why I agree that you can achieve goals when you work together.

Anchor Paper 14—Score Point 5

The student takes a position and makes meaningful use of key ideas from each selection (...if you are a large person than you can't crall into that tiny den to get the cubs and measure them....Carl...would transfer the dirt for Hannah. Also a few other friends put their potatoes into Hannah's basket). The focus of the support is on the key ideas of teamwork and each members role on the team. Additionally, the writer makes a clear connection between the selections (In Hannah her friends helped her dig up potatoes but in Bears you would say that Spencer's friends helped him track down bears).

Anchor Paper 15—Score Point 5

Yes, I agree that can achieve goals by working together.

My Life With Bears is about a boy and his dad who help bears. Hannah is about a girl who is blind and her friends help her with a contest.

① My Life With Bears is about a boy named Spencer Pelton, and his father Dr. Mike Pelton. Dr. Mike Pelton studies black bears in Great Smokey Mountain National Park in Tennessee and has been studying them for more than 30 years. Spencers dad has students at the University of Tennessee, they track bears and see how they adapt to the changing environment. In January most of the bears have cubs, so when the time is right, the team goes to search for bears dens. Then the smallest person in the group, crawls into the den and usually tranquilizes the mother to calm her down for a while so they can get the cubs. First they weigh the cubs, then sometimes tattoo the cubs or put a tag on them so they can find the cubs again. Spencer Pelton say he's lucky he gets to have an opportunity to help with the bears. My Life With Bears is an exciting story, the group works together to help the bears.

② The story Hannah is about

a girl blind, her name is Hannah. Every year Hannah's town has a contest during Thanksgiving, for whoever can dig up the most potatoes. Hannah's parents said she probably shouldn't do the contest because she couldn't see, but the reward was \$5,000, which was a lot of money in the time the story is based on. But when the contest started, Hannah's friend Effie said they needed some help. So Hannah went out and started digging, but Hannah could hear her friends from school laughing and walking around her. So when the contest was over, Hannah had won because her friends had filled many buckets with potatoes for her. Her friends thought she should win so they worked together to help Hannah win.

③ My Life With Bears and Hannah, I think are alike because in My Life With Bears Dr. Pelton and his group works together to help bears. And in Hannah, her friends worked together to help Hannah win the contest.

④ The time I remember most of working together was in Extended Learning when we were learning about energy. We made rollercoasters out of foam tubes with partners. I was partners with my friends T and I. We worked together to create a cool rollercoas-

ter. It was so cool when we were finished,
we just hated to tear it down afterward.
But it was fun being able to work together.
Yes, I agree that both stories are about
working together.

Anchor Paper 15—Score Point 5

While this response includes some retelling, the student takes a position and makes meaningful use of key ideas from each selection to support teamwork to get a job done. The student makes a clear connection between the two articles. (...to help bears.....to help Hannah win the contest). The text-to-self connection at the end of the response receives no additional credit, as it is not required.

Anchor Paper 16—Score Point 6

Yes, I agree that when you work together, you can achieve many goals and overcome my problems.

In both 'Bears' and 'Hannah' people used teamwork. Both the boy and Hannah learned something by using teamwork. Hannah learned that working together was fun. She described it as 'Discovering gold couldn't have been more exciting.' She also said 'My back ached and my shoes were full of sand and my knees hurt from kneeling. I didn't care. It felt wonderful to do what everyone else was doing.' 'Bears' also shows that the boy learned something. He learned to be careful with bears when he and his father worked together to track and measure the bears. Spencer says 'We're always careful not to harm the bears.' When they capture bears, they don't give them to zoos. Instead, they put a radio collar on them and let them go. The radio collar keeps track of the bears so they learn more about bears. The more you learn, the easier it is to save the bears. So, you learn things by working together.

You can get things done by working together. Both 'Hannah' and 'Bears' show that things can happen and are done if you work together. In 'Hannah' by using teamwork, she and her friends got the most potatoes. Everyone took part in helping Hannah. Carl turned over dirt so Hannah could find potatoes since she couldn't see them. Verma made sure Hannah got to do something, or Hannah wouldn't win the five dollars. Then, everyone pitched in their potatoes to give Hannah more so she could win. They, together accomplished Hannah's dream. They got it done. In 'Bears', they were alike because they also got things done with teamwork. Spencer and other members of the crew worked together to measure and weigh bear cubs. One person must tranquilize the Mom a bear. "You worry about her waking up," said Spencer. Another person who is small, must crawl into the den to get the cubs

Out of the den. Then, a team of people will work to weigh and measure the cubs. No one person could do all that in the limited time you need. Suppose one guy was large, so he tranquilizes the Mama bear, but can't fit in the den to get the baby bears. Or maybe try this. A small person comes along, tranquilizes the Mama bear, gets the cubs out ect. But there is only one person so he can't hold all the cubs. They all rush into the den again. So you need teamwork to help get things done.

I hope now you will agree that teamwork is a necessary skill. It helps you do many things. You can learn, and get things done.

Anchor Paper 16—Score Point 6

The student takes a clear position, and thoroughly supports the position and the connection (*Both the boy and Hannah learned something by using teamwork*) with key ideas and details from both texts. The entire first paragraph supports the idea that Hannah and Spencer learned something by working with others as part of a team (*Hannah learned that working together was fun. She described it as 'Discovering gold couldn't have been more exciting... It felt wonderful to do what everyone else was doing.'* *Bears* also shows that the boy learned...to be careful with bears when he and his father worked together to track and measure...they learn more about bears...The more you learn the easier it is to save the bears.) The entire second paragraph supports the idea *things can happen and are done if you work together...In Hannah by using teamwork she and her friends got the most potatoes...everyone pitched in their potatoes...so she could win...together accomplished Hannah's dream...Spencer and other members of the crew worked together to measure and weigh bear cubs...One person must tranquilize...Another person who is small must crawl into the den.* Every sentence of this response supports the position and the connection with relevant and important ideas.