



**English Language Arts
Grade 5
Fall 2006**

**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 When people stand up for what they believe, they can also help others. Do you agree or disagree?

Explain your answer using specific details and examples from *both* "A Day to Teach Their Town About the Planet" and "Rosa Parks." 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 3 of your **Answer Document**. Only the writing in your **Answer Document** 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 3 of your **Answer Document**.

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

What's the biggest problem for the environment? "Ignorance!" say Lisa Wollett's 5th graders in Parma, Michigan. The kids wanted everyone else in town to join them in learning about the problems that the planet faces. So they set up a big festival-like event: Environmental Awareness Day. Successful.

Anchor Paper 1
Score Point D

The student simply copies the first paragraph of the reading selection. There is no attempt to answer the prompt.

Anchor Paper 2

I agree because it's unfair if you can't help or stand up for what you believe. If you couldn't help your dad lift something up. Then if you couldn't stand up for what you believe that would be cruelty.

Anchor Paper 2

Score Point E

The student responds to the question with no reference to either reading selection. (“I agree because it’s unfair if you can’t help . . . if you couldn’t help your dad lift something up.”)

Anchor Paper 3

I agree that people should stand up for what they believe in.

They are both same because they both believe in what they say.

**Anchor Paper 3
Score Point E**

The student responds to the question with no reference to either reading selection. (“I agree that people should stand up for what they believe in. They are both same because they both believe in what they say.”)

Anchor Paper 4

I agree with Rosa Parks and the kids. It's true, how cares who sits in the front, back or even, the middle of the bus. We all are the same we are all alike. It doesn't mater if your black or white. We should help each other and that's why I agree with Rosa Parks. The kids are exaclly the same we all need to help each other. More people that like each other makes the city, country, even the state better then it is now. We all should work together as a team. I agree with both of them.

Anchor Paper 4
Score Point 1

The student takes a position (“I agree . . .”) and offers a minimal reference to Rosa Parks (“ . . . how cares who sits in the front, back or even the middle of the bus.”). The references to “kids” are too vague to count as support from the second selection. Remaining sentences consist of opinions. (“We should help each other and that’s why I agree with Rosa Parks . . . More people that like each other makes the city, country, even the state better than it is now.”)

Anchor Paper 5

I agree because when you stand up for your self you help others because when you stand up for your self they have faith in there selfs to do the same. Just like in the Rosa parks storey she stood up for her self and it gave faith to ather people. The storys are alike because they both stand up for eachother.

Anchor Paper 5
Score Point 1

The student takes a position (“I agree . . . because when you stand up for your self they have faith in there selfs to do the same.”) and offers a minimal reference to Rosa Parks (“ . . . in the Rosa parks storey she stood up for her self and it gave faith to ather people.”).

Anchor Paper 6

I Agree. Because people can do what they want to do. One example is in rosa parks she wants to sit in her seat and have equal rights. Now we do. if we bilive we can do it like rose-parks. the why I agree.

Anchor Paper 6
Score Point 1

The student takes a position (“I Agree. Because people can do what they want to do.”) and provides minimal support from Rosa Parks (“. . . in rosa parks she wants to sit in her seat and have ecual rights.”).

Anchor Paper 7

I agree that people should stand up for what they believe. In "Rosa Parks" she wants to make things equal so every one can ride the bus and other things. In "A day to teach" they want all the community to realize the problems that are going.

Anchor Paper 7
Score Point 2

The student takes a position ("I agree that people should stand up for what they believe.") and provides minimal support from Rosa Parks ("... she wants to make things equal so every one can ride the bus and other things.") and A Day to Teach Their Town About the Planet ("... they want all the community to realize the problems . . .").

Anchor Paper 8

I agree because you have to stand for your rights and stick up for your self so nobody pushes you around. I think black people should sit were they want drink were they want and eat were they want. Rosa Parks had to give up her seat because she was black and a white man said get up Rosa just ignord the guy and then the guy called the cops and they took Rosa away.

I kind of disagree and well what do disagree for is who really cares if your black you should sit were you want. what I agree for is you should give your seat away if he or she is older than you.

Anchor Paper 8
Score Point 2

The student takes a position (“I agree because you have to stand for your rights and stick up for your self so nobody pushes you arund.”) and provides support from Rosa Parks (“Rosa Parks had to give up her seat because she was black and a white man said get up rosa gust ignord the guy and then the guy called the cops and they took rosa away.”).

Anchor Paper 9

Yes . I agree that if you stand up for what you believe in, it can help others. In Rosa Parks she stood up for what she believed in. So other African Americans got to sit on the bus wherever they wanted to. Also In A Day to Teach Their Town about the planet the kids believed that the planet didn't have enough good environment. So when they had festivals and they started to clean the environment the planet was clean for everyone else. Both of the stories help others from what they believe in.

Anchor Paper 9
Score Point 2

The student takes a position (“Yes. I agree that if you stand up for what you believe in, it can help others.”) and provides minimal support from Rosa Parks (“... she stood up for what she believed in. So other African Americans got to sit on the bus wherever they wanted to.”) and A Day to Teach Their Town About the Planet (“... the kids believed that the planet didn’t have enough good environment. So...they had festivals . . .”). The response contains a minor misconception. (“... they started to clean the environment the planet was clean for everyone else.”)

Anchor Paper 10

Yes I agree that when people stand up
 for what they believe can help others for
 example in a day to teach their town
 about the planet they held a carnival
 to teach people about how we pollute
 our planet & how we waste our
 natural resources. Rosa Parks
 she believed that black people should
 be treated the same as white people. She
 & Martin Luther King Jr helped every
 body to get the government let black
 people have equal rights as white people

Anchor Paper 10
 Score Point 3

The student takes a position (“Yes I agree that when people stand up for what they believe can help others . . .”) and provides partial support from A Day to Teach Their Town About the Planet (“ . . . they held a carnival to teach people about how we pollute our planet and how we waste our Natral reasources.”) and Rosa Parks (“she blived that black people should be treated the same as white people. She . . . helped every body to get the government let black people have eaqual rights as white people”).

Anchor Paper 11

I agree if people stand up for what they believe the could help others too. Rosa Parks did the right thing. The children did good too. I mean who else would have stood up to the white people. The children did something very good. They both did very good things.

Anchor Paper 11
Score Point 3

The student takes a position (“I agree if people stand up for what they believe the could help others too.”) and provides support from Rosa Parks (“I mean who else would have stood up to the white people.”). The reference to the second selection is too vague to be counted as support for the position. (“The children did good too”) The response ends with a connection. (“They both did very good things.”)

Anchor Paper 12

I agree that when people stand up for what they believe they can also help others.

In A Day To Teach Their Town About The Planet. Kids in Lisa Wolletts fifth grade class want the town in Parma, Michigan to learn about the problems that the planet faces. The students put out their own newspapers and made sure that their efforts were covered by the newspaper so the people across the county would know about it and come. They worked on games, plays, and skits and also researched on recycling, pollution, and conservating so they could teach the people when they come about the problems and what we do to stop it. Tons of people came to the fundraiser and their gym in their school was packed. They had plays, games, and skits. They also taught adults about conservating, recycling, and pollution. From doing all of this the kids taught the adults about what happens when they pollute.

In Rosa Parks African Americans weren't able to sit in the front of the bus and if a white person gets OA and there is no room an African American has to get up and stand

if there was one on ~~one~~ ~~day~~ ~~Rosa Parks~~ (An African American) got on the bus and payed the fare. The bus driver told her to use the back door so she got off and headed for the back door but the bus drove away. Twelve years later Rosa got on the bus and the same bus driver that told her to use the back door was there so she sat in the middle. The next stop four white people got on the bus and Rosa and three other African americans were told to move. The ~~three~~ did but Rosa didnt so the driver called the cops and Rosa was arrested. By not moving she stood up for the black people's rights so that started the bus boycott. Later because of Rosa Parks the Supreme court made a law that black people didnt have to get up when there was no room for a white person.

In conclusion I agree that when people stand up for what they believe they can also help others.

Anchor Paper 12
Score Point 3

The student takes a position (“I agree that when people stand up for what they believe they can also help others.”) and provides adequate support from A Day to Teach Their Town About the Planet (“Kids . . . want the town in Parma, Michigan to learn about the problems that the planet faces. The students put out their own newspapers. . . . They worked on games, plays, and skits and also researched on recycling, pollution, and conservating so they could teach the people . . . Tons of people came . . . the kids taught the adults about what happens when they pollute.”) and Rosa Parks (“Rosa got on the bus and the same bus driver that told her to use the back door was there . . . Rosa didn’t [move] so the driver called the cops and Rosa was arrested . . . so that started the bus boycott. Later . . . the Supreme court made a law that black people didnt have to get up when there was no room for a white person.”). The last sentence (“...I agree that when people stand up for what they believe they can also help others.”) does not count as a connection, as it is a repetition of the prompt.

Anchor Paper 13

When people stand up for what they believe, I agree that they can also help others. I think if they change something that other people are involved in those people would be affected too.

In the Rosa Parks story when she gets arrested eventually the law changes so all of the blacks could ride anywhere on the bus.

In the Day to Teach story the kids changed the ways other people thought by telling them about it.

So it depends if what your changing affects other people or not.

Anchor Paper 13
Score Point 4

The student takes a position (“When people stand up for what they believe, I agree that they can also help others.”) and provides partial support from Rosa Parks (“... when she gets arrested eventually the law changes so all of the blacks could ride anywhere on the bus.”) and A Day to Teach Their Town About the Planet (“... the kids changed the ways other people thought by telling them about it.”). A connection is also provided. (“I think if they change something that other people are involved in those people would be affected too... the law changes... the kids changed the way other people thought...”)

Anchor Paper 14

I agree that when people stand up for what they believe, they can help others.

In "A Day to Teach Their Town About the Planet," Mrs. Wollett's class believed they needed to teach their town how to respect the planet. They held a festival in their gym about the earth (planet). They did games, plays, and skits all related to the earth.

In "Rosa Parks," Rosa boycotted riding on public buses because black people could not sit where ever they pleased. After boycotting the buses, black people got to sit where ever they wanted. Rosa also helped free them from everything they weren't aloud to do.

These stories are alike because the people in the stories did what they thought needed to be changed. When you do something like that it makes you feel very good inside.

Anchor Paper 14
Score Point 4

The student takes a position ("I agree that when people stand up for what they believe, they can help others.") and provides partial support from A Day to Teach Their Town About the Planet ("... Mrs. Wollett's class believed they needed to teach their town how to respect the planet. They had a festival... about the earth... They did games, plays, and skits all related to the earth.") and Rosa Parks ("... Rosa boycotted riding on public buses because black people could not sit where ever they pleased. After boycotting the buses, black people got to sit where ever they wanted. Rosa also helped free them..."). A connection is also provided ("... the people in the stories did what they thought needed to be changed.")

Anchor Paper 15

Yes, I agree that when people stand up for what they believe, they can also help others. I remember when I had to stand up to the Romulus Council and Mayor for the Romulus Recreation center to be put up.

In the story, "A Day to Teach Their Town About the Planet", they had to stand up to the people of their town and community that we need to clean this city. They put games up to teach people about a healthy community. They brought all kinds of things, and the games worked. The people were happy, picked up trash that was everywhere it just worked out good. They stood up to the people and made them help pick up trash in a fun way.

In the story "Rosa Parks" wouldn't give up her seat for a white person, back then if a white person told them to move and they did they would have to sit at the back of the bus, but if they didn't move they would be arrested. That's what happened to Rosa Parks. When people had seen that Rosa got arrested African Americans boycotted the bus, and there was a man named Martin Luther King that was a minister, when he seen that he led a group of people and made a speech. Then the Supreme Court changed the law, Rosa Parks was riding on the bus again.

In the story "A Day to Teach Their Town About the Planet" and "Rosa Parks" they have some similarities like they both fought to

to help each other. For Example, Rosa Parks fought for her spot on the bus, in the other book they fought to keep their community clean. They both did something about their problem.

Anchor Paper 15
Score Point 4

The student takes a position (“Yes, I agree that when people stand up for what they believe, they can also help others.”) and provides partial support from A Day to Teach Their Town About the Planet (“... they had to stand up to the people of their town... that we need to clean this city. They put games up to teach people... They stood up to the people and made them help pick up the trash in a fun way.”) and Rosa Parks (“... [Rosa] wouldn’t give up her seat for a white person... When people had seen that Rosa got arrested African Americans boycotted the bus... Then the Supreme Court changed the law.”). A connection is also provided (“... they both fought to help... They both did something about their problem.”)

Anchor Paper 16

Yes, I do agree that if people stand up for what they believe, they can also help others. An example is when kids in Parma, Michigan made a festival-like event named Environmental Awareness Day, they helped many people realize that the environment is getting trashed! The people that went to Environmental Awareness Day will recycle more and throw away less paper.

The kids also in Parma, Michigan made articles in newspapers, magazines, and lots more about what they have done. The kids made sure it was known from around the country. More people came because of what they did!

The kids made fun games for learning about the environment and how it's getting trashed. Since they did that it helped people get excited about helping the environment. It made people willing to help it!

In the other selection Rosa Parks thought it wasn't fair that she had to give up her seat for a white man. She refused to give up her seat and because of that reaction, it helped change the law.

In that story Martin Luther King Jr

made a speech about it not being fair that blacks get less rights than whites. This reaction helped people realize that it was not fair that blacks got less rights than whites. It helped change the law.

Since the blacks did not ride the buses it helped change the law about blacks not getting as many rights. These two selections are alike because they both show that some people or maybe just one person can help other people and help change the law or other things too!

Anchor Paper 16
Score Point 5

The student takes a position (“Yes, I do agree that if people stand up for what they believe, they can also help others.”) and provides effective use of key ideas from A Day to Teach Their Town About the Planet (“... when kids in Parma, Michigan made a festival-like event... they helped many people... recycle more and throw away less paper. The kids... made articles... fun games for learning about the environment... It made people willing to help it!”) and Rosa Parks (“Rosa Parks thought it wasn’t fair that she had to give up her seat... she refused... it helped change the law... This reaction helped people realize that it was not fair... It helped change the law.”). A clear connection is also provided. (“... they both show that some people or maybe just one person can help other people and help change the law or other things too!”)

Anchor Paper 17

I agree with the statement, 'When people stand up for what they believe, they can also help others. Why do I think so? Because most of the time it is true, and I get my proof from the two reading selections.

In "A Day to Teach Their Town About the Planet," the children set up games in the gymnasium to tell people to recycle more aluminum cans, paper, and other items that normally would have been dumped in landfills. They also made their own newspaper to get the word out. The class told people NOT to litter. They tried really hard to stand up for what they believed in, to tell people that it is wrong to litter and pollute the Earth so. And guess what? Thanks to Ms. Wollet's class, more people are trying to keep the Earth clean. They pick up garbage and other stuff like that. The students really made a difference.

In "Rosa Parks," Rosa didn't give up. She knew that the white people were treating the black people wrong. She knew it wasn't right being segregated like that, especially when the white people were getting all of the good stuff. Rosa did a very brave thing to refuse to sit in the back of the bus. Even though she was arrested, Rosa showed that it wasn't fair being segregated. Other black people decided to follow in her footsteps. Eventually, the bus rule changed, and thanks to Rosa Parks, all black people can

now ride the buses wherever they want, whether in the front or the back.

Those two stories both had people who stood up for what they believed in. They didn't give up. Thanks to them, black people aren't segregated (Rosa Parks), & people will help to clean the environment. (A Day to Teach Their Town About the Planet).

Anchor Paper 17**Score Point 6**

The student states a clear position. Key or important ideas from A Day To Teach Their Town About The Planet (“... the children set up games in the gymnasium . . . They also made their own newspaper . . . The class told people NOT to litter. They tried really hard to stand up for what they believed in . . .”) and Rosa Parks (“She knew that the white people were treating the black people wrong. She knew it wasn't right being segregated like that . . . Rosa did a very brave thing, to refuse to sit in the back of the bus . . . Eventually, the bus rule changed . . .”) support this position. The position and connection (“Those two stories both had people who stood up for what they believed in. They didn't give up.”) are thoroughly developed with appropriate examples and details. Mastery of language and writing conventions contribute to the overall effectiveness of the response.