



Grade 9 Reading

Scoring Guide

Spring 2004

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INTRODUCTION

The grade 9 reading test is based on three thematically linked reading pieces, called a “triplet”—a literary selection, an expository selection, and a visual representation. The test includes a performance task—three short answer items. The literary and expository selections are published pieces, and the visual representation is a created piece, although it may include some published elements, such as photographs. Using published selections on TAKS makes the assessment more authentic and, therefore, a more valid and reliable measure of student learning in reading at the high school level.

Short Answer Items

The three short answer items on each test assess two skills. First, students must be able to generate clear, reasonable, thoughtful ideas or analyses about some aspect of the published literary and expository selections. Second, students must be able to support these ideas or analyses with relevant, strongly connected textual evidence.

On each test one short answer item is based on the literary selection only (Objective 2), one is based on the expository selection only (Objective 3), and one is based on students’ ability to connect the literary and expository selections (also Objective 3). Short answer items are not used to measure Objective 1, since this objective focuses on basic understanding.

Objective 2

The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.

To appreciate the literature they read in high school, students must develop an understanding of the literary elements that are at the heart of all stories. This understanding must go beyond mere identification to encompass the ways in which the parts of a story, singly and in combination, contribute to its overall meaning. Students must also understand the ways in which an author uses literary techniques and language to craft a story. In short answer items assessing Objective 2, students must write a short response analyzing how literary elements, literary techniques, or figurative language function in a story.

Objective 3

The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.

To read well at the high school level, students must go beyond their initial understanding or impressions of a selection. Students must be able to develop their own interpretations, make thoughtful judgments about what they read, examine how a selection relates to their own lives, and find meaningful connections across parts of a single selection or between two selections. Students must also be aware of the way an author crafts a selection. An author’s purpose for writing, organizational decisions, point of view or attitude toward the subject, and unique use of language all affect the way a reader reads and understands a selection. In short answer items assessing Objective 3, students must write a short response analyzing or evaluating some aspect of the expository selection or some aspect of text common to or based upon both selections.

TAKS short answer items are holistically scored on a scale of 0 (insufficient) to 3 (exemplary). For each score point, this scoring guide presents the rubric as well as four student responses with explanatory annotations. Using this scoring guide will help you to better understand not only your students’ reading development but also the strengths and weaknesses of your school’s reading program.

The Friendship

by Marjorie Kinnan Rawlings

My notes about what I am
reading

1 The little boy had a policeman for a friend. He acquired him out of a clear sky. He ran out of the schoolyard to go home for his noon lunch, tripped over a rough spot on the sidewalk, and fell so hard and so flat that for gasping moments he could not draw a breath. The policeman happened to be passing by. Robert felt himself being lifted and pounded on the back. The first breath that came was agony and wonder, for drawing it had seemed impossible. It was only with the third that he realized his knees were hurting, and he looked down to see them torn and bleeding. He became aware of the policeman and then it was unthinkable to cry.

2 He was not afraid, like the defiant older boys who gave themselves away by bragging of what they had done and intended to do to policemen. His father had often told him that the law was a protector, and if he ever found himself lost, for he was something of a roamer, he was to ask for a policeman and give his name and address. This seemed appropriate now.

3 He said, "My name is Robert Wilkinson and I live on Newton Street. I've forgotten the number."

4 The policeman nodded his head gravely. "I know your father," he said. "Isn't your house the large green-and-white one?"

5 "Oh, yes. With a big snow-apple tree in the yard."

6 The policeman again inclined his head. "My duties take me that way, Robert. I'll walk along with you."

7 The little boy was enchanted. The policeman's gravity was pleasing and complimentary.

8 "That was a bad tumble, young man. Are your knees painful?"

9 "Yes, sir, they hurt terribly."

10 "Will there be someone at home to fix you up?"

11 "Oh, yes; my mother. She's always there when I come home for lunch."

12 "You're lucky, Robert. I didn't have a mother when I was your age. Eight, I'd guess?"

13 "Just six. I almost wasn't old enough to begin the first grade." He glowed with pride that the policeman thought he was eight years old. "I thought everybody had a mother."

- 14 "Everybody has a mother to begin with."
- 15 "Even kittens and puppies and little birds."
- 16 "And colts and calves and baby elephants," said the policeman, and smiled. "But sometimes a mother can be lost."
- 17 Robert was puzzled. "I thought only little boys got lost. I never have been, quite, but my father says he's always expecting it."
- 18 "Just ask for me if you're lost. I am Sergeant Masters."
- 19 "That's what my father told me, to ask for a policeman and tell my name and where I live. But I can't ever remember the number."
- 20 "The name and the street are what matter. Your father is well known in the area where you would presumably stray."
- 21 Robert did not quite understand all the words, but he was charmed with the truly adult conversation, with his father's being well known, and above all with the policeman. He sighed happily, and when the policeman took his hand in crossing a street, his cup of joy ran over, and he left his small hand inside the vast one. They walked in silence down another block.
- 22 He asked, "Do you have a little boy?"
- 23 "No, Robert. I should have liked a dozen, but I shall never have a single one."
- 24 "How can you tell?"
- 25 "Sometimes," the policeman said, "it is possible to know."
- 26 The sergeant at once took third place in omniscience behind God and his father, and it occurred to Robert that perhaps he should put him first. The only flaw in everything was that his protector had been unimpressed by his not crying when his knees did hurt so intensely. They reached the gate of his house. His mother stood anxiously on the front porch, since the accident had delayed him. He waved to her and she waved back.
- 27 The policeman said, "You might say to your mother that I suggest hot water first, and then an antiseptic and bandages." He cleared his throat. "You are a very brave young man. Many boys would have cried. I usually pass your school during the noon recess, and when we meet again, I hope we may walk together."
- 28 "Oh, I hope so too." He recalled his manners. "Thank you, sir," he said.
- 29 "And you are polite too. I'm sure we shall be friends."

- 30 He tipped his cap to the lady coming down the path and strolled impressively away.
- 31 Robert cried out, "Mother, I fell down and I couldn't breathe, and see my knees, all bleeding, and a policeman picked me up and came home with me."
- 32 "How nice of him. Oh, darling, this is dreadful. You can't go back to school this afternoon."
- 33 "Of course I can go back. I'm a very brave young man."
- 34 His mother laughed and hugged him to her, and treated his injuries as the policeman had suggested, although he forgot to tell her.
- 35 He was a little late for the afternoon session, but he went boldly into the classroom with his bandaged knees. They were their own apology, and the teacher nodded to him and went on with the lesson. He was disappointed that she did not ask him any questions, so that he could tell of his peril and of his friend.
- 36 In the evening he could hardly wait for his father to come home. He hung on the gate, watching for him. When he saw him coming down the street, he ran to him and clasped him around the legs.
- 37 "Father, I fell down and hurt myself, and a policeman brought me home."
- 38 His father lifted quizzical eyebrows. "A policeman brought you home? Well, well. In chains, no doubt. What bad thing had you done?"
- 39 "Oh, father." He was accustomed to his father's jokes, and nothing could spoil his pleasure. "The policeman is my friend."
- 40 "Well, that may come in handy someday when you've done something really bad."
- 41 "Father." The jesting was adult, too, and he ate his vegetables at dinner without his mother's urging.
- 42 He was unable to avoid boasting at school, just a little, for Sergeant Masters was waiting for him almost every noon.
- 43 The tough boys sneered, "Who wants a cop for a friend? Yah. Bet your mamma pays him to take baby home. Yah. 'Fraid we'll beat you up. We don't beat up babies. Bet she pays him a dollar a week."
- 44 The idea had its unspeakable possibilities. His mother was often unduly solicitous. He did not dare approach her on the subject, but he did sound out the sergeant.
- 45 "Do you know my mother?" he asked one day.

46 "I don't have that pleasure. But as I said before, I am acquainted with your father."

47 Perhaps his father had hired the policeman. Perhaps his father had enemies and was threatened with the kidnaping of his son. This thought was exciting and acceptable, but it invalidated the friendship. He pondered over his next question. He felt very sly and clever as he asked it.

48 "A good policeman wouldn't take money for walking home with anybody, would he?"

49 The sergeant stopped and stared down at him. "Somebody has been putting ideas in your head. No, Robert, a good policeman doesn't take money for anything." He laid a huge gentle hand on the little boy's shoulder. "I am your friend. Always remember that friendship is a noble thing."

50 He was comforted. And then the snow apples on the tree in the yard began to ripen and fall. They lay each morning like rosy flowers in the soft grass. By family custom these were his own, the windfalls. He invited the policeman into the yard every day and insisted on his putting an apple in all his pockets.

51 Sergeant Masters said invariably, "Thank you, Robert. I wish I had a little boy to take them home to. But I'll think of you and enjoy them."

52 One day the windfalls were scarce and the policeman would not take any, but said that he would prefer to think of Robert's eating them. The next noon there was only one snow apple on the ground. This was unreasonable, as the tree was still loaded. Robert watched from behind the hedge that evening, and saw Jimmy Thomas and his sister dash into the yard and swoop to the grass and dash away again. He was in a rage. It was his apple tree, his apples. He not only liked to use them as tribute to his friend but he was passionately fond of snow apples himself.

53 He ran toward the house to tell his father, then halted, and in triumph decided on a superior plan. Of what avail to have a policeman for a friend, if not to use him for his vengeance?

54 The next noon he prayed there would be no apples on the ground. There was a disappointingly large number, but still, he was sure, not nearly so many as usual. He turned haughtily to Sergeant Masters.

55 "Well," he said, "those Thomases have been over here again, stealing. I want you to arrest them and put them in jail. Right now."

56 "Arrest the Thomases for stealing? Who are the
Thomases?"

57 "A horrid boy across the street and his nasty little
sister. They've been stealing my snow apples."

58 "I see. Robert, do they have an apple tree?"

59 "No. But they don't have any right to mine."

60 "Have you ever given them any of your apples?"

61 "I don't have to. I don't like them. And you're my friend,
you said so, and I want you to arrest them."

62 Sergeant Masters slowly took out from his pockets the
apples that Robert had pressed on him and dropped them
to the autumn earth.

63 "It's a very large tree, Robert," he said, "but perhaps
you'd better just keep all the apples for yourself."

64 Robert stared at the gift apples discarded on the
ground, then up at the beloved face far above him. It was
sad and stern. He drew a gasping breath more painful than
the one when he had fallen flat and the policeman had
pounded him on the back and had become his friend. In a
moment now Sergeant Masters would walk out of the gate
and be lost to him forever. He threw his arms around the
strong legs and gripped them tight and hid his face against
them.

65 A sparrow flew into the tree and chirped cheerfully in
the dreadful silence. An apple dropped with a thump. A
cloud drifted across the sun and the autumn air was chill.
He shivered. The big hand of the policeman dropped slowly
to his head and ruffled his hair. A great arm encircled him.

66 "It's all right, Robert."

67 The little boy burst into loud sobs of relief and shame.
Friendship was a noble thing and he had proved unworthy.

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Short Stories by Marjorie Kinnan Rawlings, Rodger Tarr, ed., Gainesville, pages 368-373,
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“Magic” Pablo

by Mark Brazaitis

1 Pablo and I liked to play “Let’s
imagine.” We’d be walking down the
street, a basketball cradled under one of
our arms. Clouds would be gathering in
the east, as they tended to do in early
evening. A light rain—*chipi-chipi* is what
everyone in town called it—might even be
falling.

2 “Let’s imagine,” Pablo would say, “that
Michael Jordan is walking with us.” He
would smile. “What would these people
say?” he would ask, pointing to the woman
in the dark blue *cortes* and white *huipiles*,
the native dress in this town in the
Northern mountains of Guatemala. “What
would they do?”

3 “They’d be amazed,” I’d say. “They
wouldn’t know what to do.” Pablo agrees.

4 “They’d probably run. But we’d just
keep walking down the street, the three of
us, to the basketball court.”

5 Then Pablo would ask, “And how
would we divide the teams?”

6 “Michael Jordan versus the two of us.”

7 Pablo would consider this. “No,” he’d
say, “it’d be you and Michael Jordan
versus me.”

8 Pablo was sixteen when I met him,
another indistinguishable face in my
English class of forty-five students.

9 I was twenty-five when I arrived as a
Peace Corps Volunteer in Santa Cruz
Verapez, a town of 4,000 people. I was
prepared to be alone during my entire
two-year service. I figured this was the
way my life was supposed to be: silent
sacrifice. I wasn’t, at any rate, expecting to
make a friend my first night in town.

10 But the night after my first English
class, Pablo knocked on my door. I invited
him in, and he entered, looking around
shyly. On a table in my dining room, he
saw a copy of *Sports Illustrated* that my
stepfather had sent from home. He pointed
to the cover photo.

11 “Robert Parish,” he said. “The Chief.”

12 Pablo, it turned out, knew as much
about basketball and the NBA¹ as I did,
and I was a former sportswriter.

13 I don’t know where he got his
information. *El Grafico*, the only daily
newspaper from the capital sold in
our town, rarely had stories about
American basketball. A Mexican TV
station that reached Santa Cruz showed
NBA games on Saturday mornings,
but the town’s electricity was so
unpredictable—occasionally it would be off
for three or four days in a row—that I
wondered how many of these games he
could have seen. Pablo just seemed to
know, and he was familiar not just with
Robert Parish and other All-Stars; he
could talk about obscure players like Chris
Dudley and Jerome Kersey as if he were
an NBA beat reporter.

14 Pablo would come to my house at night
and we would draft imaginary line-ups.
Pablo liked non-American players.
Hakeem Olajuwon was his favorite. He
liked Mark Aguirre because he’d heard
that Aguirre’s father was born in Mexico.
Dikembe Mutombo. Manute Bol. Drazen

■ see “Magic” Pablo, page 2

¹ National Basketball Association

Petrovic. Selecting our imaginary teams, he'd always draft these players first.

15 I didn't get it. Why would he pick Vlade Divac instead of Charles Barkley? But the longer I lived in Guatemala, the better I understood.

16 The American presence in Guatemala is about as subtle as a Shaquille O'Neal slam dunk. The Pepsi logo covers entire storefronts. In Santa Cruz, the town basketball court is painted with a Coca-Cola motif, right down to the backboards. In some remote villages, children wear "Ninja Turtles" tee-shirts.

17 We had long arguments about who was the best player in the NBA. Hakeem Olajuwon versus Michael Jordan. Hakeem versus Patrick Ewing. Hakeem versus Magic Johnson.

18 Pablo stuck by his man.

19 Pablo and I played basketball on the court next to the cow pasture. Pablo was taller than Muggsy Bogues but shorter than Spud Webb, both of whom played in the NBA. When we first began playing, I could move him around with my body, backing him close to the basket. If I missed, I was tall enough to get a rebound. In games to twenty-one, I would beat him by nine, eleven, thirteen points.

20 Pablo was the first to tell me about Magic Johnson. He came over to my house one night, late.

21 "What is it?" I asked.

22 His head was bowed.

23 "What is it?"

24 He looked up. He wasn't crying, but he looked like he might need to. He said, "Magic has the AIDS virus."

We mourned together. Feeling sentimental, Pablo admitted, "Magic might be better than Hakeem."

Pablo's dream was to dunk a basketball. We calculated how many feet he would need to jump—about four.

Pablo drew up a training plan. He would jump rope two hours a day to build his leg strength. Every other day, Pablo would ask his younger brother to crouch, and he would leap, back and forth, for half an hour.

Two weeks later, Pablo came to my house and asked me to set up a hurdle in my courtyard. I stacked two chairs on top of each other, then another two chairs a few feet away. I placed a broom across the top of the chairs and measured: the broom was four feet off the ground.

"I'm going to jump it," Pablo said.

"You sure?" I asked.

"Yes, I'm sure."

We stood there, gazing at the broom.

"You sure?" I asked again.

"I'm sure."

More gazing.

Then he backed up, took a few quick steps, and jumped. His knees shot to his chest. He leapt over the broom like a frog.

"You did it!" I yelled.

"I can dunk now," he said, grinning.

The next morning, we went to the basketball court. Pablo dribbled from half

■ see "Magic" Pablo, page 3

court and leapt. The ball clanked off the rim. He tried it again. Same result.

40 "I don't understand," he said.

41 I didn't have the heart to admit I'd misled him: to dunk, he'd have to jump four feet without bending his knees.

42 As a player, though, Pablo was getting better. He couldn't dunk, but he'd learned to use his quickness to drive by me and score. He had grown stronger. I could not back into him as easily.

43 Also, he had developed a jump shot.

44 "Let's imagine," Pablo would say, "that David Robinson came to visit us."

45 "All right," I'd say.

46 "Where would he stay?"

47 "I don't know. At a hotel, probably."

48 "No," Pablo would say, "he'd stay at your house. You'd let him sleep in your bed."

49 "Yeah, that would be better."

50 "And you'd make him dinner."

51 "Sure."

52 "And at night," Pablo would say, "we'd sit around and talk about basketball."

53 Pablo was not my best student. He was more interested in basketball than books. But he knew how to make his teacher laugh.

54 When he missed a quiz, I allowed him to make it up by writing five sentences—any five sentences of his choice—in English.

55 He wrote:

1. Charles Barkley sang a song in my house.

2. I beat Patrick Ewing in slam dunk.

3. I beat David Robinson in block.

4. Hakeem Olajuwon is my brother.

5. Magic and Pablo are the best friends of Mark.

Despite his interest in basketball, Pablo's best sport was soccer. He played for San Pedro Carcha, a nearby town. Pablo was a good play-maker. Quick dribbler. Good passer. Soccer's equivalent of a point-guard, not a power forward.

I'd seen several of Pablo's games and had watched him make gorgeous passes, beautiful sky-touching passes that his teammates batted into the net for goals.

My last week in Guatemala as a Peace Corps Volunteer, I attended a game Pablo's team played against San Cristobal, a town nine kilometers west of Santa Cruz. The game was tied 1-1 going into the final minutes. Pablo's team had a corner kick. The crowd, about a thousand strong, was silent.

The ball soared into the air. A mass of players, including Pablo, gathered to receive it. Pablo jumped, his body shooting up like a rocket off a launcher. His timing was perfect. His head met the ball and the ball flew past the goalie.

Pablo's teammates paraded him around the field on their shoulders. People from the crowd, per custom, handed him money.

When I talked to him later, I didn't need to point out why he'd been able to jump that high. He said it himself. "It's

basketball. I learned it from basketball.
From trying to dunk."

62 We played our last game the day before
I left Guatemala. We played in the
evening, as a light rain—a *chipi-chipi*—
fell.

63 He had learned to play defense. I tried
to back him toward the basket, but he held
his ground. I was forced to use my
unreliable jump shot. I could no longer get
every rebound because he'd learned to
block out. And, of course, he could jump
now.

64 I got lucky and hit two straight
jumpers to pull ahead by four. But he
countered with a reverse lay-up. He scored
again on a long jump shot, a shot he never
would have made when we first played.

65 The rain fell harder now. Puddles were
beginning to form on the court. Pablo and I

were both panting. It was getting dark; we
could barely see the basket.

"Let's quit," I said. "Let's leave it like
this."

"If you want," he said.

"Yeah, let's leave it like this. A tie."

"All right," he said. "A tie. Good. Let's
leave it."

We hugged each other.

"Let's imagine," Pablo said, as we
walked to my house for the last time, "that
you and I played against Michael Jordan.
Who would win?"

"Jordan," I said.

"No," Pablo said. "We would. Believe
me, we would."

Objective 2 – Literary Selection

- 34 In “The Friendship,” what does Robert learn from his experience with Sergeant Masters? Support your answer with evidence from the story.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may offer an incorrect theme, character trait, conflict, or change
- ☐ may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze a literary technique or figurative expression
- ☐ may offer an analysis that is too general or vague to determine whether it is reasonable
- ☐ may present only a plot summary
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 2 – Literary Selection

TAKS Grade 9
Spring 2004

RG-1

34 He experienced friendship and that they are good people to talk to when help is needed.

Score Point: 0—Insufficient

This student attempts to respond to the question, but the analysis provided (He experienced friendship and that they are good people....) is too vague for the reader to understand what the student is attempting to convey. More specificity would be needed for a higher score point.

RG-2

34 I really think that he shouldn't of lied to the Sergeant but because of that he learned not to lie to his friends.
(He lied about the apples.)

Score Point: 0—Insufficient

This is an example of an incorrect response. The student presents an analysis (...he shouldn't of lied to the Sergeant...) that is erroneous; Robert did not lie to Sergeant Masters about the apples. Therefore, the response is insufficient.

RG-3

34 ROBERT LEARNS FROM HIS EXPERIENCE BY FALLING IN FRONT OF THE POLICEMAN. THE POLICEMAN HELPS HIM. ROBERT WAS BLEEDING ON HIS KNEES AND THE POLICEMAN TOOK HIM HOME. THEY BECAME FRIENDS SINCE THEN.

Score Point: 0—Insufficient

In this response the student describes events that occurred in the story (Robert learns from his experience by falling...Robert was bleeding on his knees...the policeman took him home...). However, this plot summary does not answer the question of what Robert learned from his experience with Sergeant Masters.

RG-4

34 What I thought Robert learned from the experience with Sergeant Masters was that just because you have an older friend they don't have to do every little thing you tell them to do like when sergeant Masters said, "Have you ever gave them an apple" he was trying to tell he have you ever talked to them.

Score Point: 0—Insufficient

The student presents only a vague idea of what Robert learned from his experience with Sergeant Masters (...that just because you have an older friend...). In addition, the student offers text and further analysis that is not connected to the idea presented. The response is confusing and lacks clarity, causing the reader to be unable to understand what the writer is trying to convey.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- ☐ may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 2 – Literary Selection

TAKS Grade 9
Spring 2004

RG-5

34 I think Robert learns that you can not take a friend for granite. Everyone that has a good older friend, should not use them just because of their age or abilities.

Score Point: 1—Partially Sufficient

This student presents a reasonable idea (...Robert learns that you can not take a friend for granted. Everyone that has a good older friend should not use them just because of their age or abilities). However, no textual evidence is provided for support.

RG-6

34 Robert learned from Sergeant Masters is that its okay to share things with other people, even though they are not your friends, and if they are, don't become selfish. In Paragraph 63, Robert found out the hard way that selfishness can ruin a good friendship and that's okay to share things even if you don't like the person.

Score Point: 1—Partially Sufficient

The student provides a reasonable idea (...that it's okay to share things with other people, even though they are not your friends...) and attempts to support it with a general reference to text (...Robert found out the hard way that selfishness can ruin a good friendship...). However, the reference would need to be more specific for a higher score point.

RG-7

34 He learns that Sergeant Masters knows his father. Robert also learns that Sergeant Masters just can't arrest anybody. Robert also thinks that with a Policeman around that he can act all tough. He is gonna find out that Sergeant Masters isn't always gonna be there for him.

Score Point: 1—Partially Sufficient

This student lists several things that Robert learns from Sergeant Masters (...that Sergeant Masters knows his father...Sergeant Masters just can't arrest anybody...thinks that with a policeman around that he can act all tough...gonna find out that Sergeant Masters isn't always gonna be there for him), but there is no textual evidence offered to support any of the ideas provided.

RG-8

34 Robert learns to be brave and to learn to share. It says "The little boy burst into loud sobs of relief and shame. Friendship was a noble thing and he had proved unworthy."

Score Point: 1—Partially Sufficient

In this response the student gives an analysis (Robert learns to be brave and learns to share), but the quotation from the text that is offered ("The little boy burst into loud sobs of relief and shame. Friendship was a noble thing and he had proved unworthy") does not support the analysis.

READING RUBRIC—LITERARY SELECTION
OBJECTIVE 2

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence
- ☐ must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 2 – Literary Selection

TAKS Grade 9
Spring 2004

RG-9

34 Robert learns from sergeant Masters, that in friendship when you give you don't expect anything in return. For example Robert gave sergeant Masters the snow apples, but when Robert asked him to arrest the Thomas kids for stealing some apples sergeant Masters gave his apples back.

Score Point: 2—Sufficient

The student demonstrates an understanding of what Robert learns (...that in friendship when you give you don't expect anything in return). This idea is supported with a synopsis of relevant text (...Robert gave Sergeant Masters the snow apples, but when Robert asked him to arrest the Thomas kids for stealing some apples Sergeant Masters gave his apples back).

RG-10

34 Robert learns the value of friendship from sergeant Masters. As sergeant Masters said, "I am your friend. Always remember that friendship is a noble thing." This taught Robert to value friendship, because it is truly a gift.

Score Point: 2—Sufficient

This student presents a reasonable idea of what Robert learns from his experience with Sergeant Masters (Robert learns the value of friendship...). Text support for this idea is provided in the form of a direct quotation of relevant text ("I am your friend. Always remember that friendship is a noble thing").

RG-11

34 In the story "The Friendship" Robert learns that Sergeant Masters isn't only a policeman but also a friend. (I'm sure we shall be friends) Throughout the story people tell Robert things that he shouldn't believe (Bet your mamma pays him to take the baby home) Which he starts to believe until he talks to Sergeant Masters (A good policeman doesn't take money for anything) that showed him that they were friends.

Score Point: 2—Sufficient

In this response the student presents a reasonable idea (...Robert learns that Sergeant Masters isn't only a policeman but also a friend). This idea is supported by a combination of synopsis (Throughout the story people tell Robert things he shouldn't believe...which he starts to believe until he talks to Sergeant Masters) and quotations of relevant text ("I'm sure we shall be friends," "bet your mamma pays him...", "A good policeman doesn't take money...").

RG-12

34 Robert learns not to be selfish with the snow apples. "It's a very large tree Robert, but perhaps you'd better just keep all the apples for yourself." After Sargent Masters said this, and Robert saw the dissapointment in his eyes, he realized just how selfish he had been.

Score Point: 2—Sufficient

The student presents a reasonable analysis (Robert learns not to be selfish with the snow apples...Robert saw the disappointment in his eyes, he realized just how selfish he had been) and supports the analysis with a direct quotation of relevant text ("It's a very large tree Robert, but perhaps you'd better just keep all the apples for yourself") to provide a sufficient response to the question.

READING RUBRIC—LITERARY SELECTION

OBJECTIVE 2

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 2 – Literary Selection

TAKS Grade 9
Spring 2004

RG-13

34 Prior to his friendship with Sergeant Masters, Robert did not truly comprehend the true meaning of friendship. However, after he had developed a friendship with Sgt. Masters, Robert understood what friendship is characterized by. "Always remember that friendship is a noble thing," was one of the lessons learned by Robert from Sgt. Masters. "It's a very large tree Robert, but perhaps you'd better just keep all the apples for yourself," taught Robert that sharing when you have plenty is a virtue and selfishness is a vice.

Score Point: 3—Exemplary

This student shows an in-depth understanding of what Robert learned by presenting two different lessons (...after he had developed a friendship with Sergeant Masters, Robert understood what friendship is characterized by...sharing when you have plenty is a virtue and selfishness is a vice). Each of these lessons is supported by direct quotations of relevant text ("Always remember that friendship is a noble thing," "It's a very large tree Robert...") to provide a complete and integrated response to the question.

RG-14

34 Robert learns that being a true friend requires letting go of your ego. He is infuriated that the Thomas children are stealing his apples and orders Sergeant Masters to put the children in jail as a requirement of their friendship. "You're my friend, you said so, and I want you to arrest them." However, when Sergeant Masters returns the apples Robert had given him, Robert realizes that he was being selfish and demanding. Friendship is a noble thing and he had proved unworthy.

Score Point: 3—Exemplary

In this particularly insightful response, analysis (Robert learns that being a true friend requires letting go of your ego) is combined with specific synopsis (He is infuriated that the Thomas children are stealing his apples and orders Sergeant Masters to put the children in jail...when Sergeant Masters returns the apples Robert had given him, Robert realizes that he was being selfish and demanding...) and paraphrase of relevant text (Friendship is a noble thing and he had proved unworthy.) This provides a very well integrated and thoughtful answer to the question.

RG-15

Robert learns that selfishness has consequences. at first he doesn't see that it is selfish not to share the apples with the neighbor kids. But when they take them he "was in a rage. It was his apple tree, his apples." When he tells Sergeant Masters to arrest the Thomases and put them in jail, the sergeant gives back the apples Robert has given him "as a tribute" and turns from him. These actions make Robert see that selfishness can destroy friendships. That is why he feels so upset and "unworthy" at the end of the story.

Score Point: 3--Exemplary

The student presents a thoughtful analysis (Robert learns that selfishness has consequences. At first he doesn't see that it is selfish not to share the apples...) that is integrated with quotation of text (he "was in a rage. It was his apple tree, his apples") and synopsis with interwoven text (When he tells Sergeant Masters to arrest the Thomases and put them in jail, the sergeant gives back the apples Robert had given him "as a tribute"...). This synthesis provides a coherent and comprehensive response that demonstrates a thorough understanding of the question.

RG-16

34 Robert learns that you can learn life lessons from someone other than your parents. He learns that having a friend disappointed in you hurts more than physical pain. When Robert wants to use his friend the sergeant to extract "vengeance" on the Thomas kids for stealing his snow apples, Masters gives him a sad, stern look, and Robert "drew a gasping breath more painful than the one when he had fallen flat."

Score Point: 3—Exemplary

This student presents two very insightful ideas (Robert learns that you can learn life lessons from someone other than your parents...that having a friend disappointed in you hurts more than physical pain). This analysis is supported with specific synopsis (When Robert wants to use his friend the sergeant to extract "vengeance" on the Thomas kids...Masters gives him a sad, stern look...) and direct quotation of relevant text (...Robert "drew a gasping breath more painful than the one when he had fallen flat") to respond to the question in a very coherent and concise manner.

Objective 3 – Expository Selection

- 35 Why do you think the author and Pablo decided to leave their last basketball game in a tie in “‘Magic’ Pablo”? Support your answer with evidence from the selection.

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of the text
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 3 – Expository Selection

TAKS Grade 9
Spring 2004

RG-17

35 Because if they had not of left it at a tie game then they would probably get mad at each other and say one cheated to win that's why they left it at a tie game.

Score Point: 0—Insufficient

This response consists of an interpretation that is not reasonable (Because if they had not of left it a tie game then they would probably get mad at each other and say one cheated to win...). There is no evidence to suggest that the two friends would have gotten angry about the basketball game.

RG-18

35 They wanted their friendship to last and Pablo doesn't know if it will if they won the game.

Score Point: 0—Insufficient

This student attempts to answer the question with an interpretation that is both incorrect and vague (They wanted their friendship to last and Pablo didn't know if it would if they won the game.) There is no evidence in the text to suggest that the friendship of the two men was threatened by the game, and it is unclear who "they" refers to in the last part of the response.

RG-19

35

I think that they decided to leave their basketball game in a tie because they both knew that they are both very good basketball players.

Score Point: 0—Insufficient

In this response, the student gives an interpretation that is not based on the text (...because they both knew that they are both very good basketball players) and does not address the central issue of the relationship between Mark and Pablo.

RG-20

35

I think the author and Pablo wanted to leave their basketball game in a tie because they both believed that one day soon they would both play again together where they left off. Evidence in the selection would probably be in paragraph 69 where they both want to leave the game in a tie.

Score Point: 0—Insufficient

The student responds by offering an interpretation that is not supported by the text (...because they both believed that one day soon they would both play again together where they left off) and attempts to provide evidence but simply repeats the information provided in the question (...where they both want to leave the game in a tie).

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 3 – Expository Selection

TAKS Grade 9
Spring 2004

RG-21

35 I'd say that they both were good enough to win their final game. Neither of them thought that they were better than the other. For example, the author at first was the one who would always be winning and then he helped Pablo become a better player.

Score Point: 1—Partially Sufficient

A reasonable interpretation is given in this response (...they both were good enough to win their final game...neither...thought they were better than the other). The student does offer a text reference as support (...the author at first was the one who would always be winning and then he helped Pablo become a better player), but it is too general to be considered a synopsis.

RG-22

35 There might be two different aspects to this answer. They quit playing because the conditions of the court and themselves was not suitable anymore to keep playing, it was raining, dark, and they were tired. the other aspect as to why they quit playing is that they did not want anybody to go home as the loser of their last game they were going to play.

Score Point: 1—Partially Sufficient

The student offers two interpretations in this response (...because the condition of the court and themselves was not suitable anymore...they did not want anybody to go home as the loser of their last game...). The first interpretation is supported by a paraphrase of text (...it was raining, dark, and they were tired...), but the second interpretation is not supported by textual evidence.

RG-23

35 I think that they left the game tied because, Pablo wanted him to return so that way they could start where they left off. I have reason to believe that the author will return because of there last words before they stopped. "Alright, ", "A tie. Good. Lets leave it. "

Score Point: 1—Partially Sufficient

In this response the student gives a reasonable interpretation (I think that they left the game tied because Pablo wanted him to return...). However, the quotation used as text support ("A tie. Good. Let's leave it") is only weakly connected to the interpretation.

RG-24

35 I believe the reasoning behind this resolution is the unspoken truth that the games were not about who wins or who loses, but rather the lessons learned along the way. I think Pablo chose to word it as a "tie" because both men learned lessons from one another, and it naturally was symbolized in a basketball game.

Score Point: 1—Partially Sufficient

The student presents a thoughtful interpretation (...that the games were not about who wins or who loses, but rather the lessons learned along the way...because both men learned lessons from one another, and it naturally was symbolized in a basketball game). However, there is no textual evidence offered to support the interpretation.

READING RUBRIC—EXPOSITORY SELECTION
OBJECTIVE 3

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- ☐ must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 3 – Expository Selection

TAKS Grade 9
Spring 2004

RG-25

35 There are two reasons why they had to leave the game as a tie. One reason was because it was raining "rain fell harder," "puddles were beginning to form on the court." The other reason was that it was getting late. "It was getting dark we could barely see the basket."

Score Point: 2—Sufficient

This student presents two literal reasons as to why the author and Pablo decided to leave the game in a tie (...because it was raining...it was getting late). These two conclusions are supported by quotations of relevant text ("rain fell harder," "It was getting dark; we could barely see the basket") to provide a sufficient response to the question.

RG-26

35 They wanted to remember thier last game as equal. Not wanting to know who would win one on one but knowing who would win if they were a team. Pablo says They would win Facing Jordon.

Score Point: 2—Sufficient

A reasonable interpretation is provided in this response (They wanted to remember their last game as equal. Not wanting to know who would win one on one, but knowing who would win if they were a team). The interpretation is supported by a paraphrase of relevant text (Pablo says they would win facing Jordan) to achieve a sufficient response.

RG-27

35 I firmly believe that they left it a tie because when two people are friends, they are equal. "All right," Pablo said. "A tie. Good. Let's leave it." Neither of them felt they should try to beat the other because their friendship made them both winners. "We hugged each other."

Score Point: 2—Sufficient

This student interweaves interpretation (...because when two people are friends, they are equal...because their friendship made them both winners) with direct quotations of text ("All right,"... "A tie. Good. Let's leave it,"... "We hugged each other") to provide a well-integrated response to the question.

RG-28

35 He thought that that as he was leaving Guatemala, they should remain equals since Pablo had improved so much. He makes many references to Pablo's improvement saying, "He had learned to play defense... block out... He scored again on a long jump shot, a shot he never would have made when we first played." The author and Pablo had become so close that he thought neither should be better than the other.

Score Point: 2—Sufficient

This student presents a reasonable interpretation (He thought...they should remain equals since Pablo had improved so much...The author and Pablo had become so close that he thought neither should be better than the other). This interpretation is strongly supported by a direct quotation of relevant text ("He had learned to play defense...block out...a shot he never would have made when we first played").

READING RUBRIC—EXPOSITORY SELECTION

OBJECTIVE 3

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 3 – Expository Selection

TAKS Grade 9
Spring 2004

RG-29

35 The tie is a sign that their friendship is pure, there are no hard feelings between the two and they are equals. The author sees this when he says "Yeah, let's leave it like this. A tie". This friendly ending to a heated battle is further demonstrated when they hug after the game and Pablo says that they would beat Michael Jordan. It is a poignant moment when they both realized they might never see each other again and wanted to leave on equal footing.

Score Point: 3—Exemplary

In this well-constructed response the student combines interpretation (The tie is a sign that their friendship is pure, there are no hard feelings...and they are equals) with direct quotation from the text ("Let's leave it like this. A tie"), synopsis of text (This friendly ending to a heated battle is further demonstrated when they hug after the game...) and additional interpretation (It is a poignant moment when they both realize they might never see each other again...) to demonstrate a thorough understanding of the question.

RG-30

35 In "Magic Pablo," the author and Pablo decided to leave the game a tie because it made the act of parting a reminder of how their relationship had grown and neither was superior to the other. The author had taught Pablo English and how to jump. Pablo shared his emotional attachment to basketball and the NBA. When Pablo told Mark that Magic had the Aids virus, they mourned together. They both benefited from each other and the tie game symbolized this.

Score Point: 3—Exemplary

This student presents an insightful interpretation (...because it made the act of parting a reminder of how their relationship had grown and neither was superior to the other) that is strongly supported by a specific synopsis of text (Pablo shared his emotional attachment to basketball and the NBA. When Pablo told Mark that Magic had the AIDS virus...) and integrated with additional interpretation (They both benefited from each other and the tie game symbolized this) to give a clear and thoughtful response to the question.

RG-31

35 They wanted to leave it a tie to cherish their experience together. They did not want to leave their time together a loser, winner situation because they were both winners. Pablo even believed that together they could beat Michael Jordan. They were a great team. The author found a friend in Guatemala, even though he was prepared to be alone for two years. Pablo found someone who shared his love of basket ball "We had long arguments about who was the best player in the NBA." They became equal partners in friendship and in basket ball.

Score Point: 3—Exemplary

In this response the student provides an interweaving of interpretation (They wanted to leave it a tie to cherish their experience together...they were both winners), synopsis of major pertinent events (Pablo even believed that together they could beat Michael Jordan...the author found a friend in Guatemala...), and quotation of text ("We had long arguments about who was the best player in the NBA"). This synthesis demonstrates the writer has a clear and comprehensive understanding of the question.

RG-32

35 The friendship that occurs between the American Mark and the Guatemalan Pablo goes beyond borders. They spent nights "arguing about who was the best player in the NBA." Basketball was the reason Mark and Pablo formed their friendship but the last game ending in a tie was a way to show that they were more than just an American teacher and a Guatemalan student. They were friends first, and this is why they hug at the end.

Score Point: 3—Exemplary

The student presents a particularly thoughtful interpretation (The friendship that occurs between the American Mark and the Guatemalan Pablo goes beyond borders). The student proceeds to enhance and support this idea with a combination of relevant quotes ("arguing about who was the best player in the NBA"), further analysis (...but the last game ending in a tie was a way to show that they were more than just an American teacher and a Guatemalan student), and relevant paraphrase (...this is why they hug at the end) to create a highly effective response.

Objective 3 – Literary/Expository Selection

- 36 How is the idea of friendship important in both “The Friendship” and “‘Magic’ Pablo”? Support your answer with evidence from both selections.

**READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3**

SCORE POINT 0 — INSUFFICIENT

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of text based on both selections
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 0 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Grade 9
Spring 2004

RG-33

36 *The friendships of both Pablo and the author also grew because when they practice together. Also is when they played together in basket-ball. They would always talk about Michal Jordan and all the good stars like patrick Ewing.*

Score Point: 0—Insufficient

In this response the student tells why the friendship developed in “Magic Pablo” (The friendship of both Pablo and the author also grew because they practice together...also when they played together in basketball) but does not consider the other selection or answer the question of how the idea of friendship is important in both selections.

36 Because in the passage "The Friendship" Robert fell and scraped his knee and was not breathing when Sargeant Masters came over to help him Robert soon became friends with him. And in "Magic Pablo" the author went to Santa Cruz and met Magic Pablo and then they became friends to.

Score Point: 0—Insufficient

A retelling of events from both selections is provided in this response (...Robert fell and scraped his knee...Sergeant Masters came over to help him...the author went to Santa Cruz and met "Magic Pablo..."), but it does not answer the question of how the idea of friendship is important in the selections.

36 You need an older friend like the policeman to help you when you need help. You also need a younger friend like Pablo to show you how much better he can get if you try.

Score Point: 0—Insufficient

The student attempts to respond to the question with an interpretation from both selections (You need an older friend like the policeman to help you...You also need a younger friend like Pablo...), but the interpretations are too vague to determine whether they are reasonable.

36 It is very important to have friends. No matter who they are. what race, what gender, and what background. It dosen't matter if he's blue. You should respect everyone and give them a chance, not just judge a book by its cover, really go deep down and understand the other person. thats how friendships last and you need Friends to help guide your own life.

Score Point: 0—Insufficient

This student presents a general discussion of the idea of friendship (It is very important to have friends...no matter who they are...not just judge a book by its cover...really go deep down and understand the other person) but fails to address the question of how the idea of friendship is important in the two reading selections.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 1 — PARTIALLY SUFFICIENT

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection
- ☐ may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 1 Guide Responses for Objective 3– Literary/Expository Selection

TAKS Grade 9
Spring 2004

RG-37

36 The idea of friendship in both reading selections is very important. Everyone needs a friend. Robert needed Sgt. Masters as his friend. Sgt. Masters helped Robert realize his selfishness. And Pablo needed the teacher as his friend b/c the teacher helped him with his strength, both mental and physical so as you can see the idea of friendship is very important.

Score Point: 1—Partially Sufficient

In this response the student presents reasonable interpretations for each selection (Everyone needs a friend...Sgt. Masters helped Robert realize his selfishness...Pablo needed the teacher as his friend because the teacher helped him with his strength, both mental and physical), but there is no textual evidence offered as support.

36 The idea of friendship is important in "The Friendship" because Robert learns by befriending Sergeant Masters, he shouldn't ~~just~~ judge other people before he knows them. Sergeant Masters teaches Robert that just because you are greedy, it doesn't mean others are unworthy of your friendship. The idea of friendship is important in "Magic Pablo", because Mark teaches Pablo that it doesn't matter where they come from, they can still be a friend. Mark also taught Pablo that friendship is like learning how to play basketball. It takes a lot of effort, but in the end it is worth it.

Score Point: 1—Partially Sufficient

In this response the student provides reasonable interpretations for the selections (...Robert learns...he shouldn't judge other people before he knows them...just because you are greedy, it doesn't mean others are unworthy of your friendship...Mark also taught Pablo that friendship is like learning how to play basketball. It takes a lot of effort...), but there is no text support given for either of the interpretations.

36 I idea of friendship is important in "The friendship" and "Magic" Pablo beause, both Robert and Pablo needed a friend. In "The Friendship", robert, needed someone to teach him there's more to friendship than apples example; "Sergeant masters slowly took out from his pocket that the apples that robert had pressed on him and dropped them to the autum earth." In the "magic Pablo, frendship was important beause. pablo had someone their to relate to in basketball and the author had someone their as a friend in Santa Cruz Verapez, "We played our last game befor I left Guatemala. We played it in the evening in the rain." "let's go!" I said. If you want he said yeah leave it like this, a tie. Alright, he said, we hugged each other.

Score Point: 1—Partially Sufficient

The student gives a reasonable interpretation that includes both selections (...both Robert and Pablo needed a friend...Robert needed someone to teach him there's more to friendship than apples ...Pablo had someone there to relate to in basketball and the author had someone there as a friend...). However, the interpretation is partially incorrect in that there is no evidence from the selection that Pablo needed a friend. In addition, the quotations used as text support ("We played our last game...") do not have a strong link to the analysis.

36 The idea of friendship is important in both short stories because both Robert and Pablo learn about life through strong friendships with respectable adults. Sergeant Masters teaches Robert about not taking advantage of his friends and about treating everyone equally when he gives the apples back to the boy and tells him to keep them. Pablo learns from the author that you must never give up because there is always somebody supporting you, like when the author helped Pablo in English, slam dunking, and the game of basketball. Friendship is more than a word it's a part of life!

Score Point: 1—Partially Sufficient

The student offers good ideas (...both Robert and Pablo learn about life through strong friendships with respectable adults,...Masters teaches Robert about not taking advantage of his friends..., Pablo learns from the author that you must never give up...). However, the text offered as support for the first selection (...when he gives the apples back to the boy...) is not clearly linked to the idea presented. The text offered as support for the second selection (...the author helped Pablo in English, slam dunking, and the game of basketball) is too general and somewhat inaccurate.

READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections
- ☐ must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 2 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Grade 9
Spring 2004

RG-41

36 The idea of friendship is important in "The Friendship" because the moral which Sergeant Masters tries to teach Robert that "Friendship is a noble thing" and actions, such as vengeance "I want you to arrest them and put them in jail" could prove you unworthy of a friendship. Now, in "Magic Pablo" friendship is important to show how two totally different people with diverse backgrounds could have so much in common. "Pablo, it turned out, knew as much about basketball and the NBA as I did, and I was a former sports writer".

Score Point: 2—Sufficient

In this response the student presents a reasonable interpretation for each selection (...because the moral which Sergeant Masters tries to teach Robert...and actions such as vengeance... could prove you unworthy of a friendship, ...to show how two totally different people with diverse backgrounds could have so much in common) that incorporates text support in the form of direct quotations ("friendship is a noble thing," "I want you to arrest them...", "Pablo, it turned out, knew as much about basketball and the NBA as I did...").

36 Friendship gave both Sergeant Masters and the Author someone to care about. Sergeant Masters had no kids but soon became close to Robert. He wished he could give the snow apples to his own little boy, but he was happy to think about Robert and enjoy them himself. The Author of "Magic Pablo" was expecting to spend his two years alone without any friends or anyone special. "I figured this was the way my life was supposed to be: silent sacrifice. I wasn't, at any rate, expecting to make a friend my first night in town." That was the night Pablo knocked on his door and started talking basketball. Their friendship lasted until the author left Guatemala.

Score Point: 2—Sufficient

This student provides an interpretation that encompasses both selections (Friendship gave both Sergeant Masters and the author someone to care about. Sergeant Masters had no kids...The author...was expecting to spend his two years alone without any friends...). This interpretation is supported by relevant quotation from the text ("I figured this was the way my life was supposed to be: silent sacrifice..."), paraphrase of text (He wished he could give the snow apples to his own little boy...), and synopsis (that was the night Pablo knocked on his door and started talking basketball).

36 In both stories, friendship taught each of the main characters things that would help them in life. In "The Friendship," Sergeant Masters teaches Robert how to share. "have you ever given them any of your apples?" "I don't have to" "perhaps you should keep them to yourself. Then Robert "burst into loud sobs of relief and shame." In "Magic Pablo," the author teaches Pablo basketball techniques which later help him to score the winning goal at his soccer game. Pablo jumped high to score the winning goal from trying to slam dunk in basketball. "I learned it from basketball. From trying to dunk."

Score Point: 2—Sufficient

The student presents a reasonable interpretation that covers both selections (...friendship taught each of the main characters things that would help them in life...Sergeant Masters teaches Robert how to share...the author teaches Pablo basketball techniques...). The interpretation is supported by relevant quotations from the text ("Have you ever given them any of your apples?"... "I learned it from basketball...") to create a clear and specific response.

36 The theme of friendship adds vibrancy to both short-stories because the protagonists' friends change and improve them. In "The Friendship," the relationship helps Robert understand that selfish gain is not the product of a friendship. When the Sergeant reveals how wrong his ulterior motives were, he "burst into loud sobs of relief and shame." In "Magic Pablo" Pablo's friendship with Brazaitis gives Brazaitis someone to spend time with while serving in Santa Cruz. At the same time, Brazaitis assists Pablo, who "was getting better...and had grown stronger" at basketball. Despite the differences of culture, both from "Magic Pablo" change for the better because of their friendship.

Score Point: 2—Sufficient

In this response the student provides an interpretation that spans both selections (The theme of friendship adds vibrancy to both stories because the protagonists' friends change and improve them). The student sustains and supports this idea with a combination of further analysis and direct quotes of relevant text (When the Sergeant reveals how wrong his ulterior motives were, he "burst into loud sobs of relief and shame;" Brazaitis assists Pablo who "was getting better...and had grown stronger" at basketball).

**READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3**

SCORE POINT 3 — EXEMPLARY

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.

Score Point 3 Guide Responses for Objective 3 – Literary/Expository Selection

TAKS Grade 9
Spring 2004

RG-45

36 In "The friendship," the relationship is that of a young boy and a "policeman." The policeman helps young Robert realize that "friendship is a noble thing" that shouldn't be used to seek "vengeance" on others. Robert's friendship helps him learn that even if he is "unworthy," a true "noble" friend will be there to say "It's all right." In "Magic Pablo," friendship helps a "Peace Corps Volunteer" make it through his "two year service" without his life being a "silent sacrifice." Young Pablo would stop by his teacher's house "at night" and talk about sports with him. That friendship was a tight bond that took these two people through hard times, such as "Magic" having "AIDS," and joyous times, like when they played "let's imagine!"

Score Point: 3—Exemplary

This student combines analysis, relevant text, and synopsis (The policeman helps young Robert realize that "friendship is a noble thing" that shouldn't be used to seek "vengeance" on others...In "Magic Pablo," friendship helps a "Peace Corps volunteer" make it...without his life being a "silent sacrifice"...Young Pablo would stop by his teacher's house "at night" and talk about sports with him) to create a very cohesive and comprehensive response.

36 *In both stories the idea of friendship is important because it's what pushes the younger boys to become better people and goal achievers. In "The Friendship" Robert ultimately learns about giving and receiving from Sergeant Masters. When Robert felt bad about wanting the sergeant to arrest the Thomas kids, the sergeant was there to say "It's all right, Robert" and give him support like a true friend. In "Magic Pablo" friendship is important because, without the help of the author, Pablo would not have learned to jump four feet and improve his basketball skills. In their last game, the author watches Pablo make a shot he couldn't make when they first met. In the end, both stories leave the younger boys feeling like someone really believed in them.*

Score Point: 3—Exemplary

The student provides a particularly insightful interpretation that includes both selections (... the idea of friendship is important because it's what pushes the younger boys to become better people and goal achievers). This idea is strengthened and supported by a synthesis of further analysis, direct quotation from the text (When Robert felt bad about wanting the sergeant to arrest the Thomas kids, the sergeant was there to say "It's all right, Robert" and give him support...), and synopsis (...without the help of the author, Pablo would not have learned to jump four feet...the author watches Pablo make a shot he couldn't make when they first met). The result is a very clear and cohesive response to the question.

36 Friendship played an important role in both stories. "It's all right, Robert" and "I learned it from basketball" symbolizes what came out of the friendships. "The friendship" has a heartfelt ending that leaves the little boy bursting into sobs of relief and shame because he had taken advantage of his friendship with Sergeant Masters by demanding he arrest the Thomas kids. But, the bond they had was still there. "Magic Pablo" shows how a Peace Corps job that is supposed to be a "silent sacrifice" for the author turned out to be a long lasting friendship. With Mack's help, Pablo came out of the friendship with a jump like a rocket and skills that would carry on with him for a long time and they both had memories playing a tie when "chipi-chipi" rain fell on their last game.

Score Point: 3—Exemplary

In this response the student presents a synthesis of analysis and quotations from the text ("It's all right, Robert" and "I learned it from basketball" symbolizes what came out of the friendships) that is combined with further analysis and paraphrase of text (...a heartfelt ending that leaves the little boy bursting into sobs of relief and shame...Pablo came out of the friendship with a jump like a rocket...and they both had memories playing to a tie when "chipi-chipi" rain fell on their last game) to provide a well-integrated response that demonstrates a thorough understanding of the question.

36 THESE TWO STORIES SHOW THAT FRIENDSHIPS HELP CHILDREN LEARN ABOUT THEMSELVES. IN THE FRIENDSHIP, SGT. MASTERS TELLS ROBERT THAT "FRIENDSHIP IS A NOBLE THING." BUT ROBERT DOESN'T REALLY UNDERSTAND THIS UNTIL HE TAKES ADVANTAGE OF THEIR FRIENDSHIP AND FEARS THAT SERGEANT MASTERS WILL WALK OUT OF HIS LIFE "AND BE LOST TO HIM FOREVER." THAT IS WHY HE SOBS WITH RELIEF AND SHAME WHEN HE KNOWS THAT SERGEANT MASTERS IS STILL HIS FRIEND. IN "MAGIC PABLO" PABLO SHARES HIS LOVE FOR BASKETBALL WITH MARK. "PABLO KNEW AS MUCH ABOUT BASKETBALL AND THE NBA AS I DID." THOUGH PABLO NEVER IS ACTUALLY ABLE TO DUNK THE BALL, MARK'S COACHING AND ENCOURAGEMENT HELP HIM TO GET BETTER AT THE GAME. "HE HAD LEARNED TO PLAY DEFENSE." PABLO BELIEVES THAT ANYTHING IS POSSIBLE WITH MARK, EVEN BEATING MICHAEL JORDAN. BOTH BOYS GROW UP AS A RESULT OF A FRIENDSHIP.

Score Point: 3—Exemplary

This student provides a very insightful analysis (...friendships help children learn about themselves) and integrates quotations from the text ("friendship is a noble thing," "He had learned to play defense") with additional analysis (...Robert doesn't really understand this until he takes advantage of their friendship...Mark's coaching and encouragement help him to get better at the game) and synopsis (Pablo believes that anything is possible with Mark, even beating Michael Jordan) to create a seamless and comprehensive response.