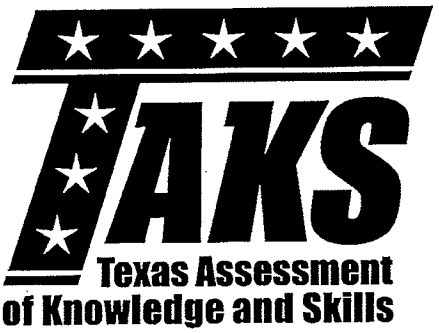



# Grade 10 Scoring Guide for Reading and Written Composition

*Spring 2009*

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# INTRODUCTION

The reading and written composition sections of the TAKS English language arts test are based on three thematically linked reading pieces, called a "triplet"—a literary selection, an expository selection, and a visual representation. The test includes two performance tasks: three short answer reading items and a written composition. 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.

## Written Composition

Writing is a life skill. As students move from grade to grade, writing skills are critical for academic progress. Students who have difficulty putting their thoughts into writing struggle to succeed in social studies, science, and many areas other than English language arts. Because good writing requires good thinking, the act of writing helps students learn to clarify their thoughts and focus their ideas.

The writing prompt is thematically linked to the three reading selections. In this way, students have a built-in context that they may draw from as they plan their compositions. Note, however, that while students may include an analysis or reference to one or more reading selections, this is not a requirement. Students may respond to the prompt in any way they choose.

The composition section of the TAKS English language arts test assesses the knowledge and skills grouped under Objectives 4 and 5. Objective 4 focuses on the quality of the composition's content, while Objective 5 focuses on how clearly and effectively the student communicates his or her ideas. These objectives are inextricably linked because good writing must be both substantial and mechanically sound.

**Objective 4**
**The student will, within a given context, produce an effective composition for a specific purpose.**

The ability to communicate thoughts and ideas through writing helps students become successful, not only in school but throughout their lives. In order to communicate effectively, students must organize and develop ideas in a logical, coherent, and interesting manner that is easy for the reader to follow and understand. Objective 4 tests each student's ability to produce an organized and well-developed composition in response to a prompt. The prompt is worded so that students have broad latitude in crafting an individual response. Students can use any organizational strategy that allows them to write an effective piece—they can write a story, a description, a philosophical piece, an expository piece, a response to reading—or they can combine approaches. However students choose to respond, it is important that the composition they write is uniquely theirs—that it is authentic and represents their best thinking and writing.

**Objective 5**
**The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

To write well, students must be able to apply the conventions of the English language. First, when students write a composition, they are able to follow the rules of correct capitalization, punctuation, spelling, grammar, usage, and sentence structure. Second, they are able to write effective sentences and use words and phrases that enhance the reader's understanding of their ideas. Although students are not expected to produce absolutely error-free writing on the test, they are expected to write as clearly and correctly as possible. The stronger the writing conventions are, the more likely it is that students will be able to produce an effective composition.

TAKS compositions are holistically scored on a scale of 1 (ineffective) to 4 (highly effective). For each score point, this scoring guide presents the rubric as well as four student compositions with explanatory annotations. Using this scoring guide will help you to better understand your students' writing development and the strengths and weaknesses of your school's writing program.

# African Time

*by Zoë Kenyon*

My notes about what I am reading

1 At midday the only sign of life was a white couple on the side of an empty road. They tried to shield themselves from the sun beneath the spindly branches of a tree. Finally, in the distance, a blue truck shimmered in and out of the heat. It slowed, then stopped. Its sides were battered, the windows long gone, a wiper stuck out at right angles to the bonnet, pointing up to the endless sky. The woman in the passenger seat was obscured by the driver, who leant out to get a better view. The tips of his black hair shone copper in the sun.

2 "Where are you heading?" he said.

3 "The nearest hospital," said the girl on the side of the road. Her body betrayed her panic. She wiped from her eyes and mouth the dust that the tires had stirred up. She pointed at the extra pale boy on the ground. "He's not well. I think it's malaria."

4 The black man leant further out of the window and shook his head. "I am sorry," he said. The voice rumbled, almost comforted. "The problem is there is no hospital near here. The local one is two-hundred kilometers away."

5 "Can you take us? I'll pay." Distress wobbled in the edges of her green eyes. She began to fumble with the top of her bag.

6 The man spread his palm and shook his head again. "I am sorry. I am busy with something. Maybe when I finish, if you are still here," he said, the corners of his mouth turned down. The woman in the passenger seat said nothing. She did not move.

7 The driver drew himself back into the truck and creaked it into gear. It shuddered on. In the mirror, his steady brown eyes watched the white couple's reflection shrink back into the heat and dust.

8 His companion touched his knee. "We should help them, *shamwari*," she said. "That *murungu* looked bad. It could be malaria."

9 He looked at her. Her smooth skin was beginning to crinkle with age. "What about the Mukomberes?" he said.

10 "They can wait." When she spoke, he could see the gap between her front teeth.

11 He spun the truck around, sent up more clouds of dust from the track. The white couple were still there, under the mopani tree. The girl chewed at the sides of her nails, ground circles in the earth with the toe of her boot. The boy shivered on the sand, even though it must have burnt his bare legs. The black man opened his door.

12 "We will take you," he said. "Two-hundred kilometers is not so far."

13 He unfolded himself from the truck. He was tall, his shoulders strong, square. He helped the girl lift her companion and their bags on to the back seat. *Murungus* always carried too much. His passenger twisted round to get a better view; with the movement came the smell of Perfection soap. She pressed a small, kind hand against the boy's forehead, beneath the damp, blond hair. He lay with his head on the bags, his blue eyes cloudy. Beads of sweat hovered on his skin.

14 The woman in the front seat looked at the girl, then back at the driver. "This is my husband, Chief Mbangombe," she said. She missed the smile that flickered across Chief Mbangombe's serene face. "I am Mrs. Fortune Mbangombe. I used to be a nurse. Your friend has malaria." The white girl nodded. "I have lots of medicine at home. We will take you there and make your friend better. It is nearer than the hospital." Mrs. Mbangombe turned back to look through the cracked windscreen at the straight, empty track. She smoothed her skirt along her thighs. Its colors had faded from being seared dry in the sun too often. Chief Mbangombe glanced over at his wife and smiled again.

15 "I'm Alice. This is Jo," the white girl said. She pushed the hair out of her face, a tangle of auburn where it caught the light. "What's going to happen to him?" There was a tremor in her voice. Her fingers dug into the boy's shoulder.

16 The chief answered. "If it is malaria, your friend will first sweat hot and cold," he said. "Then the fever will rise and he will start speaking in his dreams. If he does not get medicine, the fever will go to his brain. Then he may die." He concentrated hard on the road. "*Murungus* are not so strong in a battle against malaria. We Africans can fight better. But still we sometimes die." The sun was so bright that he had to squint.

My notes about what I am reading

My notes about what I am reading

17 The dry wind whipped through the truck. Sometimes the girl in the back sniffed. Chief Mbangombe and his wife sat ramrod straight as they rattled and shook over potholes. The boy started to mutter. "He's getting worse," said the girl, the words high with fear.

18 Neither of the Africans moved. "He has time," said Mrs. Mbangombe. She rearranged the scarf on her head, patted it down.

19 A brightly painted bottle store loomed suddenly out of the haze, red and blue against the quivering yellow and brown of the bush. There were a few other cars parked outside, one without a windscreen, one without tires, all of them dented and rusty. The chief swung his truck off the road. "We need drink and food," he said. "There is still a long way to go."

20 "I'd better wait here, in case he gets worse," said the girl. It was clear she did not want them to stop.

21 The chief shrugged. "As you wish," he said. "We will be back just now."

22 Mrs. Mbangombe glided beside her husband. Everyone recognized the black couple. *"Masicati, maswera sei?"* they said. They greeted the chief first, shaking his hand. *"Masicati, maswera sei?"* They clapped their respect to his wife. The storekeeper came out with a free Zambezi beer for him and a bottle of Coke for her. Two boys played an energetic game of table football on the rickety wooden verandah. Underneath, a mangy dog panted; another worried at the sores in its patchy fur.

23 People came and went, materializing out of the bush only to be sucked back into it. It made their throats dry, their eyes sore. They carried bursting bags, stacks of firewood, tatty suitcases on their heads. Babies clung to their mothers' backs, tacked on by a carefully tied shawl, a length of material. Bare feet slapped into the sand. Each time a person passed another they nodded, lips moving slowly in greeting. Whoever passed the bottle store broke from his errand and came up to the chief and his wife and shook hands and clapped. Their laughter rolled away from the store, attracted more passers-by. Occasionally the chief motioned with his bottle towards the truck. His friends muttered and hummed and nodded. The *murungu* had refused a drink, so she would have to wait. The owner brought some gristly bits of cows' stomach that he had dried himself at the back of his store. They chewed in amicable silence.

My notes about what I am reading

24 At the truck, five children peered at the white girl and her friend. They shuffled closer. Held hands for safety. The smallest stood on tiptoe to try and see over the windowless door. The white girl sighed and tossed her head; the children giggled and scuttled back. The dust swirled over their toes. The girl didn't notice when they crept up again. She had eyes for only the chief and his wife.

25 At last the couple drained their bottles. They handed them back and the keeper clinked them into the recycling crate.

26 *"Taquienda. Tatenda,"* said the chief and his wife. *"Tatenda,"* said the others. The word was satisfied, the second syllable elongated sleepily. They all shook hands again.

27 The *murungu* was worse. He chattered between clenched teeth. The girl was wild-eyed. There was a clean, white mark along the back of her hand where she'd pulled it across her nose.

28 Chief Mbangombe studied the boy. He looked at his wife. "I think maybe we should go straight to the hospital," he said.

29 His wife nodded slowly. "Yes," she said.

30 "How far is it? How long has he got?"

31 "Your husband will be fine," said Chief Mbangombe. "We will be at the hospital in maybe one hour. They will fix him there." He concentrated on the road again.

32 Mrs. Mbangombe adjusted the radio, then stretched into the back to feel the boy's forehead again. "He will be fine," she said. No one spoke for the rest of the journey. The chief hummed to the radio and tapped his long fingers on the duct-taped steering wheel.

33 The hospital was a group of six whitewashed bungalows. The heat trembled above their corrugated tin roofs. Below, queues of people snaked out of every door. Some stood, some sat, some lay. Mrs. Mbangombe and the girl helped half-carry the boy to the main building. The chief led the way. The crowds parted in front of him. Every now and then, someone would break from the throng to shake his hand or clap in front of him, head bowed, knees bent. The two women followed in his wake. The boy's feet dragged between them. A white doctor appeared at the door of the main building.

34 "Ah, Chief Mbangombe! *Masicati. Maswera sei?* Mrs. Mbangombe! *Masicati. Maswera sei?"* he said.

35 *"Maswera, teswera?"* husband and wife replied. The white girl bit her lip, tried to catch the doctor's eyes. He ignored her, focused instead on the black couple. "We have brought a sick *murungu,"* they said. "Malaria."

36 "Ah," said the doctor. He turned to the white girl.

37 "Can you do anything? He'll be OK, won't he?" she said.

38 "Don't worry," said the doctor. "He'll be fine." He turned back to the chief and his wife. "I will talk to you later. *Tatenda,"* he said.

39 *"Tatenda."*

40 The doctor took the weight of the white boy on his shoulder, and headed into the hospital. The girl followed. She forgot the chief and his wife.

41 Chief Mbangombe went to the building next door. He walked between the corridor of beds, reserved for the sickest people. There was usually one death in the day and one at night. The chief's steps were slow and deliberate, his head held high. Every man that could, sat up. "Chief Mbangombe! *Masicati, maswera sei?"* and arms were extended if they still had enough energy to do so. The chief went to every one. He clasped their hands in his and bent his head to whisper a few words. Women, too, crawled from under the beds, where they slept beneath their sick husbands and children. He greeted each in turn.

42 When he had finished that building, he carried on to the next. He ignored the stench from the overflowing cesspits. He shook hands with the people who sat in the stinking mess the same way he had with those inside. His wife did the same in the women's wards.

43 When they had finished, they found the white boy tucked up in crisp white sheets. The girl, exhausted, slept under the bed.

44 Mrs. Mbangombe touched her husband's arm. *"Taquienda.* We must go," she said.

45 "Eh. *Taquienda.* I am hungry. We will eat. Later we will bring the *murungus* food. They will not be fed here," said Chief Mbangombe.

46 Together they walked back out to their beaten-up truck.

© Zoë Kenyon, "African Time."

My notes about what I am reading

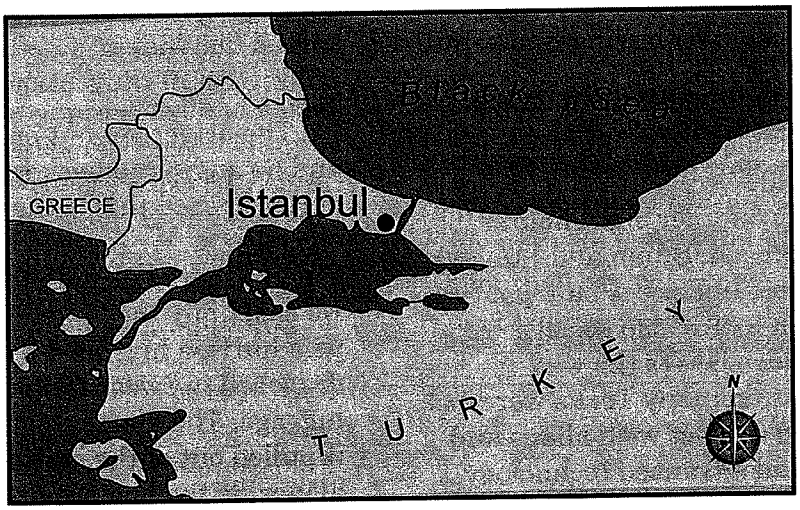
# Guardian Angel

*by Adoralida (Dora) Padilla*

1 In the fall of 1998, my friend Eleanor, a seasoned traveler, wanted to visit Turkey but couldn't find anyone to join her. I had always wanted to travel, and figured I had to start somewhere, so I signed on for a five-week trip.

2 We arrived in Istanbul. This was such an ancient city: Constantinople, Byzantium, the center of the Roman Empire; we were truly in awe and very humbled. The Hagia Sophia, the Blue Mosque, the Grand Bazaar—we saw it all.

3 We decided to venture out from Istanbul heading toward Izmir by ferry. Then, we would take a train to Selcuk where we would be only minutes away from the ancient ruins of Ephesus. Arriving at the ferry office rather early, we were the first ones there, other than a scruffy homeless-looking Turk asleep on a bench. We sat as far away from him as we could. His shoes were several sizes too big, and the soles were flopping off. His socks had been worn through at the heel, and turned so now the hole was at the front ankle. His pants were baggy and dirty, his jacket had holes, and he was in serious need of a shower and a shave.




4 People started to filter into the ferry building, getting in line to buy their tickets. Although most of the people we encountered spoke English, the ticket seller did not. It was difficult to convey that we wanted both ferry tickets and train tickets. To my surprise, the homeless-looking man appeared at my side, and in near perfect English told us that we were in the wrong line. He guided us to the proper line, ordered our tickets, made sure I counted my currency and that I received the proper change. He told me his name was Sinan.

5 Sinan helped us with our very heavy bags onto the ferry, and up several flights of stairs to the top observation deck. The seats were full. He asked a family at a nice booth to please let us sit there, and they obliged. We invited him to sit with us, and offered to buy him breakfast for all his help. He only accepted a cup of coffee.

■ **see Guardian Angel, page 2**

6 Sinan explained he was in Istanbul for a job interview with a cruise line. He had worked at major hotels in Saudi Arabia and London. From his torn jacket, he produced his prized possession—a Polaroid picture of himself with Sean Connery, taken in London. He accompanied us out onto the deck and told us all about the sites along the Bosporus. We spent hours on the ferry enjoying his company, and took Polaroid pictures of ourselves with him. He placed our picture together with the picture of Sean Connery.

7 When we arrived at our stop, Sinan didn't even hesitate before grabbing our bags and carrying them down the stairs. After walking us to the train station, he quickly paid a porter to watch our bags, and we walked several blocks to a pizzeria for lunch. We insisted on buying lunch, but he ate very little. He carried our bags onto the train, and again asked people to move so we had perfect seats. We didn't realize the ferry trip would be about three hours and the train trip another eight hours. While Eleanor napped, Sinan and I talked about every subject under the sun: politics, the role of women in Turkish society, religion, family, law, UFO's (he was convinced, as he said many Turks were, that America had contact with aliens and that is why we had advanced technology). He was bright, funny, insightful, naive.

8 We had not finished our lunch, and he had the foresight to have our leftovers wrapped up. We ate cold pizza and the people he had kicked out of our seats shared apples and bread with us. We told him where we were headed, and he asked where we planned to stay once we arrived in Selcuk. He advised that we should get off several stops before the end of the line, to be closer to the bus station where we had to connect to our final destination.

9 By the time we arrived in Izmir, it was about eleven P.M. Sinan helped us off the train, picked up our bags, one on each shoulder, and started off down a busy expressway. It was all Eleanor and I could do to keep up with him, in the dark. We feared we had made a terrible mistake, entrusting this stranger with our belongings, and that he was now running off with all we had. I saw him turn off way ahead, and Eleanor and I were out of breath trying to catch up. When we turned the same corner, we saw Sinan standing in front of a magnificent Mercedes bus, with our luggage in front of him, and his arms spread out wide to stop the bus which was pulling out of the station.

10 The driver got out and yelled at him, and he answered back in Turkish. The driver opened the storage area, and threw our bags in. We arrived breathless and Sinan ushered us onto the bus, telling us we could buy the tickets on board. He gave us a hurried hug good-bye, and he was drenched in sweat from running with our luggage. The moment we were on the bus, it pulled out of the station. Sinan ran alongside the bus, waving excitedly. It was then I noticed tears running down my face. I had missed the chance to tell my new friend how much we appreciated his kindness and company. We waved back and he was gone.

■ **see Guardian Angel, page 3**

11 Eleanor and I sat and looked at each other and at the same time said: "He was a guardian angel!" Had it not been for Sinan, we would not have purchased the proper tickets, we would have labored terribly with our bags, we would have missed out on good seating, and who knows what we would have done about food. We would have missed the delightful guided tour of the Bosporus on the ferry. We would have gotten off at the wrong station, had to hire a taxi, and would have missed the last bus to Selcuk that night, leaving us stranded without reservations near midnight in a strange city.

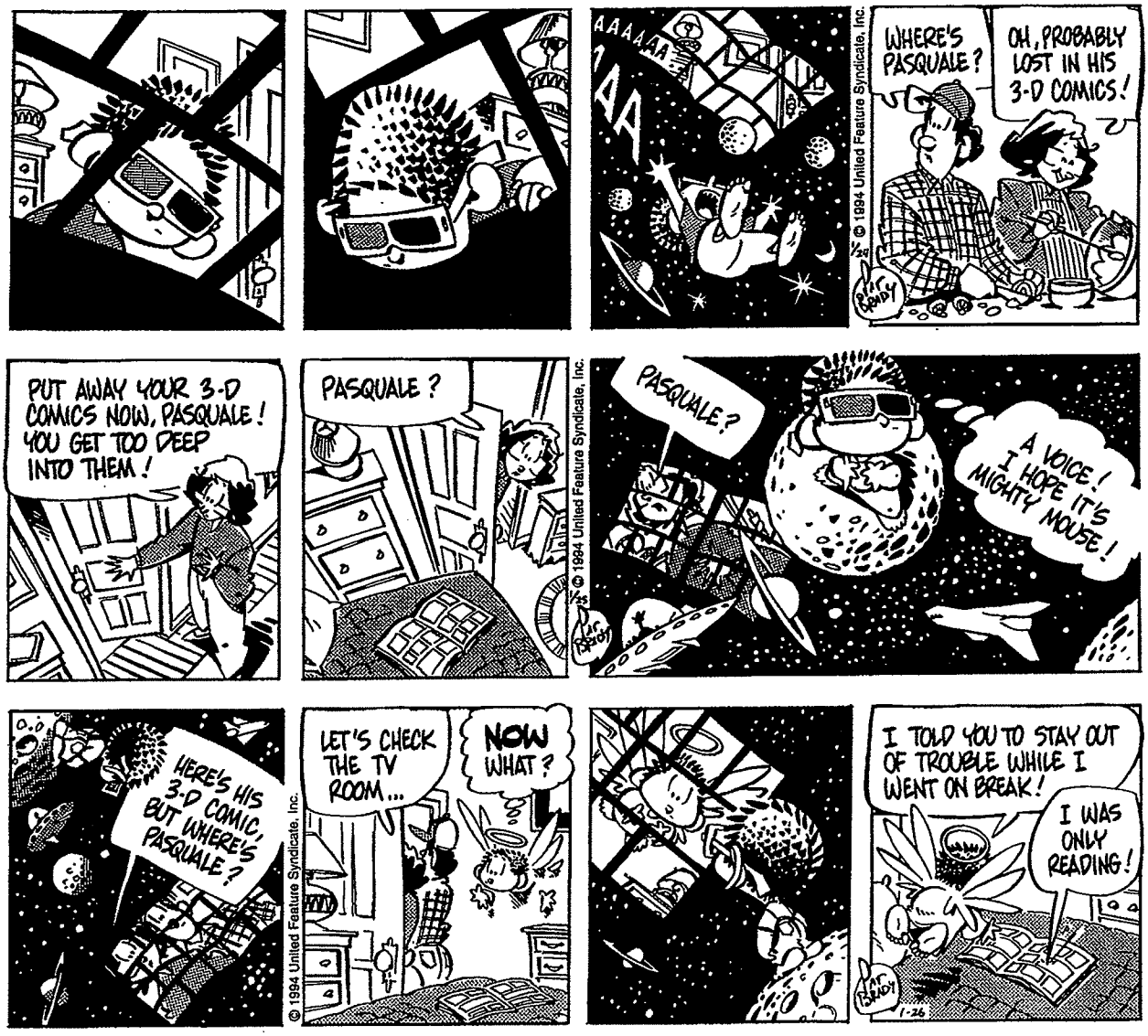
12 When we arrived in Selcuk, it was nearly midnight. The little town was asleep. There was no one in sight. We were the only passengers getting off at that town. There was a man leaning by a car. He eyed us carefully. We were instantly worried. The man approached and asked: "Are you the American women coming from Istanbul?" We were shocked. "How did you know?" we asked. He answered: "Because a man named Sinan called the hotel and told us you would be arriving on this bus. He said you'd be hungry and asked that we keep the kitchen open for you." We couldn't believe it. Even though he was no longer traveling with us, Sinan, our guardian angel, was still looking out for us.

13 The man took our luggage and drove us the few blocks to our hotel. The kitchen was open and waiting to serve us dinner.

14 That night, as I drifted off to sleep, I felt ashamed for having initially judged Sinan by his appearance. I was also sad that such a wonderful man had so few opportunities—his greatest desire was to someday come to the United States and work at a 7-11 store. Most importantly, I was thankful to have opened my eyes to discover kindness when and where it was least expected.

15 It was stunning how much a total stranger was willing to do for us, without expecting anything in return. Throughout our adventure in Turkey, we saw this same kindness repeated time and time again. We never knew his last name, but we will always remember him as "Sinan, the guardian angel."

Adoralida Padilla, "Open My Eyes, Open My Soul: Celebrating Our Common Humanity." McGraw-Hill Books, 2004.




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# SHORT ANSWER ITEMS

## Rubrics and Sample Responses

# Objective 2 – Literary Selection

In "African Time," do you think Chief Mbangombe is a good leader? Explain your answer and support it with evidence from the selection.

# 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 10
Spring 2009

**RG – 1**

"He has time" said Mrs. Mbangombe. She rearranged the scarf on her head, patted it down

**Score Point 0 – Insufficient**

In this response the student does not offer an idea and provides only irrelevant textual evidence. Therefore, this is an insufficient response.

**RG – 2**

Yes because he was able to let someone come to his village and help his people. He let Mrs. Fortune help his people.

**Score Point 0 – Insufficient**

This response is insufficient because the student presents an idea (he was able to let someone come to his village and help his people) that is not based on the text and is therefore incorrect.

**RG – 3**

I dont think he is a good leader because he is so quick to sudge others. Before he gets to know who they are.

**Score Point 0 – Insufficient**

In this response the student offers an idea (I don't think he is…because he is so quick to judge others) that is too vague to determine whether it is reasonable.

**RG – 4**

I do think Chief Mbangombe would be a wonderful leader, even if there is a catastraph with Samoones health, And they were not going to be ok Chief Mbangome would still say it is ok "dont worry" said the doctor. "He'll be fine" he is a awesome docter.

**Score Point 0 – Insufficient**

The student presents an idea (even if…they were not going to be okay Chief Mbangombe would still say it is okay) that is not considered reasonable because the student confuses the chief with the doctor. In addition, the textual evidence provided is irrelevant because it concerns the doctor, so it does not address the question asked. Therefore, this is an insufficient response.

# 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 10
Spring 2009

**RG – 5**

In the Story "African Time" I do think Chief Mbangombe is a good leader because He had went out of his way to get the girl and the sick boy to the hospital. In the Story paragraphs 9-12 proves he was a good leader.

**Score Point 1 – Partially Sufficient**

The student offers a reasonable idea (I do…because he went out of his way to get the girl and the sick boy to the hospital). However, the student provides only a citation instead of providing specific textual evidence. Therefore, this response is only partially sufficient.

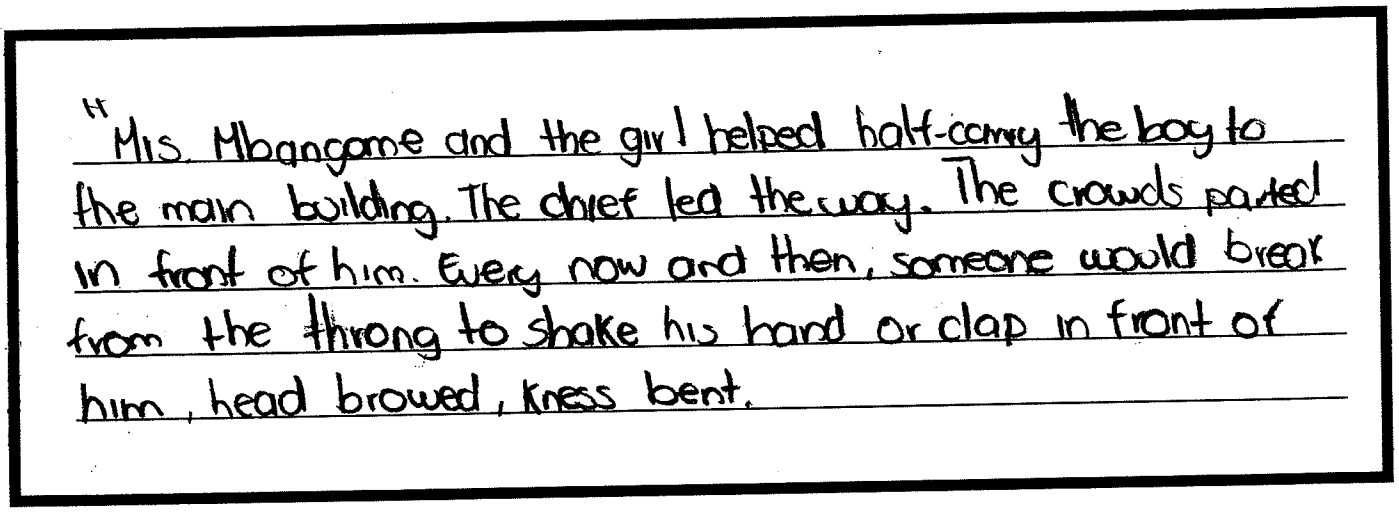
**RG – 6**

In this passage, Chief Mbangombe actually returns, and "helped the girl lift her companion and their bags."(6-13) That is showing that he is being a good leader, by helping take the couple to a hospital to get attended.

**Score Point 1 – Partially Sufficient**

The student presents the reasonable idea that Chief Mbangombe is a good leader because he helps take the couple to the hospital. However, the textual evidence provided is only weakly connected to the idea because it does not fully support a trip to the hospital. Therefore, this response is partially sufficient.

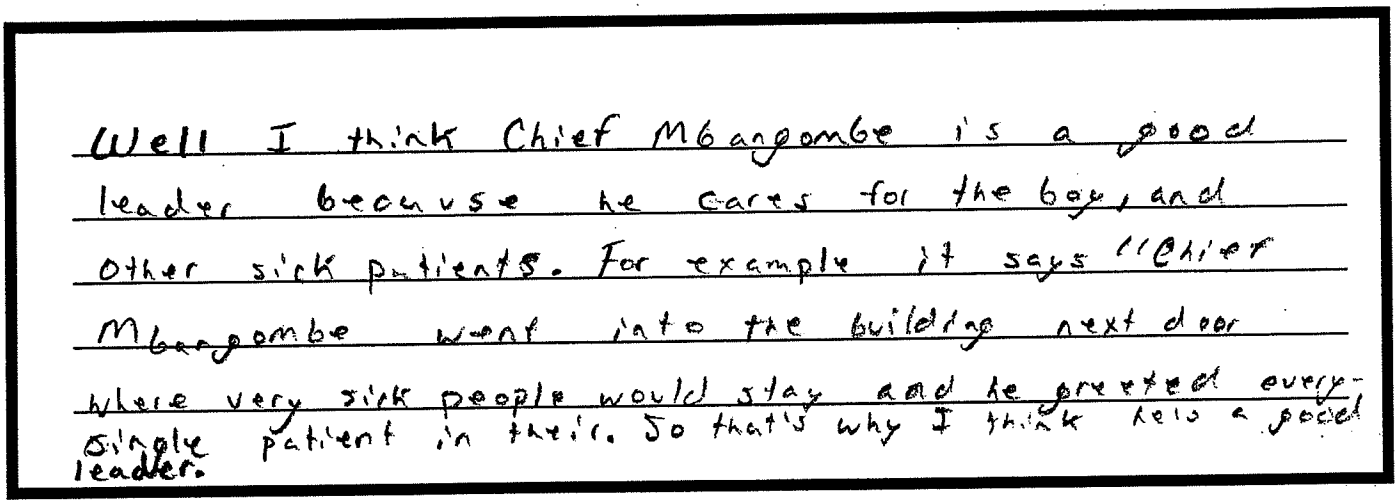
**RG – 7**


"Mis. Mbangame and the girl helped half-carry the boy to the main building. The chief led the way. The crowds parted in front of him. Every now and then, someone would break from the throng to shake his hand or clap in front of him, head browed, dress bent.

**Score Point 1 – Partially Sufficient**

In this response the student provides relevant textual evidence in the form of a direct quotation but does not offer a reasonable idea. The student must offer a reasonable idea based on the text to receive a higher score.

**RG – 8**


Well I think Chief Mbangombe is a good leader because he cares for the boy, and other sick patients. For example it says "Chief Mbangombe went into the building next door where very sick people would stay and he greeted every-single patient in there. So that's why I think he's a good leader.

**Score Point 1 – Partially Sufficient**

The student offers two reasonable ideas (because he cares for the boy and other sick patients). Using a combination of direct quotation and paraphrase, the student provides textual evidence to support the second idea but does not provide support for the first. In order for this to be considered a sufficient response, both ideas must be supported by textual evidence.

# 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 10
Spring 2009

**RG – 9**

I do not think that Chief Mbangombe is a good leader because he was going to leave the people on the side of the road. The story states, "I am sorry. I am busy... he drew himself back into the truck and creaked it into gear. Chief Mbangombe was going to leave the people and that does not show good leadership qualities.

**Score Point 2 – Sufficient**

The student presents a reasonable idea (I do not…because he was going to leave the people on the side of the road). Textual evidence is provided to support the idea, making this a sufficient response.

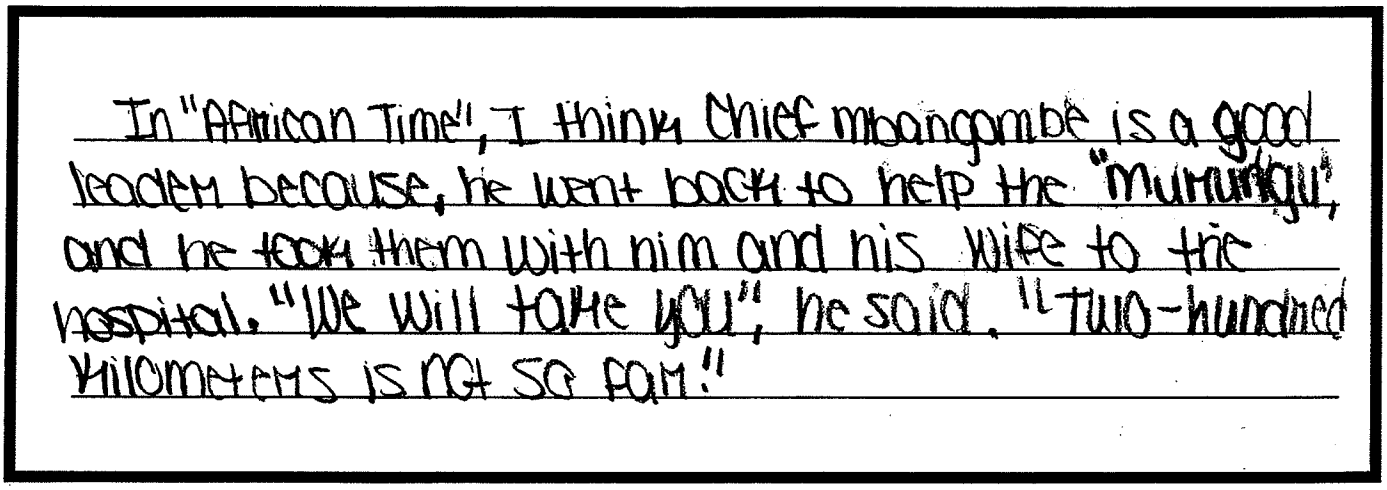
**RG – 10**

I do think that Chief Mbangombe is a good leader because everyone respected him. Like in page 6 P22 "Everyone recognized the black couple. It also says 'They greeted the chief first, Shaking his hand.' They clapped their respect to his wife."

**Score Point 2 – Sufficient**

This student offers a reasonable idea (because everyone respected him). Direct quotations of relevant text are provided to support the idea. Therefore, this is a sufficient response.

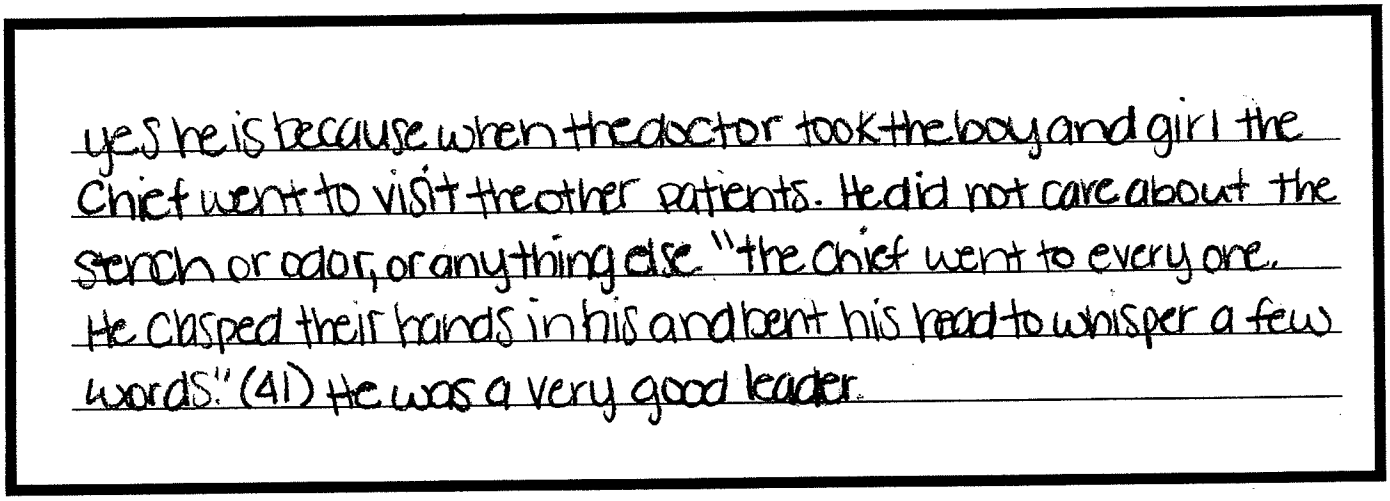
**RG – 11**


In "African Time", I think Chief Mbangombe is a good leader because, he went back to help the "murungu", and he took them with him and his wife to the hospital. "We will take you", he said. "Two-hundred kilometers is not so far!"

**Score Point 2 – Sufficient**

The student presents the reasonable idea that Chief Mbangombe is a good leader because he goes back to help the *murungus* and takes them to the hospital. Relevant textual evidence in the form of a direct quotation is provided to support the idea, helping to make this a sufficient response.

**RG – 12**


yes he is because when the doctor took the boy and girl the Chief went to visit the other patients. He did not care about the stench or odor, or anything else. "the Chief went to every one. He clasped their hands in his and bent his head to whisper a few words." (41) he was a very good leader.

**Score Point 2 – Sufficient**

The student offers a reasonable idea (Yes...because when the doctor took the boy and girl, the chief went to visit the other patients). Relevant textual evidence in the form of paraphrased text (He did not care about the stench or odor) and a direct quotation is provided to sufficiently support the idea.

# 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

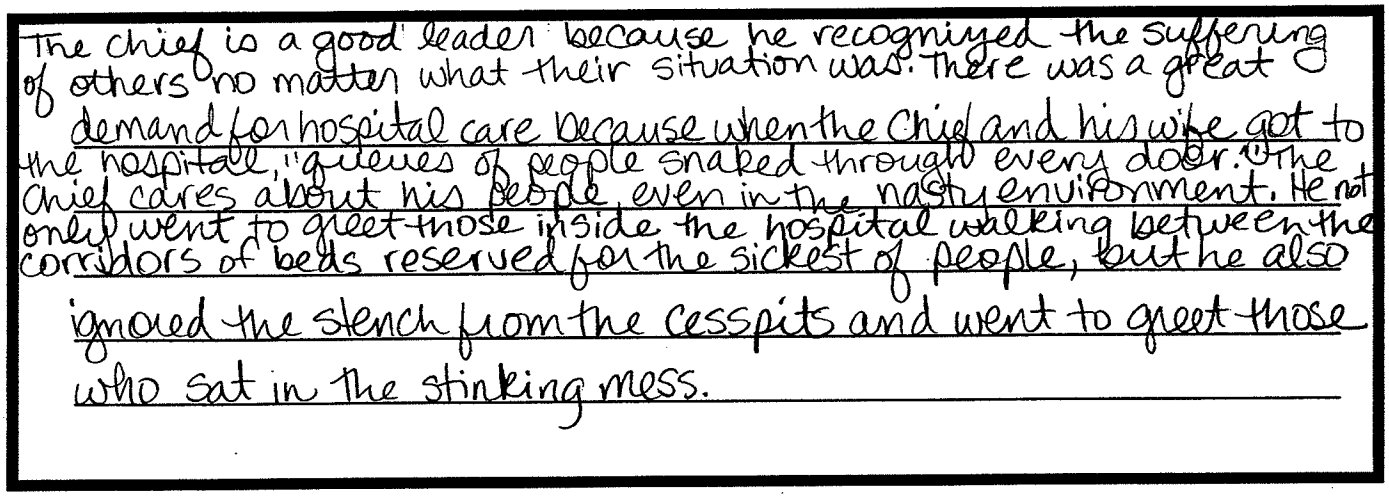
In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

**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 10
Spring 2009

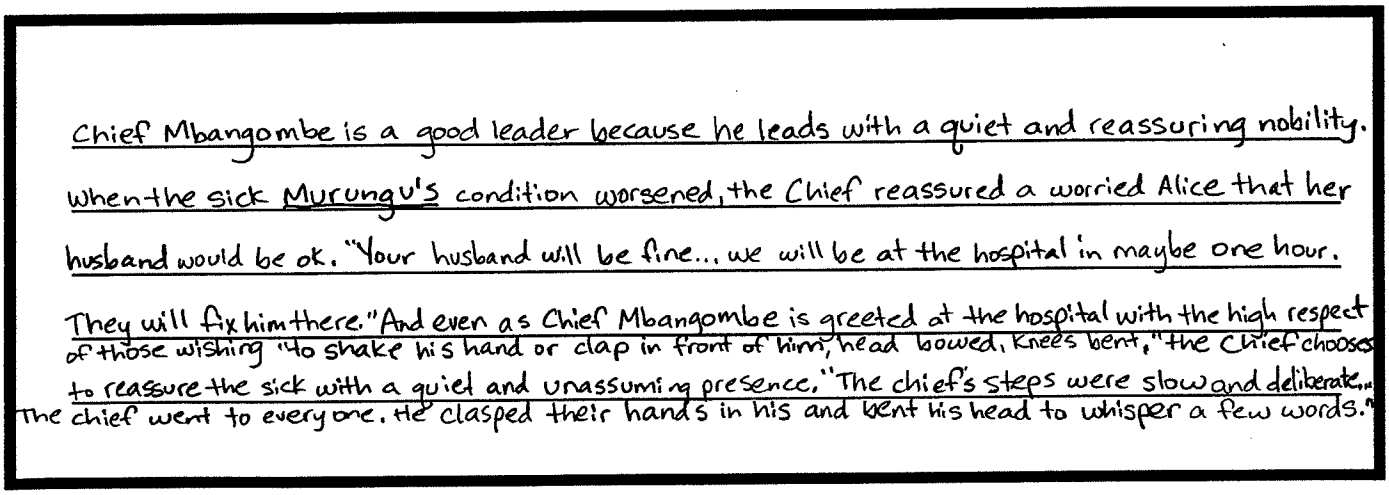
**RG – 13**


The chief is a good leader because he recognized the suffering of others no matter what their situation was. There was a great demand for hospital care because when the Chief and his wife got to the hospital, "queues of people snaked through every door." The Chief cares about his people, even in the nasty environment. He not only went to greet those inside the hospital walking between the corridors of beds reserved for the sickest of people, but he also ignored the stench from the cesspits and went to greet those who sat in the stinking mess.

**Score Point 3 – Exemplary**

In this exemplary response the student presents a reasonable idea (he recognized the suffering of others no matter what their situation was) that is clarified by additional analysis (cares about his people, even in the nasty environment). Using a combination of specific synopsis, direct quotation, and paraphrased text, the student demonstrates the ability to strongly connect textual evidence to the thoughtful idea.

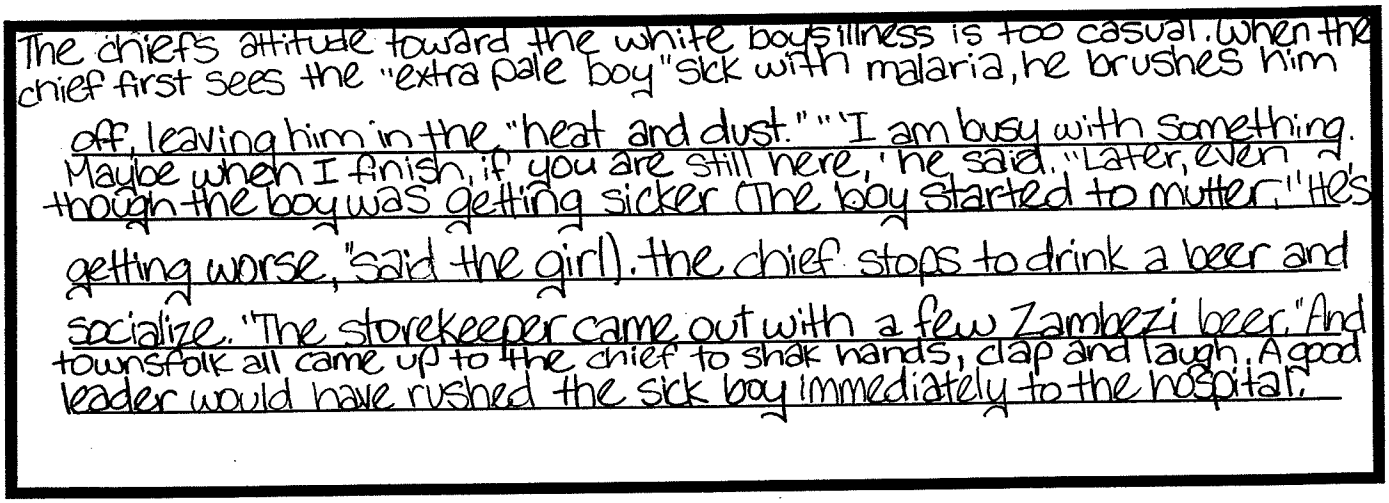
**RG – 14**


Chief Mbangombe is a good leader because he leads with a quiet and reassuring nobility. When the sick Murungu's condition worsened, the Chief reassured a worried Alice that her husband would be ok. "Your husband will be fine... we will be at the hospital in maybe one hour. They will fix him there." And even as Chief Mbangombe is greeted at the hospital with the high respect of those wishing "to shake his hand or clap in front of him, head bowed, knees bent," the Chief chooses to reassure the sick with a quiet and unassuming presence. "The chief's steps were slow and deliberate... The chief went to everyone. He clasped their hands in his and bent his head to whisper a few words."

**Score Point 3 – Exemplary**

The student presents the idea that the chief is a good leader because he leads with a quiet and reassuring nobility. Insightful analysis (reassured a worried Alice that her husband would be ok…is greeted at the hospital with high respect…chooses to reassure the sick with a quiet and unassuming presence) clarifies the idea. The analysis is strongly supported by direct quotations of relevant text.

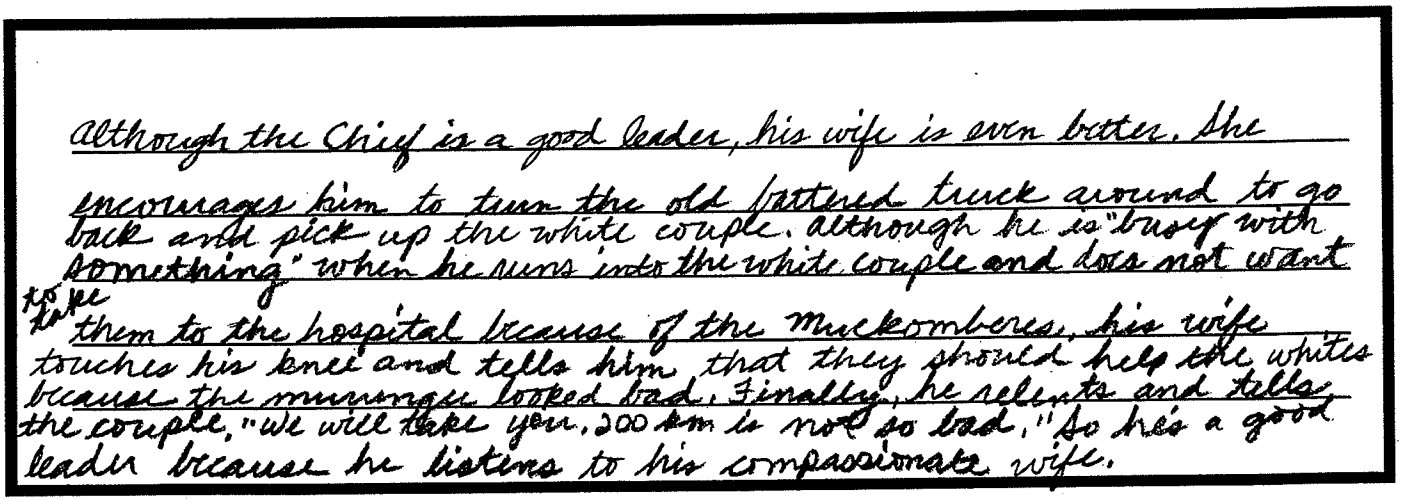
## RG – 15


The chiefs attitude toward the white boys illness is too casual. When the chief first sees the "extra pale boy" sick with malaria, he brushes him off, leaving him in the "heat and dust." "I am busy with something. Maybe when I finish, if you are still here," he said. "Later, even though the boy was getting sicker (the boy started to mutter, "He's getting worse," said the girl), the chief stops to drink a beer and socialize. "The storekeeper came out with a few Zambezi beer." And townsfolk all came up to the chief to shak hands, clap and laugh. A good leader would have rushed the sick boy immediately to the hospital.

**Score Point 3 – Exemplary**

In this response the student presents the reasonable idea that Chief Mbangombe is not a good leader because a good leader would have rushed the sick boy to the hospital. Weaving together specific synopsis and direct quotations, the student strongly connects textual evidence to the idea. Thoughtful analysis (the chief's attitude towards the white boy is too casual; even though the boy was getting sicker…the chief stops to drink a beer) helps to clarify the idea and demonstrates the student's depth of understanding.

## RG – 16


Although the Chief is a good leader, his wife is even better. She encourages him to turn the old battered truck around to go back and pick up the white couple. although he is "busy with something" when he runs into the white couple and does not want to take them to the hospital because of the muckombers, his wife touches his knee and tells him that they should help the whites because the mwonga looked bad. Finally, he relents and tells the couple, "We will take you. 200 km is not so bad." So he's a good leader because he listens to his compassionate wife.

**Score Point 3 – Exemplary**

In this exemplary response the student presents the insightful idea that the chief is a good leader because he listens to his compassionate wife. Additional analysis (She encourages him to turn…around and pick up the white couple) clarifies the idea, and strongly linked textual evidence in the form of specific synopsis supports it.

# Objective 3 – Expository Selection

In "Guardian Angel," what kind of person do you think Sinan is? Explain your answer and support it 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

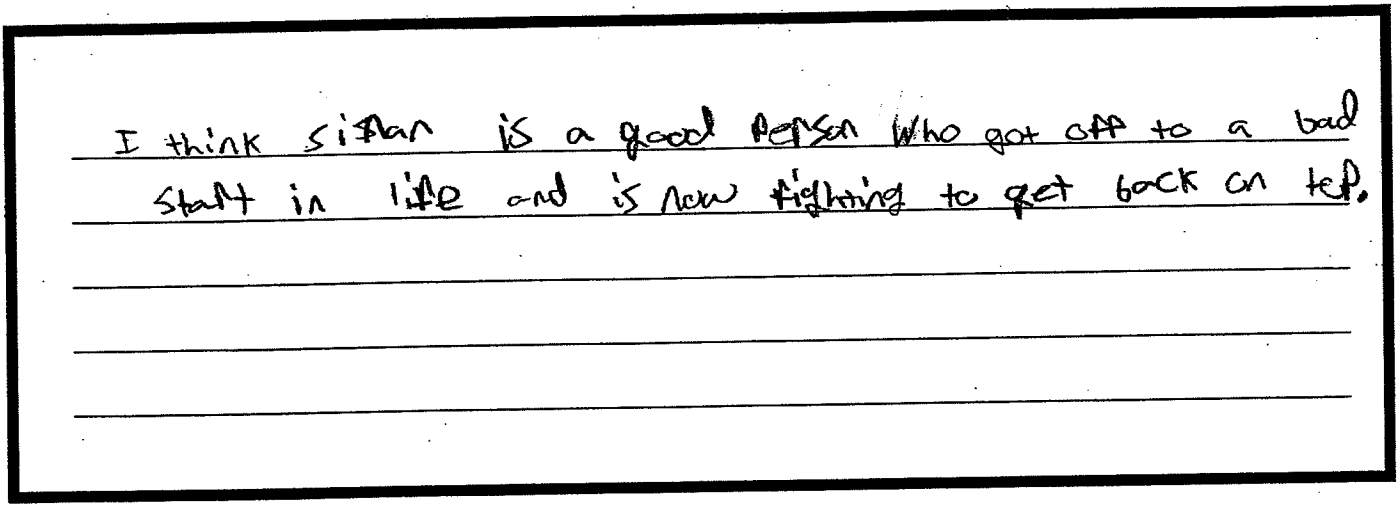
In addition, insufficient responses may lack clarity.

**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 10
Spring 2009

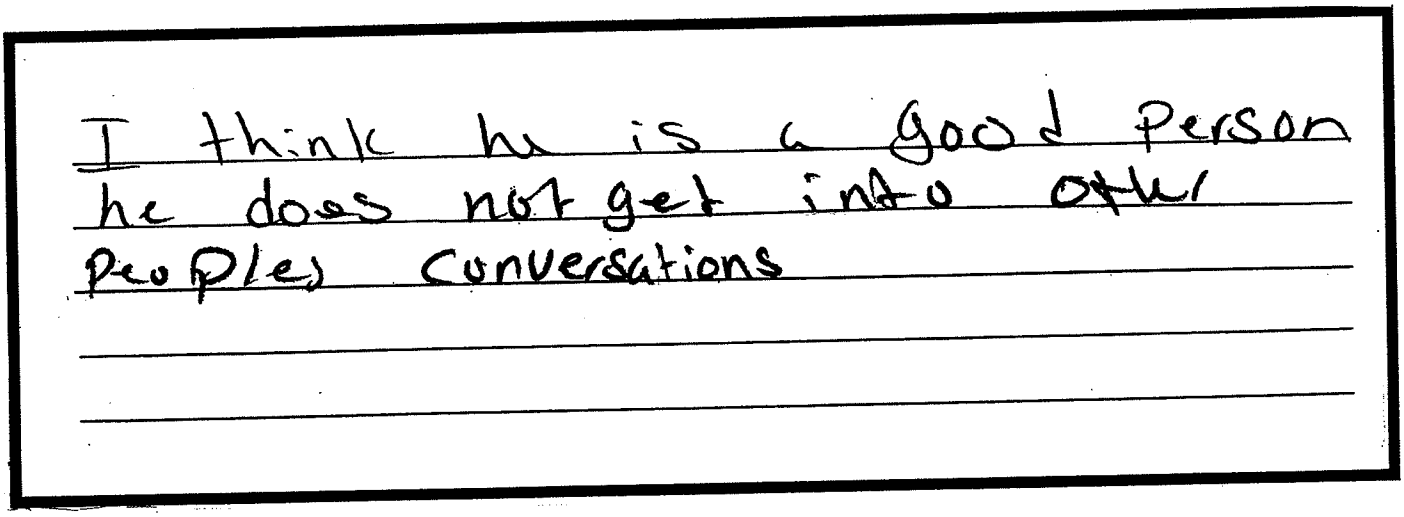
**RG – 17**




**Score Point 0 – Insufficient**

The student offers an idea (Sinan is a good person…and is now fighting to get back on top) that is too vague to determine whether it is reasonable. Therefore, this is an insufficient response.

**RG – 18**




**Score Point 0 – Insufficient**

In this response the student presents an idea (he does not get into other people's conversations) that is incorrect because Sinan interrupts the narrator and Eleanor at the ticket counter.

**RG – 19**

The kind of person that I think Sinan is a mean but good person. Sinan did some good things but also at the same time was a little rough or mean.

**Score Point 0 – Insufficient**

The student presents an idea (Sinan is a mean but good person) that is too vague to determine whether it is reasonable. The attempt at clarification in the second sentence is also too vague.

**RG – 20**

People started to filter into the ferry building, getting in line to buy their tickets. They lived in Istanbul so they really didnt need a tickets, they live on a Iland.

**Score Point 0 – Insufficient**

In this response the student never refers to Sinan's character and therefore does not answer the question asked. Instead, the student provides irrelevant text and incorrect analysis (They lived in Istanbul so they really didn't need tickets).

# 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 10
Spring 2009

**RG – 21**

Sinan seemed like a generous, kind, and caring man. The narrator said, "He was bright, funny, insightful, naive." Sinan was generous in the way he helped them with every thing he could.

**Score Point 1 – Partially Sufficient**

The student presents the idea that Sinan seemed like a generous, kind, and caring man. Additional analysis (he helped them with everything he could) clarifies the idea. However, the textual evidence provided is only weakly connected to Sinan's efforts to help. Therefore, this is a partially sufficient response.

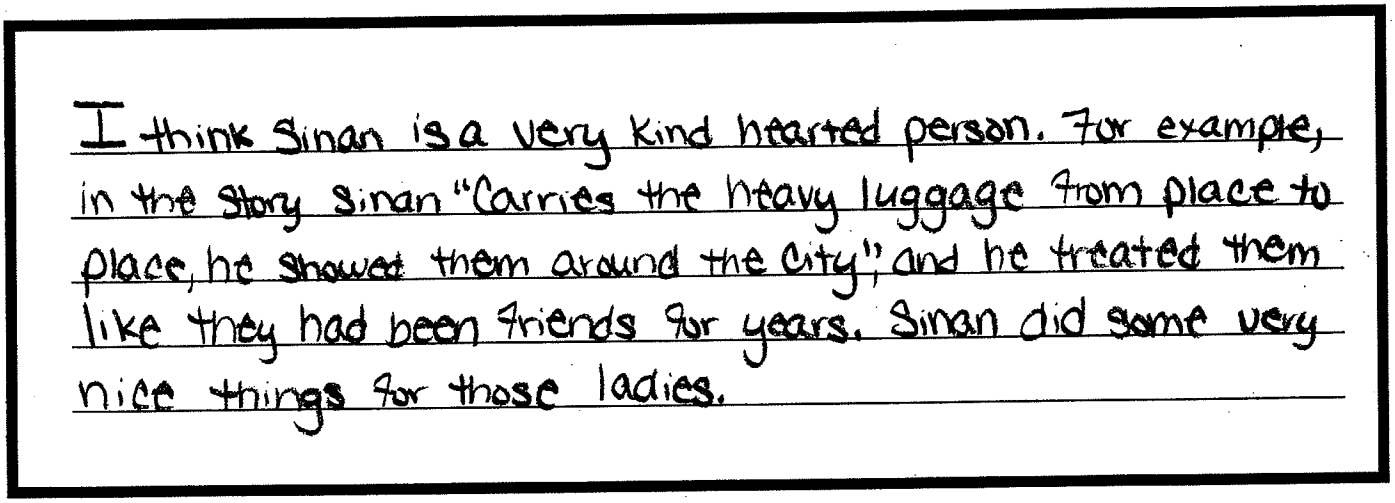
**RG – 22**

In "Guardian Angel" Sinan is a good man because he help the Narrator and Eleanor with things they thought were going to be difficult. And even when they were no long traveling together he still helped them. It says in paragraph 11 that "Had it not been for Sinan, we would have missed out on good seating,..." and also in paragraph 12 it says "Even though he was no longer traveling with us...

**Score Point 1 – Partially Sufficient**

The student offers the reasonable ideas that Sinan is a good man because he helped the two friends with difficult things and continued helping even after he had left them. However, while the first quotation supports the idea that he helped them overcome a difficulty, the second quotation is partial and supports only that Sinan was no longer with them, not that he continued helping. Because all ideas presented are not fully supported, this response is only partially sufficient.

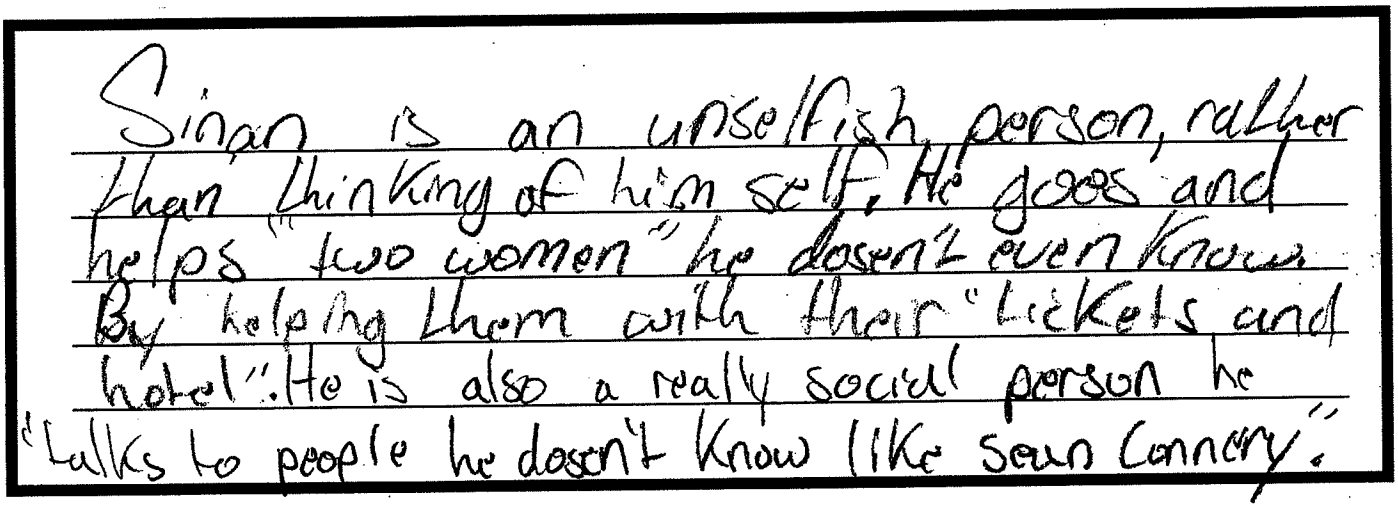
**RG – 23**


I think Sinan is a very kind hearted person. For example, in the story Sinan "Carries the heavy luggage from place to place, he showed them around the city", and he treated them like they had been friends for years. Sinan did some very nice things for those ladies.

**Score Point 1 – Partially Sufficient**

The student offers the vague idea that Sinan is a very kind-hearted person. Additional analysis (carries the heavy luggage from place to place, he showed them around the city) clarifies the idea, but no textual evidence is provided. Although the analysis appears within quotation marks, it does not appear in the selection as text. Therefore, this response consists of a reasonable idea without textual support and is partially sufficient.

**RG – 24**


Sinan is an unselfish person, rather than thinking of him self. He goes and helps "two women" he doesn't even know. By helping them with their "tickets and hotel". He is also a really social person he "talks to people he doesn't know like Sean Connery".

**Score Point 1 – Partially Sufficient**

The student presents a reasonable analysis (Sinan is an unselfish person…he goes and helps two women he doesn't even know) and a general text reference (helping them with their tickets and hotel). However, no relevant textual evidence is provided to support the idea. A second idea (He is also a really social person) is somewhat unclear and is neither clarified nor supported.

# 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 10
Spring 2009

**RG – 25**

Sinan is a good kind and helpful guy because he helped the couple even though they weren't in the same place. He helped by calling a resturant to make sure they keep it open so the couple could eat.

**Score Point 2 – Sufficient**

The student offers a reasonable idea (a good, kind and helpful guy because he helped the couple even though they weren't in the same place). Relevant textual evidence in the form of paraphrased text is provided to support the idea, making this a sufficient response.

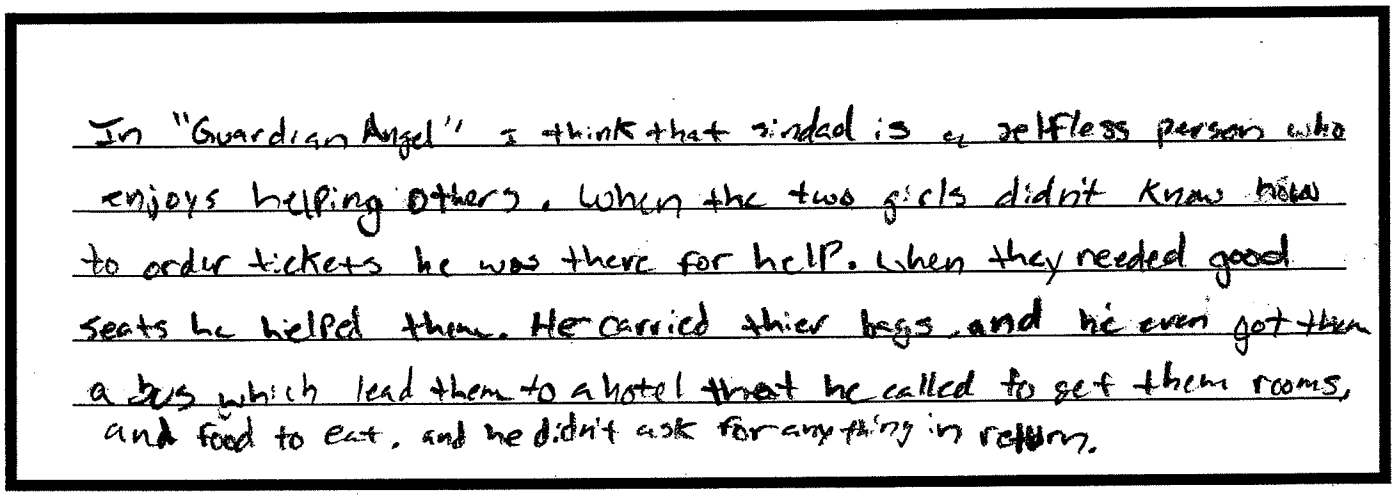
**RG – 26**

Sinan is a very kind and helpful person. "It was stunning how mucha total stranger was willing to do for us, without expecting anything in return", says one of the girls. Not many people would take the time to help strangers. The girls thought of "Sinan, the guardian angel."

**Score Point 2 – Sufficient**

The student offers the reasonable idea that Sinan is very kind and helpful because he took the time to help strangers. Relevant textual evidence in the form of direct quotations sufficiently supports the idea.

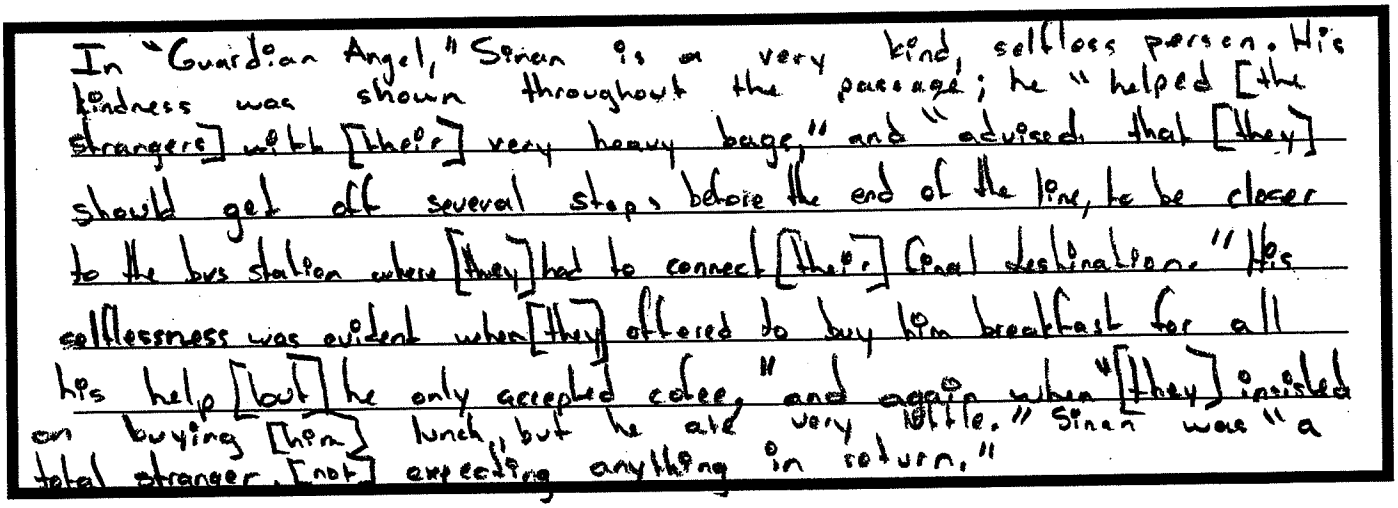
**RG – 27**


In "Guardian Angel" I think that sinbad is a selfless person who enjoys helping others. When the two girls didn't know how to order tickets he was there for help. When they needed good seats he helped them. He carried thier bags and he even got them a bus which lead them to a hotel that he called to get them rooms, and food to eat, and he didn't ask for anything in return.

**Score Point 2 – Sufficient**

The student presents a reasonable idea (a selfless person who enjoys helping others). Relevant textual evidence in the form of specific synopsis is provided to support the idea, making this a sufficient response.

**RG – 28**


In "Guardian Angel," Sinan is a very kind, selfless person. His kindness was shown throughout the passage; he "helped [the strangers] with [their] very heavy bags," and "advised that [they] should get off several stops before the end of the line, to be closer to the bus station where [they] had to connect [their] final destination." His selflessness was evident when [they] offered to buy him breakfast for all his help [but] he only accepted coffee, and again when "[they] insisted on buying [him] lunch, but he ate very little." Sinan was "a total stranger, [not] expecting anything in return."

**Score Point 2 – Sufficient**

The student offers an idea (Sinan is a very kind, selfless person). Relevant textual evidence in the form of direct quotations and paraphrased text is provided to clarify and support the idea. Therefore, this is a sufficient response.

# 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 10
Spring 2009

## RG – 29

He is a selfless man, who loved to help others more than himself. "It was stunning how much a total stranger was willing to do for us, without expecting anything in return." He fully appreciated displays of friendship and treasured them forever. "... he placed our picture together with the picture of Sean Connery." He worried about the comfort of others, even when he didn't have to anymore. After leaving the women he still looked after them by calling ahead to the hotel to make sure the kitchen stayed open so they could eat.

**Score Point 3 – Exemplary**

In this exemplary response the student offers a reasonable idea (He is a selfless man, who loved to help others more than himself). Insightful analysis (fully appreciated displays of friendship and treasured them forever; worried about the comfort of others, even when he didn't have to anymore) demonstrates the student's depth of understanding, and direct quotations and paraphrased text are provided to effectively support the idea.

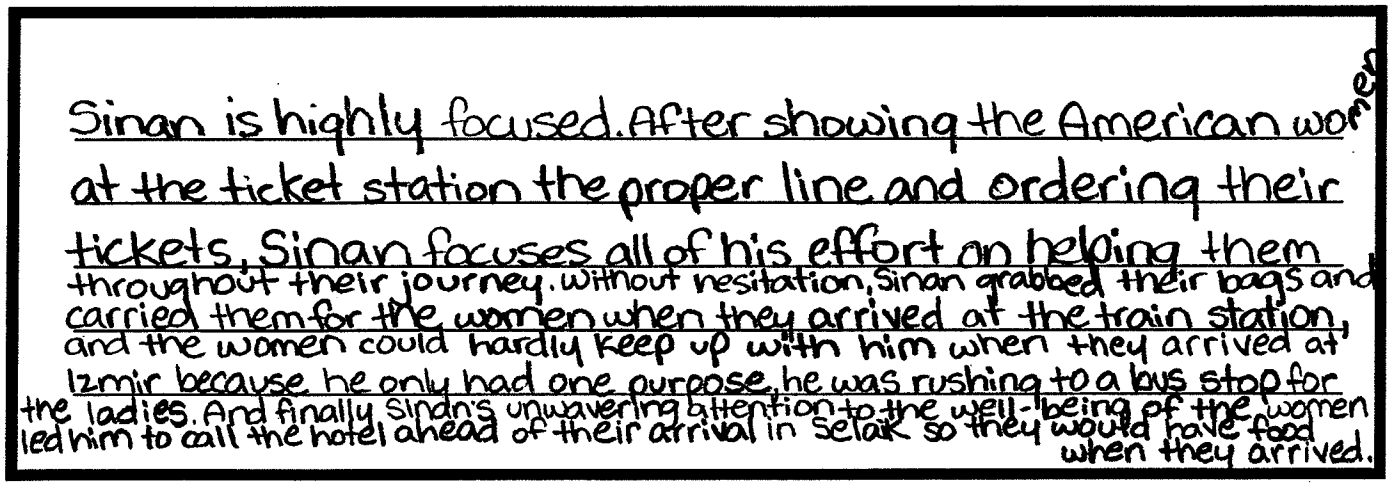
## RG – 30

Sinan seems unusually bold. He didn't wait for others to ask him for help, he initiated it on his own. When the ladies were having trouble buying their ferry tickets, he just appeared, guided them to the right line, and ensured they got their change. Later, on the boat, he boldly asked a family at a nice booth to give up their seats for him and the ladies. Since the rest of the deck was full, that's a pretty big favor to ask of strangers! And when they were in Izmir, Sinan "ran off with all they had" without explaining he was trying to catch the bus (which luckily, he did). Fortunately, in all those instances, his boldness benefitted the travelers.

**Score Point 3 – Exemplary**

The student offers a thoughtful idea (Sinan seems unusually bold) that is clarified by insightful analysis (He didn't wait for others to ask him for help, he initiated it on his own…that's a pretty big favor to ask of strangers). A specific synopsis effectively connects textual evidence to the idea, making this an exemplary response.

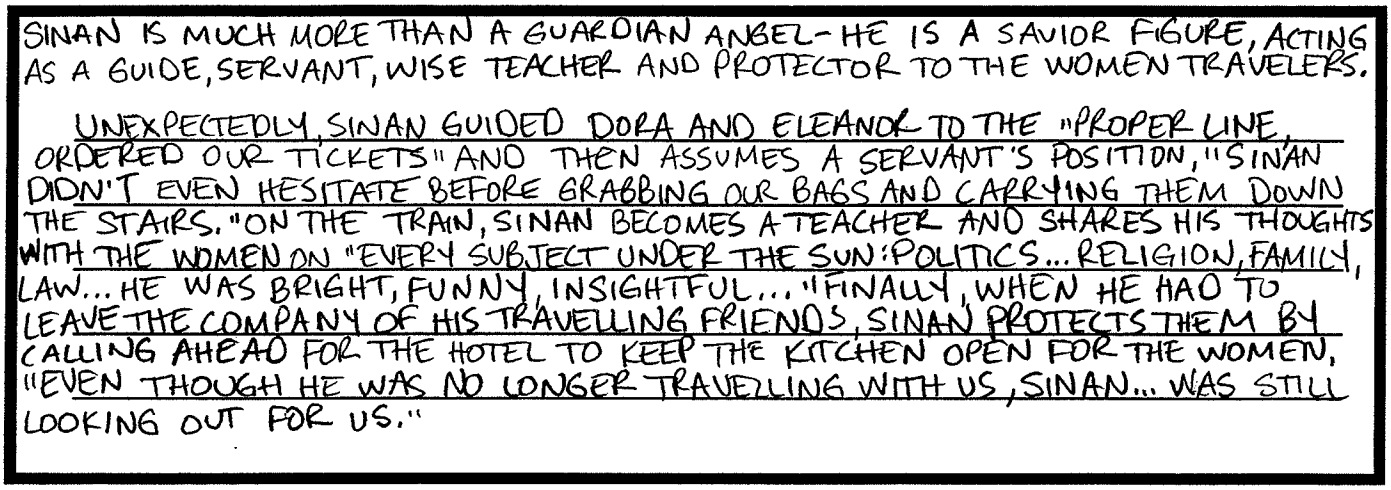
## RG – 31


Sinan is highly focused. After showing the American women at the ticket station the proper line and ordering their tickets, Sinan focuses all of his effort on helping them throughout their journey. Without hesitation, Sinan grabbed their bags and carried them for the women when they arrived at the train station, and the women could hardly keep up with him when they arrived at Izmir because he only had one purpose, he was rushing to a bus stop for the ladies. And finally Sinan's unwavering attention to the well-being of the women led him to call the hotel ahead of their arrival in Selak so they would have food when they arrived.

**Score Point 3 – Exemplary**

The student offers the thoughtful idea that Sinan is highly focused. Additional analysis (focuses all of his effort on helping them throughout their journey) clarifies the idea, and strongly linked textual evidence in the form of specific synopsis strengthens and supports it. Therefore, this is an exemplary response.

## RG – 32


SINAN IS MUCH MORE THAN A GUARDIAN ANGEL - HE IS A SAVIOR FIGURE, ACTING AS A GUIDE, SERVANT, WISE TEACHER AND PROTECTOR TO THE WOMEN TRAVELERS.

UNEXPECTEDLY, SINAN GUIDED DORA AND ELEANOR TO THE "PROPER LINE, ORDERED OUR TICKETS" AND THEN ASSUMES A SERVANT'S POSITION, "SINAN DIDN'T EVEN HESITATE BEFORE GRABBING OUR BAGS AND CARRYING THEM DOWN THE STAIRS." ON THE TRAIN, SINAN BECOMES A TEACHER AND SHARES HIS THOUGHTS WITH THE WOMEN ON "EVERY SUBJECT UNDER THE SUN: POLITICS... RELIGION, FAMILY, LAW... HE WAS BRIGHT, FUNNY, INSIGHTFUL..." FINALLY, WHEN HE HAD TO LEAVE THE COMPANY OF HIS TRAVELLING FRIENDS, SINAN PROTECTS THEM BY CALLING AHEAD FOR THE HOTEL TO KEEP THE KITCHEN OPEN FOR THE WOMEN, "EVEN THOUGH HE WAS NO LONGER TRAVELLING WITH US, SINAN... WAS STILL LOOKING OUT FOR US."

**Score Point 3 – Exemplary**

In this exemplary response the student offers an insightful idea (Sinan is much more than a guardian angel – he is a savior figure, acting as a guide, servant, wise teacher, and protector to the women travelers). Using a combination of direct quotations and paraphrased text, the student effectively supports each aspect of the idea and demonstrates a depth of understanding.

# Objective 3 – Literary/Expository Selection

Who is more generous toward others, Chief Mbangombe in "African Time" or Sinan in "Guardian Angel"? Explain your answer and support it 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 10
Spring 2009

**RG – 33**

I think Sinan in guardian angel is more generous because he walked the people through all of it. In African time he left the people then came back to help because he felt guilty about himself.

**Score Point 0 – Insufficient**
The student attempts to answer the question in favor of Sinan but presents an idea (Sinan…walked the people through all of it. In "African Time" he left the people then came back) that is too vague to determine whether it is reasonable.

**RG – 34**

I believe Chief Mbangombe is more generous toward others because he risks his health by shaking everyone's hand in the hospital. He also saves the man's life by taking him to the hospital. He is also going to bring them food because he knows the hospital wont feed them.

**Score Point 0 – Insufficient**
In this response the student offers an analysis for only the literary selection. Because there is no analysis for the expository selection, this response is insufficient. The student must address both selections to receive a higher score.

**RG – 35**

Sinan in "Guardian Angel", because Chief Mbangombe was very insecure in the beggining, and Sinan was even more generous to anybody all the way through the trip, even when they made it he made sure they made it safely and had something to eat for dinner.

**Score Point 0 – Insufficient**
The student presents the idea that Sinan is more generous because he helped people through the trip and made sure they had something to eat for dinner. However, the analysis for the literary selection (Chief Mbangombe was very insecure in the beginning) is incorrect. Therefore, this is an insufficient response.

**RG – 36**

I dont think One was any more generous than the other because they both helped people who were desperately in need of help like in both the Story's the people who were sinan and cheif mbangombe both helped ladys with their problems for food + Shelter + other needs.

**Score Point 0 – Insufficient**
The student asserts that neither is more generous than the other but presents an idea (both helped ladies with their problems for food and shelter and other needs) that is too vague to determine whether it is reasonable.

# 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 10
Spring 2009

**RG – 37**

Chief Mbangome in "African Time" and Sinan in "Guardian Angel" are both generous toward others. Even though the Chief didn't want to help at first, he knew he had to help the little boy because it was the right thing to do. Out of the two people, Sinan is undeniably the more generous of the two. Not because he does more than others, but he does it without being asked to do so. Sinan simply does what he does to help out of the kindness of his heart. He knows he can help the travelers so he does.

**Score Point 1 – Partially Sufficient**

The student presents the reasonable analysis that although Chief Mbangombe is generous for helping the boy, he acts only because he knows he must do the right thing, whereas Sinan is more generous because he helps the travelers from the kindness of his heart and without being asked. However, no textual evidence is provided to support the idea. Therefore, this response is partially sufficient.

**RG – 38**

I would think that Sinan is more generous than the Chief because all the Chief wanted was public attention while Sinan actually helped during the whole trip. "Had it not been for Sinan, they wouldn't have purchased the proper tickets, they would have labored terribly with their bags, they would have missed out on good seating and who knows what they would have done about food." Sinan did all these things and more for the narrator in "Guardian Angel" while the chief in "African Time" really didn't care for the child with malaria as long as he got public affection.

**Score Point 1 – Partially Sufficient**

The student offers a reasonable idea (Sinan is more generous than the chief because all the chief wanted was public attention, while Sinan actually helped during the whole trip). Although a direct quotation is provided to support Sinan's helpfulness, no textual evidence is provided to support the chief's desire for public attention. To receive a higher score, the student must provide relevant textual evidence from both selections.

**RG – 39**

I think Sinan in "Guardian Angel" is more generous towards others because he goes all out just to make sure the two women have every thing. "Had it not been for Sinan" the woman "would not have purchased the proper tickets", they would have "labored terribly" with the luggage, "missed out on good seating", and good food. Chief Mbangombe was not to worried about the boy as he casualy walked around the store as people "clapped their respect to him and his wife."

**Score Point 1 – Partially Sufficient**

The student presents the reasonable idea that Sinan is more generous because he made sure the two women had everything, while Chief Mbangombe was not worried about the boy. Although relevant textual evidence from the expository selection in the form of direct quotation and paraphrase is provided to support Sinan's dedication to the women, the direct quotation provided from the literary selection does not directly support the chief's casual attitude toward the boy. Because the literary text is only weakly connected to the idea, this response is partially sufficient.

**RG – 40**

Both, "African Time" and "Guardian Angel" have generous characters, but Sinan is obviously more generous than Chief Mbangombe. The narrator in "Guardian Angel" even says, "It was stunning how much a total Stranger was willing to do for us, without excepting anything in return," proving that he was generous just because he acts that way. In "African Time", Chief Mbangombe's wife tells him to turn around after he said he was "too busy" to help. Showing that he did it because he was told to, not because he wanted to.

**Score Point 1 – Partially Sufficient**

In this response the student provides relevant textual evidence from both selections, a paraphrase from the literary selection and a direct quotation from the expository selection. However, the student presents a reasonable idea (he did it because he was told to, not because he wanted to) for only the literary selection. The idea presented for the expository selection (just because he acts that way) is not clear and specific. Because the student does not present a clear and specific idea for both selections, this response is partially sufficient.

# 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.**

**RG – 41**

Between both of the selections I think that Sinan is more generous than Chief Mbangombe because in "African Time" Chief Mbangombe's wife has to convince him to help Alice and Jo in paragraph 8 "We should help them, Shamwari," she said. "That Murungu looked bad. It could be Malaria." On the other hand in "Guardian Angel" Sinan helped someone voluntarily in paragraph 4 "Although most of the people we encountered spoke English, the ticketseller did not... the homeless-looking man appeared at my side, and in near perfect English told us we were in the wrong line.

**Score Point 2 – Sufficient**
The student offers the reasonable idea that Sinan is more generous because he acted voluntarily, while Chief Mbangombe had to be convinced to act by his wife. In addition, relevant textual evidence from each selection is provided to support the idea, making this a sufficient response.

**RG – 42**

The character Chief Mbangombe in "African Time" is more generous than Sinan in "Guardian Angel." Chief Mbangombe reaches out to numerous sickly people while Sinan only helped two tourist. In "African Time" "Chief Mbangome walked between the corridor of the beds reserved for the SICKEST people... the chief went to everyone." In "Guardian Angel," the narrator said that it was amazing to see how much a total stranger was willing to help the narrator and her friend during their trip.

**Score Point 2 – Sufficient**
The student presents a reasonable idea (Chief Mbangombe reaches out to numerous sickly people, while Sinan only helped two tourists). A direct quotation from the literary selection and paraphrased text from the expository selection support the idea.

**RG – 43**

Sinan is much more generous towards others unlike chief Mbangombe. The chief was not going to help the white couple at first, "I am busy with something. Maybe when I finish, if you are still here," only then would he help them. Unlike Sinan he immidiatly helped the other couple when they were in need "In near perfect English told us that we were in the wrong line. He guided us to the proper line, ordered our tickets made sure I counted my currancy and recieved my proper chaneye." Sinan didn't need pecsuacion to help others.

**Score Point 2 – Sufficient**
The student presents the reasonable idea that Sinan is more generous because while the chief was not going to help the white couple at first, Sinan immediately offered help without persuasion. Direct quotations from each selection are provided to support the idea. Therefore, this is a sufficient response.

**RG – 44**

I think Sinan is the more gererous of the two. In "African Time", Alice had to plead with chief Mbangombe to take her to the hospital. He even initially refused to help them, he was "busy with something" and it was only when his wife "touched his knee" and said "'we should help them," that he reluctantly turned around. Sinan, on the other hand, jumped at the chance to help two total strangers and just "appeared at [the narrator's] side" and began to help them with an immense number of things, including their "very heavy bags" and getting the best seats. Even after he had left them, "Sinan [their] guardian angel was still looking out for [them]."

**Score Point 2 – Sufficient**
The student offers the idea that Sinan is more generous because he immediately jumped at the chance to help two strangers, while Chief Mbangombe initially refused Alice's plea to be taken to the hospital. Direct quotations and specific synopsis from both selections support the idea, making this a sufficient response.

# 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

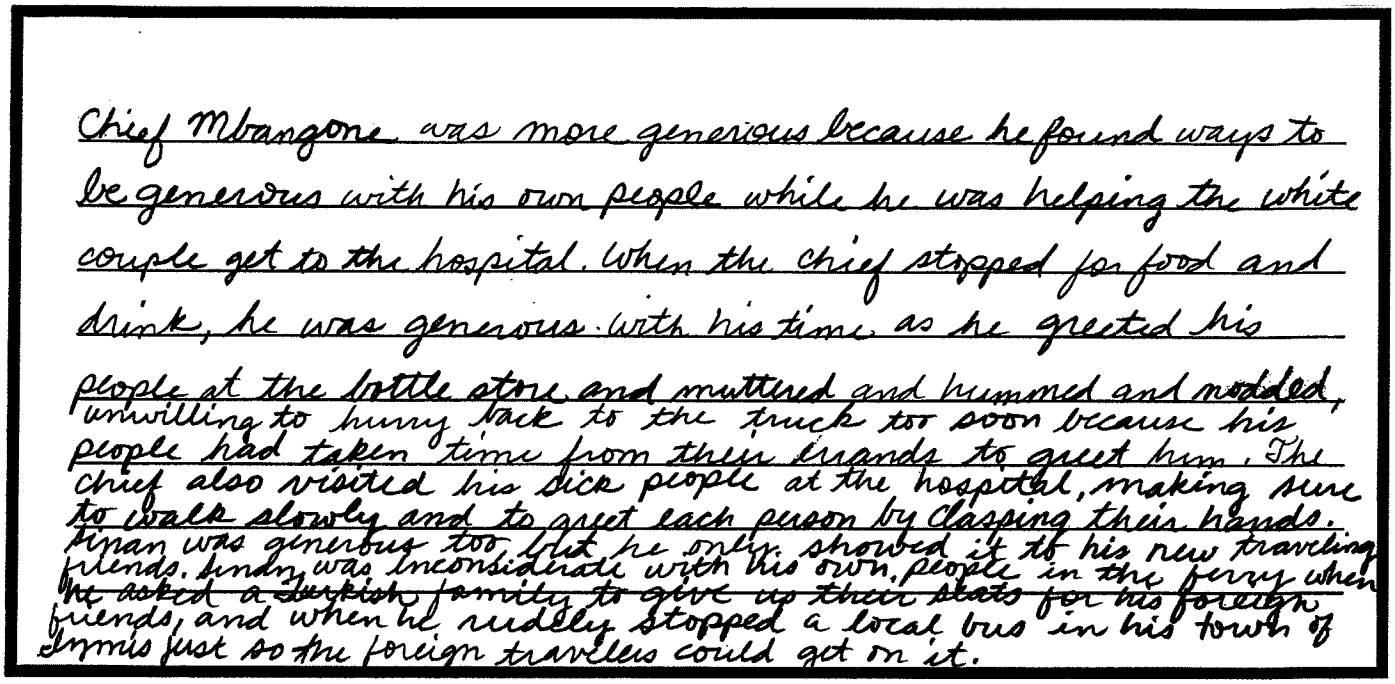
In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

**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 10
Spring 2009

**RG – 45**

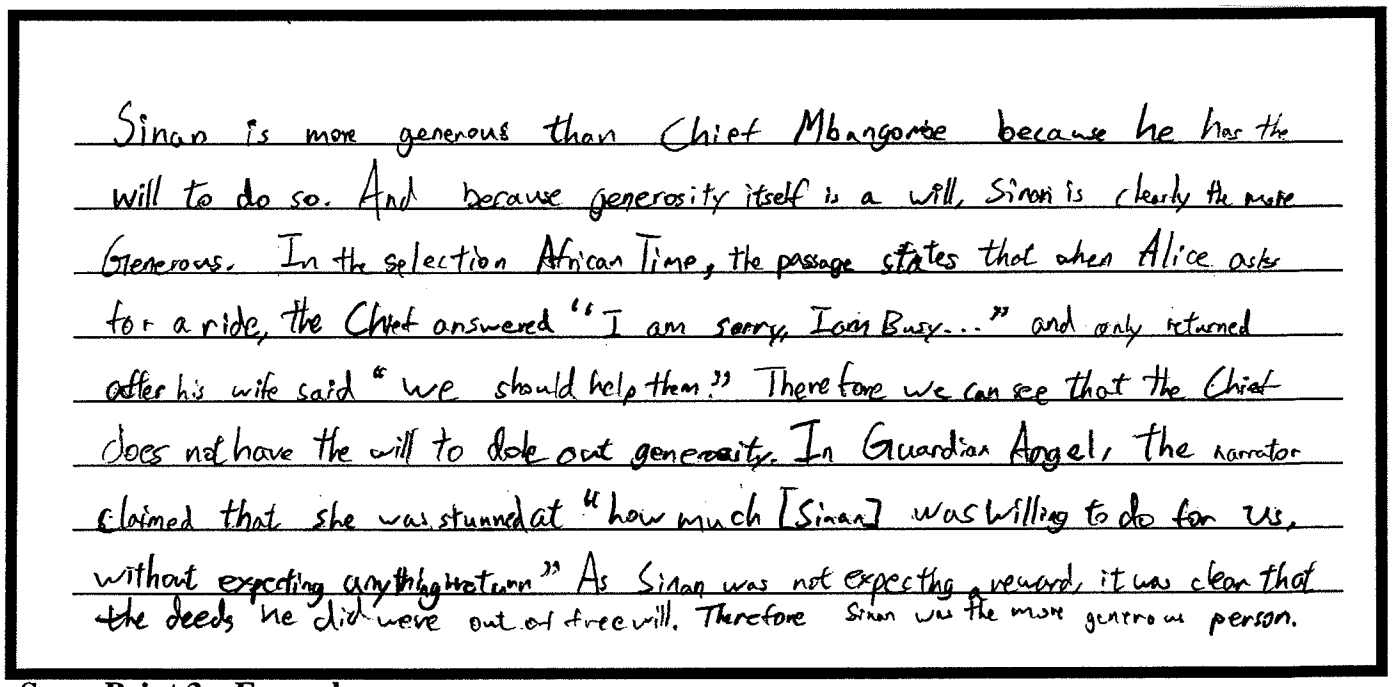


Chief Mbangone was more generous because he found ways to be generous with his own people while he was helping the white couple get to the hospital. When the chief stopped for food and drink, he was generous with his time as he greeted his people at the bottle store and muttered and hummed and nodded, unwilling to hurry back to the truck too soon because his people had taken time from their errands to greet him. The chief also visited his sick people at the hospital, making sure to walk slowly and to greet each person by clapping their hands. Sinan was generous too, but he only showed it to his new traveling friends. Sinan was inconsiderate with his own people in the ferry when he asked a Turkish family to give up their seats for his foreign friends, and when he rudely stopped a local bus in his town of Izmir just so the foreign travelers could get on it.

**Score Point 3 – Exemplary**

In this exemplary response the student offers the insightful idea that Chief Mbangombe is more generous because he found ways to be generous toward his own people even as he was helping the white couple, whereas Sinan displayed his generosity only to his traveling friends and was inconsiderate toward his own people. Using a combination of specific synopsis and paraphrased text, the student strongly supports the idea and demonstrates an ability to make meaningful connections across selections.

**RG – 46**



Sinan is more generous than Chief Mbangombe because he has the will to do so. And because generosity itself is a will, Sinan is clearly the more Generous. In the selection African Time, the passage states that when Alice asks for a ride, the Chief answered "I am sorry, I am Busy..." and only returned after his wife said "we should help them." Therefore we can see that the Chief does not have the will to dole out generosity. In Guardian Angel, the narrator claimed that she was stunned at "how much [Sinan] was willing to do for us, without expecting anything in return" As Sinan was not expecting a reward, it was clear that the deeds he did were out of free will. Therefore Sinan was the more generous person.

**Score Point 3 – Exemplary**

The student presents the idea that Sinan is more generous because, unlike Chief Mbangombe, he has the will to do so. Insightful analysis (the chief does not have the will to dole out generosity; Sinan was not expecting reward...the deeds he did were out of free will) clarifies the idea, and strongly linked textual evidence in the form of direct quotations and specific synopsis is provided to support the idea.

**RG – 47**

Chief Mbangombe sacrificed more and went further than Sinan. Sinan happened to be "asleep on a bench" waiting for the ferry when he realized two women needed help buying tickets. "He guided us to the proper line, ordered our tickets... helped us with our heavy bags onto the ferry." Sinan was as helpful as he could be - even calling ahead to the hotel in Selcuk for the women - but he only helped until they arrived at his destination of Izmir. Chief Mbangombe went out of his way to help the white couple. He knew that the local hospital was 200 kms away and to take the couple there he would have to sacrifice his trip to see the Mukomberas, "He spun the truck around" as a sign that he agreed with his wife's words. "They [the Mukomberas] can wait." again at the end, the Chief signals his willingness to go out of his way to bring back food for the white couple. "Later he will bring the mutungus food. They will not be fed here."

**Score Point 3 – Exemplary**

In this exemplary response the student presents the thoughtful idea that Chief Mbangombe is more generous because his sacrifices are greater than Sinan's. Insightful analysis (he only helped until they arrived at his destination; Chief Mbangombe went out of his way to help) further clarifies the idea. Using a combination of specific synopsis and direct quotations, the student strongly connects textual evidence to the idea and demonstrates a depth of understanding.

**RG – 48**

Sinan is more generous because he's basically a nobody in the community so he's got nothing to prove. He's just a "scruffy homeless-looking Turk asleep on a bench," with shoes that are falling apart and a jacket full of holes. Without being asked, Sinan goes out of his way to be the "guardian angel" to two American ladies he'll never see again!" It was stunning how much a total stranger was willing to do for us." The Chief, though, seems obligated to be kind because people look up to him. His wife knows he's proud of his position and makes sure the white couple knows who he is. "This is my husband, Chief Mbangombe." She missed the smile that flickered across his face." Even the trip to the hospital is delayed so the Chief can be the center of attention. "The storekeeper came out with a free Zambezi beer for him." "Whoever passed the store... came up to the Chief and his wife and shook hands and clapped."

**Score Point 3 – Exemplary**

In this response the student presents the insightful idea that Sinan is more generous because he is "a nobody" in the community and has nothing to prove by his generosity, while the chief feels obligated because his people look up to him. Relevant textual evidence in the form of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.