



Grade 10 Scoring Guide for Reading and Written Composition

Spring 2006

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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.

Set Free

by Helen Peppe

1 The dog sat on the grass near the house, his tongue out. There was a red collar around his neck. A long cable wound from his red collar to a hook on the house. It was strong. The boy knew it was strong. Everyone knew it was strong. They had seen the dog lunge and jerk at the end of the thick cord barking at the cars, the cats, the people, forcing against the cable and hook with its black chest. It hurt the boy to see the dog strain so frantically, so uselessly. He hoped that the cable would break so that the dog could be free. The boy felt the dog's frustration as if it were his own. He knew it was like the frustration he felt when his father held him tight in his arms and wouldn't let go. Even though it was a game, and his father laughed, he hated it. It was no game to him. At those times, the boy felt hate that he was incapable of expressing to anyone, but he knew the dog knew how he felt. It was not right for the dog to be tied just as it was not right for his father to hug him tight and laugh at him as he struggled to free himself. The pain was too real to the boy; he had to do something.

My notes about what I am
reading

2 The boy walked to the dog and gently rubbed his black pointed ears. The dog responded by licking the boy's hand and butting him with his smooth black head. The boy slid his small hand under the dog's collar. The fur was hot and ruffled. He knew it would be easy to unfasten the clip from the hook on the collar, but other things were not so easy. The question of where the dog would go ran through the boy's head. Would he just run so fast that no one could catch him, not even his father, who could do anything? And the question that the boy wondered the most, would the dog ever come back?

3 The boy loved the dog. The dog was the only one who shared his hate and anger. The dog was his closest friend.

4 The boy removed his fingers from the collar and instead wrapped his small arms around the dog's neck. The dog endured this new form of attention for a minute, then struggled free, although he still sat next to the boy.

5 The boy sat down on the grass. A new thought entered his mind. His father would be angry when he discovered that the dog was gone. The dog had cost a lot of money and

they had had him for only six months. They had needed a watch dog, a Doberman, his father had insisted. No other dog scared people enough.

My notes about what I am
reading

6 The boy had found this to be true. The kids next door had not taken his bike or played on his tire swing since the dog had come. Cats had certainly been scarce too. His father hated the mess that cats made and they all hated the yowling of the cats fighting under their windows at night. The boy didn't like cats. They were not like dogs, and no one could convince him that they were as fun to play with or that they did not make as much mess. He could smell the difference when he went to his friends' houses in the city. He moved toward the dog again, this time gratefully, and patted the dog's head. Maybe if he let the dog loose, the cats would come back. The boy instantly realized that it was a selfish thought. Enduring the cats would be a small price for the dog's freedom. He made a move to set the dog free, but just at that moment his mother came out of the house with the dog's supper. The boy wished that he had thought of this himself. It would have been terrible to let the dog loose without his supper.

7 His mother patted him on the head and told him that his own dinner would be ready soon. The boy nodded but stayed where he was. It would have been awful if the dog had had to eat out of garbage cans to get his supper like the dogs he saw on his way to school. The boy hated that. He wished that he could feed all the dogs in the neighborhood so that they wouldn't have to eat someone's old potato peels and beef gristle. But the boy knew that he did not have enough money. At eight, he barely had enough to weight his piggy bank down. On windy days he always had to remove his bank from the sill or he would find it on the floor, the black eyes of the pig staring up at the ceiling lamenting its inadequacy.

8 The dog sure was hungry. The boy knew his mother did not feed the dog enough. An eighty-five pound dog needed more than one bowl of food a day. It wasn't right. But his mother had gotten mad at him for bringing the dog his own mashed potatoes. The boy had always hated potatoes even though his mother always insisted that they didn't taste like potatoes when they were mashed. He still had stray lumps of potato in his jacket pocket. He was beginning to think that he would never be able to forget about trying to feed the dog his potatoes. And anyway, the dog hadn't liked

them either. That was how his mother had found out. Mashed potatoes don't disappear very quickly from black pavement. The boy smiled. He was glad that the dog didn't like potatoes either, even mashed. The boy bet that the dog also wouldn't like liver. For that reason, he hadn't tried to sneak it to him. It was not right to feed liver to people who did not like it. The slimy liver residue lasted indefinitely on the dinner plate destroying the taste of the best elbow macaroni.

9 He wished his mother felt the way he and the dog did. But no one seemed to care how he or the dog felt. Anyone could see that the dog needed to run, but his father only walked him once a day. The boy knew that wasn't enough. The dog had so much energy. And the boy's mother wouldn't go near the dog unless it was to feed him or clean up his messes. She said that the dog was dangerous. She had wanted to get a poodle. She thought that Dobermans were too much like Pit Bulls. But his father had insisted on a Doberman. No other dog could do it, he said. As far as the boy knew, his father had been right.

10 The dog started toward his dog house, then turned and studied the boy. It was obvious that the dog was puzzled by the extra attention. The boy thought instead that the dog was looking to him for more food. The boy turned an angry look toward the house. His mother should know better. She was the one always talking about paying twenty-five dollars a month to adopt a foster child. But his father always made a disgusted face and said there were better things they could do with twenty-five dollars. But the boy knew though, that his mother sent money secretly. He wished that he could do things secretly too, but his parents always found out.

11 He wondered what his father would do when he saw that the dog was gone. Maybe he wouldn't do much. His father had called the dog the boy's when there had been a mess in the driveway last week. Maybe the boy had the right to do with the dog what he wanted. This thought made the boy move again toward the dog's collar.

12 The dog's short black hair tickled the boy's fingers. The boy looked anxiously toward the house. He hoped his mother was busy, maybe on the telephone. She was on the telephone a lot. The hook felt cold on the boy's fingers in relation to the dog's fur. He slid his fingers around the metal clasp. For a minute, he hesitated. He hoped that the

dog would not get lost. This misgiving was quickly suppressed with the thought of the dog's approaching happiness, and, before he could change his mind, he undid the metal clasp. With his hand still on the dog's collar, he kissed the dog, and hugged him tightly. A tear squeezed out between the boy's lids. He hoped that the dog would come back. He was his only real friend.

13 He released the dog's collar from his sweaty hands and stood back feeling miserable at the near separation. The dog yawned and stretched, glad to be free from the boy's restrictive arms. He looked at the boy; then he licked his whiskered mouth for the last vestiges of his supper. The boy waved his hand slowly and whispered a bye. The dog stretched again and yawned with a high pitched sound. Then he moved toward the side of his dog house, lifted his leg, and urinated against the rough boards. He gave the boy another look as if to ask, "Are you through? Is there anything else?" then moved to the front of his dog house and kicked up his hind legs scratching up the grass.

14 Then the dog went inside, turned around, and laid down resting his pointed nose on his strong paws. The boy stared at him in confusion then walked to the dog house. The dog raised his eyes not bothering to lift his head. "You're loose," the boy whispered. "Don't you realize that?" The dog closed his heavy lids with a grunt. There was a gurgle from the depths of his black rounded stomach.

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Summer of the Raccoons

by Fred Bauer

My notes about what I am
reading

- 1 If I'd had my way, the story would have ended that day where it began—on the sixth hole at Stony Brook.
- 2 “What was that bawling?” my wife, Shirley, asked, interrupting me in mid-swing. Without another word she marched into a mucky undergrowth and re-emerged carrying something alive.
- 3 “*Rrrrit, rrit, rrit,*” it screamed.
- 4 “It’s an orphaned raccoon,” she said, gently stroking a mud-matted ball of gray fur.
- 5 “Its mother is probably ten yards away, has rabies and is about to attack,” I scolded.
- 6 “No, it’s alone and starving—that’s why the little thing is out of its nest. Here, take it,” she ordered. “I think there’s another baby over there.”
- 7 In a minute she returned with a squalling bookend—just as mud-encrusted and emaciated as the first. She wrapped the two complaining ingrates in her sweater. I knew that look. We were going to have two more mouths to feed.
- 8 “Just remember,” I declared, “they’re your bundles to look after.” But of all the family proclamations I have made over the years, none was wider of the mark.
- 9 When, like Shirley and me, you have four children, you don’t think much about empty nests. You don’t think the noisy, exuberant procession of kids and their friends will ever end. But the bedrooms will someday empty, the hot bath water will miraculously return, and the sounds that make a family will echo only in the scrapbook of your mind.
- 10 Shirley and I had gone through the parting ritual with Laraine and Steve and Christopher. Now there was only Daniel, who was chafing to trade his room at home for a pad at Penn State. So I was looking forward to my share of a little peace and quiet—not raccoons.
- 11 “What do you feed baby raccoons?” I asked the game protector over the phone the next morning. We had cleaned them up, made them a bed in a box of rags, added a ticking

clock in the hope it would calm them, found old baby bottles in the basement, fed them warm milk and got them to sleep, all without floorwalking the first night.

12 However, they revived and began their machine-gun chant shortly after Shirley had run out the door, heading for classes. In anticipation of a soon-to-be empty nest, she had gone back to college to get a master's degree so she could teach.

13 Meanwhile, I had my own work to do—various publishing projects that I handle from home. As the only child remaining with us, Daniel was my potential raccoon-relief man. Or so I hoped.

14 "Whose bright idea was this?" he asked with the tart tongue of a teenager.

15 "Your mother thought you needed something more to earn your allowance," I cracked. "Will you heat some milk for them?"

16 "Sorry, I'm late for school," he called over his shoulder. He and I were at that awkward testing stage, somewhere between my flagging authority and his rush for independence.

17 The major problem with trying to feed the raccoons was one of flow. Milk was flowing out of the bottle too fast and through the kits the same way.

18 "Thinner milk and less corn syrup," the wildlife man suggested, adding that he would send along a brochure for raising them. "The object," he coached, "is to take care of them until they can go back to the woods and take care of themselves."

19 "I'll do anything I can to make that happen," I assured him. "They're about eight ounces each"—I had weighed them on my postage scale. "They'll be old enough to be on their own in a couple more weeks, right?"

20 "Not quite," he said. "Come fall, if all goes well, they'll be ready."

21 *I'll strangle them before then*, I said under my breath. I prepared a new formula and tried it on one. The kit coughed and sputtered like a clogged carburetor. The hole in the nipple was too big.

22 *Maybe I could feed them better with a doll's bottle*, I concluded, and set out to find one. At a toy store, I found

some miniature bottles, one of which was attached to a specially plumbed doll named Betsy Wetsy. "My Betsys are wetsy enough," I told the clerk—declining doll and diapers, but taking the bottle.

23 Back home, I tried feeding the raccoons again. Miracle of miracles, they sucked contentedly and fell asleep. (Only twelve more weeks to September, I counted down.)

24 During the next month and a half I functioned faithfully as day-care nanny for Bonnie and Clyde, named for their bandit-like masks. The kits apparently considered me their mother. When I held them at feeding time, they still spoke in the same scratchy voice, but now it was a contented hum. The only time they may have perceived me to be an impostor came when they climbed on my shoulders, parted my hair and pawed in vain for a nipple.

25 Before long the kits graduated to cereal and bananas. When they became more active, our back-yard birdbath became an instant attraction. Bonnie, the extrovert of the two, ladled the water worshipfully with her paws like a priest conducting a baptism. Clyde followed suit, but cautiously, as if the water might be combustible. Next Bonnie discovered the joy of food and water together, and thereafter every morsel had to be dipped before being eaten.

26 By July the kits weighed about three pounds. I built a screened-in cage and moved them outdoors. When they had adjusted well to their new quarters, Daniel suggested we free them to explore the woods and forage for food.

27 "I don't want them to get lost or hurt out there," I said, sounding more like a mother hen than a surrogate father raccoon.

28 "They should get used to being on their own," Daniel insisted. We left their door ajar so they could wander during the day. At night, we called them home by banging together their food bowls. They came out of the woods at a gallop.

29 Still, I was afraid we might be rushing their initiation to the wild. One windy afternoon while Daniel and I were playing catch in the back yard, I spotted Bonnie, twenty feet off the ground, precariously tightrope-walking the bouncing branches of a mulberry tree. She had eaten her fill of berries and was trying to get down, or so I thought.

30 "Be careful, babe," I called, running to the tree. "Quick, Dan, get a ladder!"

31 "Let her go," he said calmly. "She's on an adventure. Don't spoil her fun." And he was on the money. When I returned later, she was snoozing serenely in the mulberry's cradling arms.

32 However, the raccoons did get into trouble one night when they let themselves out of their cage with those dexterous forepaws. Shirley and I were awakened at 2 A.M. by a horrendous scream.

33 "What was that?" I asked, bolting upright.

34 "The raccoons?" she wondered.

35 "They're in trouble!" Tossing off the covers, I grabbed a flashlight and ran outside in my skivvies.

36 As I came around the south side of the house, I heard something rattle the eaves and jump into the maple tree. Next, I got jumped. First by Bonnie, landing on my shoulder, then by her brother, shinnying up my leg. Circling my neck, they jabbered their excitement: "*Rrrrit, rrrrit!*"

37 "It's okay, I've got ya, you're safe," I said, cuddling them in my arms. Apparently a wild raccoon, defending its territory, had attacked Clyde. He had a bloody shoulder that didn't appear serious; Bonnie was fine.

38 July gave way to August, and August to September. Soon the days were getting shorter, and the raccoons were six-pound butterballs. I was fascinated by their creativity and intelligence. One evening after I banged their food bowls together, there was no reply. When I reported anxiously at the breakfast table that they hadn't come in the night before, Daniel laughed at my concern.

39 "Now we'll see if you're as good a teacher as a mother raccoon."

40 "I already know the answer," I said. "By the way, what time did you get in last night?"

41 "About midnight," he answered.

42 "Your eyes say later."

43 "I'm not a baby anymore," he shot back.

44 Outside, I beckoned the raccoons again, and this time they reported: effervescent Bonnie in a flat-out sprint, Clyde in a tagalong amble.

45 Near the end of September they were missing a week, and I suggested to Shirley that they were probably gone for good.

46 "You know it's a mistake trying to hold on to anything that no longer needs you," she counseled.

47 "Who's holding on?" I protested. But when I continued scanning the woods, hoping to catch sight of them, I knew she was right. Reluctantly, I dismantled their pen, stored their bowls and put them out of my mind. Or tried to. But they had got more of a hold on my heart than I ever thought possible. What I had considered a nuisance had, in fact, been a gift; what I had labeled a burden, a blessing. *Why is it, I asked myself, that with so many people and things, we only appreciate them fully after they're gone?*

48 One Saturday near the end of October, Shirley, Daniel and I were in the back yard raking leaves when I spotted a ringed tail beyond the gate that opens to the woods. "Look, Shirley," I whispered. And though I had no idea if it was one of ours, I called, "Bonnie . . . Clyde."

49 The magnificently marked animal rose on its hind legs and looked us over inquisitively. For a frozen moment, we faced off, statue-like. Then I called again, and the animal moved in our direction. It was Bonnie, and we went to meet her. Kneeling, I held out my hand, which she licked while I rubbed her neck. She purred her most satisfied *rrrit, rrrit, rrrit*.

50 "Go get a banana for her," I suggested to Daniel.

51 "No, it's time she made it on her own," he replied firmly. "She's a big girl now. Don't do anything for her that she can do for herself."

52 I looked at Shirley and winked. Tall, broad-shouldered Daniel wasn't talking raccoons. He was talking parents. *The object is to take care of them until they can take care of themselves*, a haunting voice echoed. It was time to let go.

53 After rubbing Bonnie's neck one last time, I stepped back. She sensed my release and bounded off joyfully in the direction from which she had come.

54 "Have a good life," I called after her. Then she dipped behind a tree and was gone.

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LETTING THEM GO:

SENDING

Your Kids to

COLLEGE

Sending your child to college is a difficult process both physically and emotionally. These four strategies make it easier.

1

Do your homework.

Many books have been written about what parents can expect and how they can help. Read at least two of them.

2

Help them prepare.

Read the school's catalog and make sure students understand important deadlines, such as dropping a class or filing for financial aid. Learn about services offered on campus, such as the student health center and dormitories.

3

Establish financial boundaries.

Help students start a bank account and apply for a low-interest credit card. Practice keeping a monthly budget with them. Review spending every couple of months to make sure students are on target.

4

Be supportive, available, and understanding.

Write often. But give them room. If they don't always write back, it's not because they don't love you.



SHORT ANSWER ITEMS

Rubrics and Sample Responses

Objective 2 – Literary Selection

In “Set Free,” why does the boy want to free the dog?
Support your answer 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

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RG-1

In "set free", the boy wants to free the dog because he shares the same feelings as the dog or so he thought.

Score Point: 0 – Insufficient

In this response the student attempts to answer the question (because he shares the same feelings as the dog), but this analysis is too general to determine whether it is reasonable.

RG-2

The boy thinks the dog won't to be free but he just wants to play and half the time the dog don't know it's in-timidating to people the boy don't know because he is confused himself.

Score Point: 0 – Insufficient

This analysis is too vague and unclear to determine whether it is reasonable.

THE BOY IN "SET FREE" DOESN'T WANT TO FREE
THE DOG CAUSE HE IS AFRAID TO LOSE
HIS ONLY REAL FRIEND. (PARAGRAPH 12)

Score Point: 0 – Insufficient

This response presents only an incomplete and irrelevant paraphrase of text (he is afraid to lose his only friend) that is offered as both analysis and support addressing a different question than the one asked (The boy doesn't want to free the dog).

The boy wants to free the dog because the
boys parents don't want it there and so the
dog can be free to go every where and the dog
was giving him to many problems with
his parents so it's better to let him go.

Score Point: 0 – Insufficient

This student offers one idea that is incorrect (the boy's parents don't want [the dog] there) and one idea that is too vague to determine whether it is reasonable (the dog was giving him too many problems with his parents).

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

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RG-5

He wants the dog to be free because he feels the dog is tired of being tied up. In paragraph 3 it reads "The boy loved the dog. The dog was the only one who shared his hate & anger. The dog was his closest friend."

Score Point: 1 – Partially Sufficient

In this response the student offers the reasonable analysis that the boy wants to free the dog because he feels that the dog is tired of being tied up. However, the direct quotation offered as textual evidence is only weakly linked to this idea.

RG-6

The boy wants to free the dog because he feels the dog is miserable like he is. The strong chain signifies how the dog is deprived from its freedom in the same way the boy is from the freedom of expressing his emotions, the hate for his father, and the hate of not being able to do anything. The boy feels the dog's pain.

Score Point: 1 – Partially Sufficient

This student offers a reasonable analysis for why the boy wants to set the dog free. However, no textual evidence is provided to support these ideas.

In "Set Free" the boy wants to free the dog because he thinks "it is not right for the dog to be tied just as it was not right for this father to hug him tight and laugh at him as he struggled to free himself."

Score Point: 1 – Partially Sufficient

The student offers a relevant piece of textual evidence in the form of a direct quotation but does not provide an idea or analysis.

He wants to free the dog because he feels sorry for it. He doesn't like the way it is chained up all the time, and how the dog doesn't get enough exercise or food as he says in paragraph 8, "An eighty-five pound dog needed more than one bowl of food a day."

Score Point: 1 – Partially Sufficient

In this response the student offers reasonable analysis (the boy feels sorry for the dog, he doesn't like the way it is always chained up and doesn't get enough exercise or food) but supports only one of these ideas with textual evidence (An eighty-five pound dog needed more than one bowl of food a day).

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

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RG-9

The boy sets the dog free because he dose not feel the dog is being properly cared for. "The dog sure was hungry. The boy knew his mother did not feed the dog enough."

Score Point: 2 – Sufficient

In this response the student concludes that the boy wants to set the dog free because he feels that it is not being properly cared for. This idea is supported with relevant textual evidence (The boy knew his mother did not feed the dog enough).

RG-10

In "Set Free" the boy wants to free the dog because he feels sympathy for the dog. This feeling is shown through his feeling sad watching the dog struggle against the chain uselessly, him sneaking food out to the dog because his mom only gives him one bowl a day, also through him saying that the dog needs to run and walking the dog once a day isn't enough.

Score Point: 2 – Sufficient

In this response the student concludes that the boy wants to free the dog because he feels sympathy for it. Textual support for this analysis is provided through specific synopsis and paraphrase.

The boy wants the dog free because "it hurt the boy to see the dog strain so frantically." He also "felt the dogs frustration as if it were his own". The boy understood the dog and he tried to give the dog what he would want if he were the dog.

Score Point: 2 – Sufficient

In this response the student provides relevant textual evidence (It hurt the boy to see the dog strain so frantically; [he] felt the dog's frustration as if it were his own) for the idea that the boy understood the dog and tried to give it what he would want if he were in that situation.

The boy feels he and the dog share the same emotion, which is Hate and anger. This makes him think the dog NEEDS freedom. He says in paragraph 1 "It was not right for the dog to be tied. Just as it is not right for his father to hug him tight and laugh as he struggles." This boy is very caring about what the dog feels, and because of this the boy offers freedom.

Score Point: 2 – Sufficient

This student offers the reasonable idea that the boy wants to free the dog because they share the same emotions and the boy, therefore, understands the dog's need for freedom. Support for this analysis is provided in the form of direct quotation.

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 2006

RG-13

In "Set Free" a boy projects his own feelings onto the family watchdog. "The boy felt the dog's frustration as if it were his own." For him the dog's physical restriction was equivalent to his own psychological issues: "It was not right for the dog to be tied, just as it was not right for his father to hug him tight and laugh..." In the end the boy was confused by the dog's response. "You're loose, don't you realize..." the dog closed his heavy eyelids with a grunt."

Score Point: 3 – Exemplary

In this insightful response the student's analysis encompasses psychological aspects of the boy's projecting his own feelings onto the family watchdog and his confusion at the dog's reaction. This interpretation is thoroughly supported with relevant textual evidence.

RG-14

The boy wants to free the dog because he feels the dog is unhappy and going through the same things he's going through. "The dog was the only one who shared [the boy's] hate + anger," making the boy feel a special bond with the dog. "[The boy] wished his mom felt the way he and the dog did. But no one seemed to care how he and the dog felt." The boy wanted to free the dog from his suffering. He wanted to give the dog the opportunity he didn't have.

Score Point: 3 – Exemplary

This exemplary response offers the thoughtful analysis that the boy feels a special empathy for the dog because of their similar situations. Strong textual support for this idea is provided through quotations and paraphrase.

In "Set Free" the boy feels as though the dog is unhappy living its life lunging and jerking at the end of a cord. The boy shares the dog's inability to control his circumstances. He felt that the cable restricting the dog's freedom "...was like the frustration he felt when his father held him tight in his arms and wouldn't let go". The boy simply had to do something to improve this situation, even if it meant losing his "closest friend".

Score Point: 3 – Exemplary

In this well-connected response the student provides an analysis focusing on the depth of emotion the boy feels for the dog. Relevant direct quotations and paraphrase are woven throughout the response, giving strong support to this analysis.

The boy himself is straining for freedom, and when he sees the dog doing the same thing he feels that he has found a kindred soul. "The boy loved the dog. The dog was the only one who shared his hate and anger. The dog was his closest friend." The boy knew what it was to feel connected and "...for his father to hug him tight and laugh at him as he struggled to free himself." He felt that he had to help the dog. But when he did finally free the dog, it went inside, turned around, and laid down. Maybe the boy wasn't quite as attuned to the dog's feelings as he thought.

Score Point: 3 – Exemplary

This student offers the insightful analysis that the boy feels he has found a kindred soul in the dog. The idea is given strong textual support through a combination of specific synopsis and direct quotation, resulting in an exemplary response.

Objective 3 – Expository Selection

In “Summer of the Raccoons,” what lesson did the author learn from his experience? 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 2006

RG-17

In summer of the racoons the author learned a really good lesson. At first, the author did not like the idea of keeping the racoons. As the days went by, the author started to appreciate the racoons, this showed him to get to know someone before you start disliking them.

Score Point: 0 – Insufficient

In this response the student offers an analysis (get to know someone before you start disliking them) that is not reasonable because the author started liking the raccoons after he got to know them.

RG-18

that you should care about everyone and everything no matter what it is.

Score Point: 0 – Insufficient

This response attempts to answer the question (that you should care about everyone and everything), but the idea is too vague and general to determine whether it is reasonable.

I believe Daniel learned that his parents think he's a baby. For that Daniel tells his parents that "the object is to take care of him until he can take care of himself." Daniel also learned that like the raccoons he has to leave one day.

Score Point: 0 – Insufficient

In this response the student suggests two lessons Daniel may have learned (that his parents think he's a baby and that he has to leave one day), but this analysis addresses a different question than the one asked.

The author learned, not to get too close to things because everything sooner or later leaves you.

Score Point: 0 – Insufficient

The student attempts to answer the question but offers an interpretation (not to get too close to things because everything sooner or later leaves you) that is not based on the text.

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 2006

RG-21

The author learned that families are important. He became more closer and more caring for his son. It states in the story: "It's okay, I've got ya, you're safe," I said, cuddling them in my arms.

Score Point: 1 – Partially Sufficient

The student offers the reasonable interpretation that the author's experience helped him learn the importance of family (he became more closer and more caring for his son) but then attempts to support this analysis with a direct quote that refers specifically to the raccoons and is, therefore, only weakly linked to ideas involving the author's relationship with his son.

RG-22

Though he begins in a state of skepticism, the author learns both how to appreciate something before it's gone and how to "let go" when the time comes. He finds himself able to apply this to his adoptive "children", Bonnie & Clyde, but more importantly, to his youngest teenage-son.

Score Point: 1 – Partially Sufficient

This response offers a clear and thoughtful analysis of the selection. However, no text support is offered for these ideas.

I think the author from "Summer of the Raccoons" experienced a lesson when he needed the raccoons by his side, but it was too late, they were gone. The author asked himself, "that ^{why is it} with so many people and things, we only appreciate them fully after they're gone?"

Score Point: 1 – Partially Sufficient

This student presents a relevant direct quote from the selection addressing a lesson the author learned (Why is it that with so many people and things, we only appreciate them fully after they're gone?); however, the analysis provided is not clear and specific.

In "Summer of Raccoons," the father is faced with the trial of raising these baby raccoons. His relationship with the raccoons tend to reflect the relationship he shares with his son. And just like his son, he has to learn how to let the raccoons go. He's given them all the tools they need to survive and now he has to let them live on their own.

Score Point: 1 – Partially Sufficient

The student offers a reasonable idea (he has to learn how to let the raccoons go). No textual evidence is provided to support this idea.

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 2006

RG-25

In "Summer of the Raccoons," the author learned that ^{the} object of parenting is to "take care of them until they can take care of themselves." The author had been struggling with letting go of his last son at the time of his kits arrival. He learned how to let go of the raccoons and found that the lesson could be applied to his own son.

Score Point: 2 – Sufficient

This response reasonably concludes that the author learned how to let go of his son through his experience with the raccoons and supports this idea with textual evidence (take care of them until they can take care of themselves).

RG-26

The author in "Summer of the Raccoons" learned to let go of individuals close to him. The raccoons he cared for became like the author's own children. He learned, through the raccoons, that he can't baby, watch, and care for his kids forever. They must learn to fend for themselves. Pg. 12 paragraph 52 "The object is to take care of them until they can care for themselves...."

Score Point: 2 – Sufficient

This response provides a reasonable analysis (the author learned to let go of individuals close to him and that he can't baby his kids forever) along with support in the form of a relevant direct quotation.

The author learned how to say goodbye. At first he saw the raccoons as a burden or "two more mouths to feed," but over the months he developed incredible amounts of love and interest for them and was not completely willing to let go. When Daniel stated "No it's time she made it on her own; she's a big girl now. Don't do anything for her that she can't do for herself," he realized he needed to let the raccoons and Daniel live on their own.

Score Point: 2 – Sufficient

The student offers the reasonable idea that the author learned how to say goodbye, even though he was not completely willing to let the raccoons and Daniel go. This interpretation is then supported with strong text evidence.

The author learns that one should never be reluctant to let someone into his heart. At first, the author considers the baby raccoons a "nuisance" and a "burden." However, taking care of the animals and having to release them makes the author realize that the raccoons were a "gift" and a "blessing," and that "with as many people and things, we only appreciate them fully after they're gone." The author was blessed with an opportunity and emerged much the wiser.

Score Point: 2 – Sufficient

In this response the student offers a reasonable interpretation (the author learns that one should never be reluctant to let someone into his heart) and supports this idea with relevant text evidence (a gift and a blessing; with so many people and things we only appreciate them fully after they're gone).

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 2006

RG-29

Parents usually try to teach their children important lessons about life, but in "Summer of the Raccoons" it's the author's youngest son, Daniel who teaches his father the importance of letting go. "Don't do anything for her that she can do for herself", Daniel said. "It's time she made it on her own." Bauer understood the double meaning of his son's words. "He wasn't talking raccoons. He was talking parents."

Score Point: 3 – Exemplary

In this response the student insightfully observes that the usual circumstance of parents teaching their children is reversed in this selection, with Daniel teaching his father the important lesson of letting go. This analysis is strongly supported with relevant direct quotations from the text.

RG-30

The author learned that sometimes the best thing you can do for someone you love is nothing at all. "Don't do anything for her that she can do for herself", his son Daniel advised. He realized then that the same principle applied to his son, because "Daniel wasn't talking raccoons. He was talking parents." He understood that "it was time to let go" of both raccoons and youngest son as he remembers the advice of the wildlife man, "the object is to take care of them until they can take care of themselves."

Score Point: 3 – Exemplary

This student presents the thoughtful analysis that the author learned that sometimes the best thing you can do for someone you love is nothing at all. Relevant text support for this idea is provided as it applies to both the raccoons and Daniel.

The author learned all about raccoons. He became an expert on human and animal relations. "...we cleaned them up...made them a bed...added a ticking clock...fed them warm milk...floor walking the first night." Then he learned to give the greatest gift of all, "the object is to take care of them until they can take care of themselves" and to really let go. "she sensed my release..." Have a good life', I called after her."

Score Point: 3 – Exemplary

This exemplary response concludes that the author learned all about raccoons and that the greatest gift one can give is letting go. This analysis is strongly supported with relevant quotations, showing the student's depth of understanding.

In "Summer of the Raccoons" the author disapproves the discovery of baby raccoons that his wife found. "...they're your bundles to look after." But soon learns to care and nurture them, "I held them during feeding time." The time was soon coming to let them in the wild but the author had trouble letting them go for even a day, "I don't want them to get lost or hurt out there." His son and wife helped him during this "letting go" process by talking to him, "They should be on their own... it's a mistake trying to hold on to anything that no longer needs you." With his son and wife's support the author learns to let go of his gifts and blessings.

Score Point: 3 – Exemplary

This thoughtful response combines direct quotation and synopsis to effectively describe and support the author's learning experience. The student recounts the author's initial reservations about caring for the animals, his learning to care for them, and his learning how to let them go despite his attachment to them. Each of these ideas is strongly supported by relevant textual evidence.

Objective 3 – Literary/Expository Selection

What is one similarity between the actions of the boy in “Set Free” and the actions of the father in “Summer of the Raccoons”? 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 2006

RG-33

The similarity between the father in story
2 and the boy in story 1 was
their relationship with their pets

Score Point: 0 – Insufficient

The student offers an idea (the similarity between the father and the boy was their relationship with their pets) that is too vague to determine whether it is reasonable.

In both passages the fathers both are very attached to their sons. In "set free" the boy's father plays a game, his father held him tight in his arms and wouldn't let him go. In "Summer of the Raccoons" he sees his son differently. "Tall, broad-shouldered Daniel wasn't talking raccoons [Don't do anything for her that she can do for her self]. He was talking parents. The object is to take care of them until they can take care of themselves." "It was time to let go."

Score Point: 0 – Insufficient

The student states that the fathers are both very attached to their sons and offers textual support for this idea from both stories. However, this analysis addresses a different question from the one asked.

One similarity between the actions of the boy in "set Free" is that his making choices about a dog. The dog wants to be set free and the boy wants to set him free but he will not let him go. "The dog was the only one who shared his hate and anger." The action that the boy faces in "set free" is that he cannot let the dog go.

Score Point: 0 – Insufficient

The student refers to the actions of the boy in relation to the dog as one similarity and attempts to clarify this idea (his making choices about a dog; and the boy wants to set him free), but there is no reference to the father in the attempted comparison, which makes the response incomplete.

The little boy in "Set free" wants his dog to be happy and have some freedom, however, he thinks about the consequences before he sets him free. The father in "Summer of the Raccoons" he doesn't want the raccoons but his wife wants to keep them because her son is leaving. Those are some differences of stories.

Score Point: 0 – Insufficient

In this response the student points out the differences between the boy and the father. This analysis does not address the question asked.

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 2006

RG-37

Both the boy and the father love their animals. The boy loves his dog but wants to free him. The father at first does not like the raccoons but he later learns to love them. Paragraph 3 on "Set Free" tells us that the boy loves his dog. Paragraph 27 on "Summer of the Raccoons" also lets us know how the father feels for the raccoons. Therefore they both love their pets and want the best for them.

Score Point: 1 – Partially Sufficient

In this response the student offers the idea that both the boy and the father love their animals. The student supports the idea with textual evidence from "Set Free" but offers no textual support for the father's feelings for the raccoons.

One similarity between the two is the fact that they both want to help an animal or animals. The boy in set free feels his dog is unhappy due to his confinement to the boys backyard. He thinks releasing him will solve it. The father in summer of the raccoons at first is just planning to get them up on thier feet and releasing them, but comes to love them and want to keep them but realizes it is the time for them to live on thier own.

Score Point: 1 – Partially Sufficient

The student offers a reasonable idea (one similarity between the two is the fact that they both want to help an animal or animals) and provides a series of events from both selections. This attempt at textual evidence is too general to be considered a specific synopsis in support of this idea.

One similarity between the actions of the boy in "Set Free" and the actions of the father in "Summer of the Raccoons" is wanting to let something go but afraid of the consequences. The boy wants to set a dog free but is afraid of what the dog will do and how he will live. The father in "Summer of the Raccoons" is afraid to let the raccoons go because he doesn't know if they are ready to take care of themselves.

Score Point: 1 – Partially Sufficient

The student offers the reasonable idea that both the boy and the father are wanting to let something go but are afraid of the consequences. The student provides further analysis of this idea from each selection. However, no relevant textual support is provided.

In "Set Free" the boy has frustration because he doesn't like the way the dog is getting treated. "It hurt the boy to see the dog so frantically, so uselessly." In "Summer of the Raccoons", the Father was frustrated because he doesn't want to take care of the raccoons. "Just remember," I declared, "they're your bundles to look after." The similarity between their actions is they both ended up being overconcerned about their pets.

Score Point: 1 – Partially Sufficient

The student offers the reasonable idea that the boy experiences frustration over the treatment of the dog and the father is frustrated over the care of the raccoons. The text provided in support of the boy's frustration is incomplete (It hurt the boy to see the dog so frantically, so uselessly). The student offers an additional comparison (they both ended up being overconcerned about their pets) but does not support this idea with text.

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 10
Spring 2006

RG-41

In "Set Free" and "Summer of Raccoons" the boy and the father were reluctant to release their pet without concern for their survival or safety. In "Set Free" the boy is releasing his dog. "He hesitated. He hoped that the dog wouldn't get lost." In "Summer of the Raccoons" the father is releasing his raccoons. "I don't want them to get lost or hurt out there." Both are concerned over releasing their pets into the wild.

Score Point: 2 – Sufficient

In this sufficient response the student presents the similarity that both the boy and the father are concerned about releasing their pets into the wild. This is a reasonable idea that the student supports with direct quotations from both selections.

In "Set Free" and "The Summer of the Raccoons," both the boy and the father are reluctant to let their animals go. They both wonder if the animals will be able to fend for themselves. "He didn't want the dog to eat out of the trash cans like the other dogs he had seen," thought the boy. He was worried about how his dog would manage being free, and where he would get his meals. "Be careful babe! Quick! Get a ladder!" shouted the father when the raccoon was high up in the tree. He thought the raccoon was in trouble, and couldn't take care of herself without him.

Score Point: 2 – Sufficient

The student offers a reasonable similarity ([both the boy and the father] wonder if the animals will be able to fend for themselves) and supports this idea with relevant direct quotations from both selections.

When you raise a person or an animal, you automatically build a shield of protection and love around them. The boy in "Set Free" only wanted the best for his dog, just as the father of "Summer of the Raccoons" wanted for his son and raccoons. The boy showed his concerns when "he hoped that the dog would not get lost," and then only caring about "the dog's approaching happiness," if it crashed. The father worried about his son when asking, "What time did you get in last night?" and also showing motherly qualities when fretting over the raccoons "got [him] lost or hurt out there." Both the boy and father showed great compassion and tenderness when it came to the safety of those they care about. Sometimes a little over protectiveness is just a sign of love.

Score Point: 2 – Sufficient

In this response the student offers a reasonable analysis (When you raise a person or an animal, you automatically build a shield of protection and love around them). This idea is clearly supported with text showing the boy's concern for his dog and text showing the father's care for the raccoons and concern for his son Daniel.

The actions of the boy in "Set Free" and the actions of the father in "Summer of the Raccoons" have one similarity; they both made a big decision. In "Set Free" the boy could identify himself with the dog because he knew the dog was frustrated by being strained, just like he felt when his father "held him tight in his arms and wouldn't let him go." After having second thoughts and taking the risk of being scolded, he released the dog's collar... and stood back feeling miserable. On the other hand in "Summer of the Raccoons" the father decides not to overprotect his son and raccoons even though he doesn't want them to get lost or hurt. He learns "The object (of parents) is to take care of them until they can take care of themselves" and not living their life for them.

Score Point: 2 – Sufficient

In this response the student offers a clear and specific connection between the actions of the boy and the father in that they both make a big decision. An analysis of the boy's decision to release the dog despite his reservations is clearly supported with text. The father's decision not to overprotect is supported with text for both his son and the raccoons.

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 2006

RG-45

The boy is struggling with his relationship with his father and was frustrated when "his father held him tight in his arms and wouldn't let go." He thought "it was not right for the dog to be tied just as it was not right for his father to hug him tight and laugh at him." He sees freeing the dog as freeing himself. "The pain was too real to the boy; he had to do something." Caught "somewhere between my flagging authority and his [son's] rush for independence," the father in the 2nd story eventually realizes that when his son urges him to free the raccoons, Daniel is "talking parents." A haunting voice tells him, "The object is to take care of them until they can take care of themselves." For him, freeing the raccoons is freeing his son.

Score Point: 3 – Exemplary

The student offers a particularly insightful analysis linking the boy's behavior to that of the father (He sees freeing the dog as freeing himself; For him, freeing the raccoons is freeing his son). Strong and accurate textual evidence creates a meaningful connection across both selections.

"Go get a banana for her," says the father in "Summer of the Raccoons" when the released female raccoon reappears. The son responds "No, it's time she made it on her own." The father realizes his son "wasn't talking raccoons. He was talking parents." In that moment the father understands parents take care of children until they can take care of themselves and it was "time to let go" of his son and the now half-wild raccoons. The boy in "Set Free" identifies with the dog. "He knew the dog knew how he felt." He thinks that letting the dog loose will get rid of the frustration he feels when his father hugs him and won't let him go. Because he is so young, he is confused when the dog does not run away. Therefore, although the actions are similar, the boy's conflict is not resolved while the father in the other selection is more at peace.

Score Point: 3 – Exemplary

This response offers the idea that both the boy and the father are similar in recognizing that they must let go (it was time to let go of his son and the now half-wild raccoons. He thinks that letting the dog loose will get rid of the frustration he feels when his father hugs him). The student provides strong, integrated direct quotations to support this idea and adds depth to the analysis by suggesting that although their actions are similar, the consequences of the boy's actions are quite different from those of the father.

The actions of the boy and the father are driven by strong emotions. The boy sets the dog free, although he has misgivings. "He kissed the dog and hugged him tightly." He was "feeling miserable at the near separation." He hopes the dog will come back because "He was his only real friend." The father in "Raccoons" anticipates how much he will miss the raccoons. "They had got more of a hold on my heart than I thought possible." They both are afraid the animals will not thrive on their own. The boy thinks the dog will have to eat out of garbage cans and the father feels the raccoons will be lost or hurt. Despite these fears, both release the animals.

Score Point: 3 – Exemplary

In this response the student offers the insightful analysis that strong emotions motivate the boy as well as the father (The boy has misgivings about setting the dog free, hopes the dog will come back; the father anticipates how much he will miss the raccoons, both are afraid the animals will not thrive on their own). This idea is strongly supported with multiple direct quotations and paraphrase of text.

The boy and the author both grant freedom to animals, but their reactions to the animals' response differ because of the difference in their maturity. The boy does not understand the dog's willingness to remain. "The boy stared at him in confusion. You're loose, don't you realize that?" However, the mature man understands the raccoons' departure as well as his own feeling. "When I continued scanning the woods, hoping to catch sight of them, I knew she (his wife) was right" which refers to his need to hold on. In the end he comes to grips with the need to let go. "she (the raccoon) sensed my release and bounded off." "Have a good life, I called after her."

Score Point: 3 – Exemplary

In this particularly thoughtful response, the student insightfully suggests that while the actions of the boy and the father are similar (both grant freedom to the animals), their different levels of maturity cause them to respond in different ways. The boy's inability to fully understand the dog's behavior is contrasted with the father's ability to identify his true feelings and overcome his need to hold on. This analysis is supported using relevant direct quotations from both selections.