

2008

ISAT

Sample Book



GRADE

6

Sample Items for Reading and Mathematics

ILLINOIS STATE BOARD OF EDUCATION

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ACKNOWLEDGEMENTS

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Introduction

This sample book contains sample ISAT items classified with an assessment objective from the *Illinois Assessment Frameworks*. These samples are meant to give educators and students a general sense of how items are formatted for ISAT. All 2008 ISATs will be printed in color. This sample book does not cover the entire content of what may be assessed. Please refer to the *Illinois Assessment Frameworks* for complete descriptions of the content to be assessed at each grade level and subject area. The *Illinois Assessment Frameworks* are available online at www.isbe.net/assessment/IAFindex.htm. The Student Assessment website contains additional information about state testing (www.isbe.net/assessment).

Illinois Standards Achievement Test
Reading Samples

Structure of the Grade 6 Reading ISAT

ISAT Reading testing in spring 2008 will consist of 30 norm-referenced items, as well as criterion-referenced items. The 30 norm-referenced items are an abbreviated form of the *Stanford 10 Reading* assessment, developed by Harcourt, Inc. The criterion-referenced items are all written by Illinois educators and pilot tested with Illinois students.

Item Formats

All items are aligned to the *Illinois Reading Assessment Framework*, which defines the elements of the Illinois Learning Standards that are suitable for state testing.

Multiple-choice items require students to read and reflect, and then to select the alternative that best expresses what they believe the answer to be. A carefully constructed multiple-choice item can assess any of the levels of complexity, from simple procedures to sophisticated concepts.

Extended-response items require students to demonstrate an understanding of a passage by explaining key ideas using textual evidence and by using this information to draw conclusions or make connections to other situations. The extended-response items are scored with a holistic rubric and count as 10% of the scale score of the test.

Reading Sessions

All standard time administration test sessions are a minimum of 45 minutes in length. Any student who is still actively engaged in testing when the 45 minutes have elapsed will be allowed up to an additional 10 minutes to complete that test session. More details about how to administer this extra time will appear in the *ISAT Test Administration Manual*. This policy does not affect students who already receive extended time as determined by their IEP.

Reading ISAT Grade 6	
Session 1 45 minutes	6 shorter passages—30 multiple-choice items total
Session 2 45 minutes	Two longer passages consisting of: 1 expository passage with 10 multiple-choice items 1 literary passage with 10 multiple-choice items 1 extended-response item
Session 3 45 minutes	Two longer passages consisting of: 1 expository passage (or paired passage) with 10 multiple-choice items 1 literary passage (or paired passage) with 10 multiple-choice items 1 extended-response item
(Some items will be pilot items.)	

Shorter Passage Followed by Multiple-Choice Sample Items



A Candlelit Holiday

by
Elaine Masters

On one full-moon night every fall, the rivers and lakes of Thailand are dotted with twinkling candles. The Thais are celebrating "Loi Krathong," or "Floating Leaf Cup Day."



canals for outdoor dinners. Adults sit on mats and visit with their neighbors while children play tag or hide-and-seek. In some cities, blazing fireworks and dancers in shining silk costumes entertain the crowd.

No one knows for sure how this lovely custom got started. Some say it was started 700 years ago by a wife of a king who wanted to surprise and please her husband. Others say it started even longer ago as a special religious ceremony. But however it began, it is delightful.

Families always used to make their floats, or little boats, from banana leaves torn into strips and woven into the shape of a bowl. Then they beautifully decorated them with flowers. Now, while many families still make their own floats, others simply buy them. Modern floats may be made of banana leaves or plastic. All of them still hold a lighted candle, a flower, a stick or two of sweet-smelling incense, and a coin.

On the holiday evening, families gather at parks near lakes, rivers, or

Many men and women sell things. People sell floats to those who have not made them at home. Other people sell balloons in various shapes and colors or clever toys made of bamboo. Food sellers offer noodle soup, dried fish, candy, little cakes, roasted chicken, and bamboo tubes filled with sticky rice cooked in coconut milk. They pour soft drinks into small plastic bags, whirl a rubber band around the top, and stick in a short straw.

Then, when the full moon rises, families light the candles and set their little boats afloat. The waterway soon twinkles like a fairyland with candles bobbing in their floats and fireworks reflecting in the water.



1

Paragraph 2 of this selection is mainly about —

- A** how this holiday might have begun
- B** what the floats are made of
- C** when the holiday takes place
- D** what people eat during the holiday

3

After reading the title, what should you expect to learn from this selection?

- A** How to make your own candles
- B** Ideas for new recipes
- C** Why we celebrate the Fourth of July
- D** Where a candlelit holiday is celebrated

2

To understand more about the meaning of the floating leaf cups, the reader should ask —

- A** how the floats are kept from being burned by the flame
- B** why a coin is placed in the float
- C** what happens to all the floats when the holiday is over
- D** how much store-bought floats cost

4

Which detail in the selection shows that this is a relaxing holiday?

- A** Families spend the evening eating, playing, and visiting.
- B** People spend hours making floats.
- C** There are many different kinds of food to buy.
- D** It is held in autumn.

**Longer Passage Followed by
Multiple-Choice Sample Items and
Extended-Response Sample Item**



A grandmother gives her granddaughter a special gift and shares the tale of how she first got it.

Carnival Glass

by Mary E. Kelly

- 1 Jane McNeill flung open the kitchen door of her grandmother's house. "I'm here, Grandma Bess!" she called.
- 2 "I'm in my room. Come on up."
- 3 Jane dashed up the bare stairs, skipping the last one in a mighty leap.
- 4 Her grandmother sat in her rocking chair beside the bed. "Well," she said, "I've decided this is a G-R-O day. Look at this mess! Oh, and happy birthday. I hope it's been a good one."
- 5 Jane grinned. G-R-O, she knew, was a "Get Rid Of" day. Her grandmother spent at least one day a week sorting through her lifelong accumulations. She gave some things to members of the family, some went to charity, and others landed in the *dustbin*.
- 6 "I had a super day," Jane said. "Mom brought cupcakes, and the teacher gave us some free time. And I got 100 percent on my spelling test. Oh, look at that!" She pointed to a small glass bowl the color of an October sunset.
- 7 "That's a piece of carnival glass," said Grandma.
- 8 "Oh, Grandma Bess, it's beautiful! Where did you get it?"
- 9 "I won it."
- 10 "How?"
- 11 Grandma took the bowl. Her hazel eyes, usually so sharp, grew dreamy. "I was eight years old," she began. "It was a Saturday, and the carnival had come to town. Papa said my sister Ellie and I could go to the carnival for two hours. Ellie was ten, and she said there was no use going because we hadn't any money. But I said we could go and look, even if we couldn't buy.
- 12 "Then Papa dug into his overalls pocket and pulled out his old leather coin purse. I could hardly believe it when he handed each of us a dime. 'Use it wisely,' he said.
- 13 "We hurried into our socks and shoes and rushed off to town. At first we just walked around and saw the sights. There was a merry-go-round, and it cost only a nickel, and a Ferris wheel, but it cost a dime, and there were other rides. Then we found the booths! They were bright with flags and balloons, and the *barkers* were calling to everyone to try for prizes. We looked at every booth, but I knew I could never win anything. I was too clumsy to throw a ball straight or even toss a beanbag.



14 “It grew late, and Ellie said we had to hurry up and decide what to buy. That was when I saw the carnival-glass booth. There were rows and rows of plates and dishes just this color.” Grandma Bess held up the small bowl. “I thought, Oh, if only I could have one. I went close to the counter. A sign said, ‘TOSS A DIME AND WIN A DISH!’ It meant that whichever dish your dime landed in was your prize.

15 “So now I had a terrible decision to make. Should I risk my entire dime on one toss? If I missed . . . But if I didn’t miss, oh what glory!

16 “Ellie fussed at me. ‘We’re running out of time. Are you going to try for a dish or not?’

17 “I just stood there, trying to decide. She said, ‘Well, if you won’t, I will.’ And she flung her dime — and missed. She shrugged as if it didn’t matter and said, ‘Now you.’”

18 Grandma Bess gazed into the bowl in her hands. “I had my eye on this very dish. It had the most perfect pattern pressed into the glass and it seemed to glow more than any of the others. I squirmed and worried and almost walked away.





- 19 “Go ahead and toss for the dish,’ Ellie urged. ‘We have to start for home, or Papa will be *cross*, and Mama will make us do all the supper dishes. Do it!’
- 20 “I still hesitated. If Ellie couldn’t win one, how could I hope to? The man behind the counter said, ‘Come on, little girl, make up your mind. I can’t wait all day.’ So I made up my mind. With my eye on the dish, I swung my arm and tossed my dime, then shut my eyes. *Clink!* I opened my eyes. There was my dime, right in the middle of MY dish!
- 21 “Ellie jumped up and down. ‘You did it, Bess, you did it!’ She was as happy as if she had won it. But then, that was Ellie: generous and good.
- 22 “You can be sure I carried my prize home very carefully. Mama fussed at me for gambling, but Papa said I was merely testing my skill. They said I could keep the dish. Ellie and I decided to take turns using it. It has been with me for over seventy years.”
- 23 Jane looked at the collection on the bed, then at the glowing bowl in her grandmother’s hands. “Are you going to G-R-O it?”
- 24 “I think it’s time I did. If I knew of someone who really wants it, who’s at least ten years old, and whom I enjoy a great deal . . . ”
- 25 “Oh yes! I’ll treasure it for ever and ever, and I won’t let anyone touch it, and I’ll keep it clean, and . . . ”
- 26 “Easy there,” said Grandma. Smiling, she held the dish out to Jane. “When a person gives something away, she gives up all her rights to it. You don’t have to make any promises to me about taking care of it. Do with it as you wish. I won’t ask you if you still have it or how you are using it or anything. Do you understand?”
- 27 “I think so,” said Jane. “The dish is my responsibility now, isn’t it?”
- 28 “That’s right.”
- 29 Jane kissed her grandmother on her soft, wrinkled cheek. She found tissue paper and carefully wrapped her first piece of carnival glass. “Someday I’ll give this to my granddaughter, and when I do, I’ll tell her the story. I love you, Grandma. Thank you.”
- 30 Her grandmother smiled. “You’re welcome, and happy birthday.”



1

What is the meaning of *dustbin* as used in the sentence below?

“She gave some things to members of the family, some went to charity, and others landed in the *dustbin*.”

- A Fireplace
- B Trash can
- C Cupboard
- D Filing cabinet

3

In paragraph 11, why does the author use the words “Her hazel eyes, usually so sharp, grew dreamy”?

- A To indicate a comparison to Ellie
- B To let the reader know that Jane is watching
- C To let the reader know that Grandma Bess is sleepy
- D To indicate that Grandma Bess is remembering the past

2

In paragraph 6, why does the author use the words “a small glass bowl the color of an October sunset”?

- A To establish the plot of the passage
- B To establish the theme of the passage
- C To create a picture in the reader’s mind of the setting
- D To create a picture in the reader’s mind of a special dish

4

Which of these is the best definition of the word *barkers* as used in paragraph 13?

- A Dish makers
- B Carnival animals
- C Talking machines
- D Carnival-booth attendants

5

What type of literary device is used in the text below?

“It had the most perfect pattern pressed into the glass . . .”

- A Simile
- B Metaphor
- C Repetition
- D Alliteration



6

What does the word *cross* mean in the sentence below from paragraph 19?

“We have to start for home, or Papa will be *cross*, and Mama will make us do all the supper dishes.”

- A Angry
- B Overlapping
- C Taking something away
- D Going from one side to another

7

Why is Ellie impatient with Bess at the carnival?

- A Ellie misses when she throws her dime at the dishes.
- B Ellie is trying to avoid having to do the supper dishes.
- C Ellie thinks that the barker is pressuring her sister to play.
- D Ellie wants to ride on the Ferris wheel before going home.

8

How did Grandma Bess spend her dime at the carnival?

- A On a game at a booth
- B On a Ferris wheel ride
- C On a balloon at a booth
- D On a merry-go-round ride

9

Which type of literary device is used in the text below?

“With my eye on the dish, I swung my arm and tossed my dime, then shut my eyes. *Clink!* I opened my eyes.”

- A Tone
- B Rhyme
- C Alliteration
- D Onomatopoeia

10

Which detail supports the idea of a G-R-O day?

- A Jane celebrates her birthday.
- B Grandma Bess gives Jane a dish.
- C Grandma Bess shares a dish with Ellie.
- D Grandma Bess remembers when she won a dish.



11

Which event happened *last*?

- A Ellie fusses at Bess.
- B Ellie is happy for Bess.
- C Bess gives the bowl away.
- D Bess's dime lands in the dish.

12

What will Grandma Bess *most likely* do next week?

- A Go to a carnival with Ellie
- B Sort through more belongings
- C Celebrate another family birthday
- D Help Jane find the value of the bowl

13

Why is this passage called "Carnival Glass"?

- A Because it is about a special dish
- B Because it is all about the barkers
- C Because it is about a birthday wish
- D Because it is all about Ferris wheels

14

Which type of writing is this passage?

- A Narrative
- B Persuasive
- C Expository
- D Descriptive



Reading

15

What lessons does Jane learn in the passage? Use information from the passage and your own ideas and conclusions to support your answer.

Answer Key with Assessment Objectives Identified

	Item Number	Correct Answer	Assessment Objective
Shorter Passage	1	A	1.6.12 Identify explicit and implicit main ideas.
	2	B	2.6.05 Compare stories to personal experience, prior knowledge, or other stories.
	3	D	1.6.08 Identify probable outcomes or actions.
	4	A	1.6.15 Distinguish the main ideas and supporting details in any text.

	Item Number	Correct Answer	Assessment Objective
Longer Passage	1	B	1.6.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
	2	D	2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.
	3	D	2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.
	4	D	1.6.03 Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
	5	D	2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.
	6	A	1.6.06 Determine the meaning of a word in context when the word has multiple meanings.
	7	B	2.6.08 Determine character motivation.
	8	A	1.6.14 Determine the answer to a literal or simple inference question regarding the meaning of a passage.
	9	D	2.6.12 Explain how the literary devices (e.g., sensory detail, simile, rhyme, repetition, onomatopoeia, personification) contribute to the meaning of a literary selection.
	10	B	1.6.15 Distinguish the main ideas and supporting details in any text.
	11	C	1.6.17 Identify or summarize the order of events in a story or nonfiction account.
	12	B	1.6.08 Identify probable outcomes or actions.
	13	A	1.6.12 Identify explicit and implicit main ideas.
	14	A	2.6.15 Identify whether a given passage is narrative, persuasive, or expository.
	15	Extended-Response Item	2.6.04 Identify the author's message or theme.

To view all the reading assessment objectives, download the *Illinois Reading Assessment Framework* for Grades 3–8 online at www.isbe.net/assessment/IAFindex.htm.

Extended-Response Scoring Rubric

Reading Extended-Response Scoring Rubric

Readers identify important information found explicitly and implicitly in the text. Readers use this information to interpret the text and/or make connections to other situations or contexts through analysis, evaluation, or comparison/contrast. A student-friendly version of this extended-response rubric is available online at www.isbe.net/assessment/reading.htm.

Score	Criteria
4	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; most are specific and fully supported. • Reader integrates interpretation of the text with text-based support (balanced).
3	<ul style="list-style-type: none"> • Reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. • Reader uses information from the text to interpret significant concepts or make connections to other situations or contexts logically (with some gaps) through analysis, evaluation, inference, or comparison/contrast. • Reader uses relevant and accurate references; some are specific; some may be general and not fully supported. • Reader partially integrates interpretation of the text with text-based support.
2	<ul style="list-style-type: none"> • Reader demonstrates an accurate but limited understanding of the text. • Reader uses information from the text to make simplistic interpretations of the text without using significant concepts or by making only limited connections to other situations or contexts. • Reader uses irrelevant or limited references. • Reader generalizes without illustrating key ideas; may have gaps.
1	<ul style="list-style-type: none"> • Reader demonstrates little or no understanding of the text; may be inaccurate. • Reader makes little or no interpretation of the text. • Reader uses no references or the references are inaccurate. • Reader's response is insufficient to show that criteria are met.
0	<ul style="list-style-type: none"> • Reader's response is absent or does not address the task. • Reader's response is insufficient to show that criteria are met.

Grade: 6

Sample: 1

Score: 3

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

In this passage Jane learns a very good lesson. She learns, now that her grandma gave her the dish that she won when she was little is now her dish. She doesn't have to make any promises to her grandma because the dish is no longer hers. She also learns now she can make many memories & that she can pass it down just like her grandma.

Jane is just like my niece when I gave her my barbie dolls. One day I sat down with my niece to talk to her

about the memories that I have with my dolls. I also told her about the time when my sister passed the dolls down to me. My niece told me that she would treasure them forever but I told her I just want her to have fun & then pass them down to whom ever she wanted to pass them down. The promise I had her make was that she would play barbies with me one more time. In conclusion Jane learned a lesson that I think we all learn at least one time in our lives.

*The reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. The reader uses information from the text to interpret significant concepts through inference (*She also learns now she can make many memories & that she can pass it down just like her grandma*) and through an extensive connection (*Jane is just like my niece when I gave her my barbie dolls. One day I sat down with my niece to talk to her about the memories that I have with my dolls. I also told her about the time when my sister passed the dolls down to me*). The reader uses relevant and accurate references; all are specific, but not fully supported. The response identifies the lessons Jane learns by embedding text references with inferences (*She learns, now that her grandma gave her the dish that she won when she was little is now her dish. She doesn't have to make any promises to her grandma because the dish is no longer hers. . . . she can pass it down just like her grandma*). The reader partially integrates interpretation of the text with text-based support.

Grade: 6

Sample: 2

Score: 3

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

The lesson that Jane learned was that if someone gives you something you don't have to make any promises saying that you will take care of the item. She learned that from her Grandmother Ellie. She learned it because her Grandmother gave Jane a dish and Jane kept saying "that she was going to take good care of it and that she promised." Her Grandmother told her that so she wouldn't have to be so carefull and scared that she might drop it. She also told her that so she would know that the glass was Jane's know so she

could do whatever she wanted with it. I think that her Grandmother Ellie told her that for 2 or 3 reasons. One reason she told her that was so that Jane wouldn't be so nervous about anything happening to the dish and that her Grandma Ellie wouldn't be mad with her. The second reason I think she told her was so that Jane knew that her Grandmother trusted her with the dish. The last reason I think she told her was so Jane knew it was just hers now. My Grandma told me the same thing that Jane's Grandma told her. But my Grandma said it in Spanish. She said to me that once someone gives you something it's yours and not theirs. When she told me that I knew that I

I was going to tell my brothers,
 sisters, and nieces the same thing.
 In conclusion that is what Jane
 and I learned.

*The reader demonstrates an accurate understanding of information in the text by focusing on some key ideas presented explicitly and implicitly. The reader uses information from the text to interpret significant concepts through inference (*One reason [Grandmother] told her that was so that Jane wouldn't be so nervous about anything happening to the dish and that her Grandma Ellie wouldn't be mad with her. The second reason I think she told her was so that Jane knew that her Grandmother trusted her with the dish*) with a gap (*The last reason I think she told her was so Jane knew it was just her's now*). The reader uses information from the text to attempt a connection; however, the connection is thin and does not really help clarify the significant concepts (*My Grandma told me the same- thing that Jane's Grandma told her. But my Grandma said it in Spanish. She said to me that once someone gives you something its your's and not theirs. When she told me that I knew that I was going to tell my brothers, sisters, and nieces the same thing*). The reader uses relevant and accurate references; all are specific, but not fully supported. The response identifies the lessons Jane learns by referencing information in the text (*. . . if someone gives you something you don't have to make any promises saying that you will take care of the item. She learned that from her Grandmother Ellie. . . . her Grandmother gave Jane a dish and Jane kept saying that "she was going to take good care of it and that she promised."* Her Grandmother told her that so she wouldn't have to be so carefull and scared that she might dropit. She also told her that so she would know that the glass was Jane's know so she could do whatever she wanted with it). The reader partially integrates interpretation of the text with prevalent text-based support.

Grade: 6

Sample: 3

Score: 4

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

I think that she learns to be responsible and to love even little things in life.

She learns to be responsible in this passage because now, she has to take care of the glass. It was a beautiful piece and she needs to protect it. For example, when Grandma gave it away, Jane said "The dish is my responsibility now, isn't it?" And grandma then said "That's right." If I was Jane I would take very good care of it all the time because it was very special to my grandma and I want to protect it for her.

Jane also learns to love even the little things in life because even though the glass is little, it is still a very nice antique!

So she is going to have to act like it is a very big prized possession of her's. It was very special to her grandma, and she wanted her to take care of it! For example, Jane's grandma said, "When a person gives something away, she gives up all her rights to it." So she really cared about this and hoped Jane would too. If I was Jane's grandma, I would be a little nervous, but curious on how my granddaughter would take care of it. I would hope that she would love it and protect it all the time because my memories would be from that bowl.

Jane learned a good lesson and she will hopefully take good care of the glass bowl. Grandma Bess is trusting her to keep and protect her memories in that bowl.

*The reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly. The reader uses information from the text to interpret significant concepts through inference (*It was a beautiful piece and she needs to protect it. . . . If I was Jane I would take very good care of it all the time because it was very special to my grandma, and I want to protect it for her. Jane also learns to love even the little things in life because even though the glass is little, it is still a very nice antique! So she is going to have to act like it is a very big prized possession of her's. . . . If I was Jane's grandma, I would be a little nervous, but curious on how my grand-daughter would take care of it. I would hope that she would love it and protect it all the time because my memories would be from that bowl*). The reader uses relevant and accurate references; all are specific and fully supported. The response identifies the lessons Jane learns by referencing information in the text (*For example, when Grandma gave it away, Jane said "The dish is my responsibility now, isn't it?" And grandma then said "That's right." . . . For example, Jane's grandma said, "When a person gives something away, she gives up all her rights to it."*). The reader integrates interpretation of the text with text-based support, resulting in a balanced response.

Grade: 6

Sample: 4

Score: 4

DIRECTIONS

Make sure you

- Read the question completely before you start to write your answer,
- Write your answer to the question in your own words,
- Write as clearly as you can so that another person can read your answer and understand what you were thinking,
- Read over your answer to see if you need to rewrite any part of it.

Jane, in "Carnival Glass" by Mark E. Kelly learns many important things. She learns that when you want something you have to try hard to get it and that if you don't you will regret that you didn't even try. Jane also learned that when someone gives you something to keep forever, you are responsible for it and that the original owner will not care what happens to it. But if someone lent you something, you are supposed to take care care of it the way the original owner wants you to. A quote made by Grandma Bess "When someone gives away something, they give up

all their rights for it" as opposed to lending. She also learned what Grandma Bess really thought of G-R-O day although she never announced it out loud. G-R-O day is when Grandma Bess would pass her treasures onto the ones she loved so that her memories would last. Jane quoted "Some day I'll pass this bowl to my granddaughter and tell her all about the story" which supports this answer. To connect, I once got a book from my grand father which he got from his father who got it from his guru (spiritual teacher) for graduating. The book was full of ancient Indian mythology and I told my grandpa that I would also pass it on to my grandchild; just like Jane promised her grandma to pass the bowl onto

her grandchild. To conclude, Jane learned one main thing she learned the true meaning of giving away something and what it meant to get something from someone to keep. She understood that it is your own responsibility when you get something.

*The reader demonstrates an accurate understanding of important information in the text by focusing on the key ideas presented explicitly and implicitly, namely that Jane learns to be wise and responsible. The reader uses information from the text to interpret significant concepts through inference (*She learns that when you want something you have to try hard to get it and that if you don't you will regret that you didn't even try. Jane also learned that when someone gives you something to keep forever, you are responsible for it and that the original owner will not care what happens to it. . . .*). The reader also uses information from the text to make a connection (*To connect, I once got a book from my grandfather which he got from his father who got it from his guru (spiritual teacher) for graduating. The book was full of ancient Indian mythology and I told my grandpa that I would also pass it on to my grandchild, just like Jane promised her grandma to pass the bowl onto her grandchild*). The reader uses relevant and accurate references; all are specific and fully supported. The response identifies the lessons Jane learns by referencing information in the text (*A quote made by Grandma Bess "When someone gives away something, they give up all their rights for it" . . . G-R-O day is when Grandma Bess could pass her treasures onto the ones she loved so that her memories would last. Jane quoted "Someday I'll pass this bowl to my granddaughter and tell her all about the story." . . .*). The reader integrates interpretation of the text with text-based support, resulting in a balanced response.

