



**COMPREHENSIVE SYSTEM OF STUDENT ASSESSMENT
(CSSA)**

**Reading Practice Test Scoring Guide
Grade 10 SBA–HSGQE
HSGQE Retest**



Alaska Department of Education & Early Development

Reading Practice Test Scoring Guide with Answer Keys, Scoring Guidelines, and Sample Papers

General Introduction

The Alaska Department of Education and Early Development (EED), in cooperation with Data Recognition Corporation, designed and produced the Alaska Practice Test to support students in doing their best on the Alaska Comprehensive System of Student Assessment, *Standards Based Assessments* in grade 10. A scoring guide, with answer keys, scoring guidelines, sample student papers, and a test map, provides the teacher with information and tools to score each practice test.

Content

A *Practice Test Scoring Guide* for each grade level and subject area is posted on the EED Website (<http://www.eed.state.ak.us/tls/assessment>). To access this website, follow these instructions.

Directions to access the AK EED Website

1. Type or copy and paste the link to the Alaska EED Website into your browser.
<http://www.eed.state.ak.us/tls/assessment>
2. Select Standards Based Assessments.
3. Select Item Samplers / Practice Tests.
4. Select the grade-level assessment (or other document) you wish to download.
5. At this point you may save the file to your computer or print the file directly from the website. Printing from the website can be very time consuming. It is likely you will want to save the file(s) to your computer, then print.

This guide is divided into two sections. Section I includes the answer keys and scoring guidelines (with detailed item-specific scoring rubrics for scoring short and extended constructed-response questions) and sample student papers with annotations for each score point. Section II presents a grade-level test map that lists item sequence, corresponding Grade Level Expectation and/or Performance Standard, and an answer key.

Purpose

The passages, stimuli, prompts, graphs, charts, and items included for each content-area practice test were created for use in Alaska classrooms. These materials may be copied and used as part of a local instructional program.* Alaska educators may use the reading, writing, and mathematics practice tests, the *Practice Test Administration Directions*, and the *Practice Test Scoring Guides* to support daily instruction in the classroom and to prepare their students for the operational assessments.

Important: The practice tests were developed for usability purposes only, and in no way should the tests or scores students receive be considered a predictor of a student's ability to perform on the operational assessments. Passages, prompts, stimuli, and items provide samples of what students will see on the operational tests. Items are not necessarily the same in terms of measurement, rigor, or the length of time it takes a student to respond.

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Item Format

The reading practice test includes two types of reading items: multiple choice and constructed response. Practice test multiple-choice items have four answer options. The correct response to each multiple-choice item is worth one point.

Two types of constructed-response items are presented in the reading practice test: short constructed response (SCR) are 2-point items; extended constructed response (ECR) are 4-point items. Item-specific scoring guidelines and examples of responses for each score point are presented with each constructed-response item.

Scoring Guidelines

Following the multiple-choice answer key are general scoring rubrics for 2-point and 4-point constructed-response items. The general scoring rubric includes item-specific guidelines to assist the teacher with scoring constructed-response items.

Sample student papers are included for each short and extended constructed-response score point. An item-specific annotation follows each sample student response. The annotations are designed to provide the teacher with the explanation of why the score point was awarded.

Test Maps

The test map presents the sequence of the items, the Grade Level Expectation and/or Performance Standard to which each item is aligned, and the answer key. This at-a-glance chart is designed to assist the teacher with scoring the practice test.

SECTION I: Grade 10 Reading Practice Test Answer Keys, Scoring Guidelines, and Sample Student Papers

Passage: The Brooklyn Bridge

1. D
2. C
3. A
4. B
5. C
6. A
7. A
8. C

Passage: I Tramp A Perpetual Journey

9. C
10. A
11. B
12. C
13. D
14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

Extended Constructed Response

Score	Rubric
4	<p>The student response demonstrates a thorough understanding of the task and uses relevant text-based information to support the response.</p> <ul style="list-style-type: none">• Addresses the demands of the task.• Effectively uses text-based information to clarify or extend understanding. <p>The student response explains the speaker's attitude toward life and uses three examples from the poem to support the response.</p>
3	<p>The student response demonstrates a general understanding of the task and uses relevant text-based information to support the response.</p> <ul style="list-style-type: none">• Partially addresses the demands of the task.• Uses relevant text-based information to show understanding. <p>The student response explains the speaker's attitude toward life and uses two examples from the poem to support the response.</p> <p>OR</p> <p>The student response provides three examples that imply the speaker's attitude toward life without explicitly stating the speaker's attitude.</p>

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Score	Rubric
2	<p>The student response demonstrates a limited understanding of the task.</p> <ul style="list-style-type: none">• Limitedly addresses the demands of the task.• The response lacks development and may be a literal interpretation of text-based information. <p>The student response explains the speaker’s attitude toward life and uses one example from the poem to support the response.</p> <p>OR</p> <p>The student response provides two examples that imply the speaker’s attitude toward life without explicitly stating the speaker’s attitude.</p>
1	<p>The student response demonstrates a minimal understanding of the task and text.</p> <ul style="list-style-type: none">• Minimally addresses the demands of the task.• Uses minimal text-based information to show minimal understanding of the text in relation to the task.• The student response may be a relevant copy of the text without any interpretation. <p>The student response explains the speaker’s attitude toward life using information from the poem to support the response.</p> <p>OR</p> <p>The student response provides one example that implies the speaker’s attitude toward life without explicitly stating the speaker’s attitude.</p>
0	The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

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Explanations may include, but are not limited to:

- The speaker feels that life is “a perpetual journey.”
- The speaker feels that life should be a constant search for knowledge and pleasure.

Examples may include, but are not limited to:

- The first line states that the speaker tramps “a perpetual journey.”
- He says that he does not invite friends to a home (or a comfortable, secure place), but instead leads them to a hill and points “to landscapes of continents and the public road.”
- He tells others of the journey that they must travel for themselves (the life that they must live themselves).
- He notes that, although the listener may have a companion, the journey (of life) must be traveled for oneself.
- He is eager to experience life, for he speaks of the need to “hasten forth” to “wonderful cities and free nations.”
- In the closing lines, the speaker asks himself if he will be satisfied once he has had the pleasure of experiencing and knowing all about the “orbs” in the heavens—and the answer is no. He will simply continue his journey beyond them, knowing that there is more.

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Item #14 Response Score: 4

14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

You must take advantage of life! A whole continent is out there for you to discover, and only you can be the one to discover it. Only you for yourself can appreciate it for what it is to you. Everyone has a different reason for appreciating something for what it is. No one can explain it to you because then you shall see it through their eyes. Whitman urges you to leave the confines of your 'dinner table' and 'library' so you can see past the materialistic side of life. You must travel the world to learn. Often you are "born on your trail and did not know," if so, step outside your front door, and become privy to its wonder and beauty. Also, he almost makes you feel guilty. "No friend of mine takes ease in my chair." How can you be content, or even happy

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with yourself when you are merely sitting
in a chair, accomplishing nothing?

You cannot.

Annotation for score point: 4

This response demonstrates a thorough understanding of the task. The response identifies the speaker's attitude toward life, "You must take advantage of life!" and uses three poem-based examples as support ("A whole world is out there for you to discover, and only you can be the one to discover it," "leave the confines of your dinner table and library so you can see past the materialistic side of life," and "How can you be content, or even happy with yourself when you are merely sitting in a chair, accomplishing nothing? You cannot.").

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Item #14 Response Score: 3

14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

The speaker sees the meaning of life as a search for success. For example when he leads us up to a knoll, it is an example of climbing up to achieve our dreams, but there are obstacles along the way. When he speaks to the spirit, it gives a promising answer that includes hope and the guarantee of success or of something beyond that. When he means it is everywhere, it signifies that everyone can find their dreams no matter what they do, everyone has something that they are good at.

Annotation for score point: 3

This response demonstrates a general understanding of the task. The response identifies the speaker's attitude toward life, "... the meaning of life as a search for success," and uses two poem-based examples as support ("... when he leads us up to a knoll it is an example of climbing up to achieve our dreams," and "When he speaks to the spirit, it gives a promising answer that includes hope and the guarantee of success or of something beyond that.").

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Item #14 Response Score: 2

14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

Be in the lights, not the dark.
you only get one chance to live.
So ~~not~~ live it and make it best
as you can. In the poem he
says, not anyone else can travel
the road for you. So you must travel
it yourself. There are wonderful
cities and nations to learn about
and to see.

Annotation for score point: 2

This response demonstrates a limited understanding of the task. The response uses two poem-based examples that imply the speaker's attitude toward life without explicitly stating it, "... not anyone el[se] can travel the road for you. So you must travel it yourself" and "There are wonderful cities and nations to learn about and to see."

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Item #14 Response Score: 1

14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

The speaker want to enjoy life, explore the unknown, make new friends, and live life at its best.

Annotation for score point: 1

This response demonstrates a minimal understanding of the task. The response identifies the speaker's attitude toward life, "... want to enjoy life, explore the unknown, make new friends, and live life at its best." The response uses no examples from the poem as support.

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Item #14 Response Score: 0

14. What is the speaker's attitude toward life? Use three examples from the poem to support your response. This item is worth 4 points.

The attitude of the speaker is strong. With words so loaded, with such great meaning. The speaker speaks boldly with powerful words. Every sentence gets stronger after another, reaching for success.

Annotation for score point: 0

This response is incorrect. The response does not include discussion about the speaker's attitude but instead references the writer's technique.

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Passage: Inventors Who Made a Difference

- 15. C
- 16. A
- 17. C
- 18. A

Passage: The Alaska Raptor Center

- 19. B
- 20. D
- 21. D
- 22. A
- 23. C

Passage: A Master Shipbuilder

- 24. A
- 25. A
- 26. A
- 27. C
- 28. D
- 29. A
- 30. D
- 31. C
- 32. In what ways has Nicolai been a mentor to Anton? Use two examples from the passage to support your response. This item is worth 2 points.

Short Constructed Response

Score	Rubric
2	<p>The student response demonstrates a complete understanding of the task and uses relevant text-based information to support the response.</p> <ul style="list-style-type: none">• Addresses the demands of the task.• Effectively uses text-based information. <p>The student response identifies how Nicolai has been a mentor to Anton using two examples from the passage to support the response.</p>

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Score	Rubric
1	<p>The student response demonstrates an incomplete understanding of the task.</p> <ul style="list-style-type: none">• Addresses some part(s) of the task, which may include using text-based information to support the response.• The student response may be a relevant copy of the text without any interpretation. <p>The student response identifies how Nicolai has been a mentor to Anton using one example from the passage to support the response.</p>
0	The student response is completely incorrect, irrelevant to the question, or a copy of the prompt.

Examples may include, but are not limited to:

- He has provided “a wealth of knowledge” on shipbuilding technique.
- He suggested techniques for placing clay in the bottle.
- He let Anton photograph his ships.

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Item #32 Response Score: 2

32. In what ways has Nicolai been a mentor to Anton? Use two examples from the passage to support your response. This item is worth 2 points.

Nicolai showed Anton how to raise the masts on the ships he built and were to buy hinges and stuff.

Annotation for score point: 2

This response demonstrates a complete understanding of the task. The response identifies how Nicolai has been a mentor to Anton using two examples from the passage. (He showed Anton “how to raise the masts,” and “w[h]ere to buy hinges . . .”).

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Item #32 Response Score: 1

32. In what ways has Nicolai been a mentor to Anton? Use two examples from the passage to support your response. This item is worth 2 points.

He taught him how to build the boats
precisely and he was also an inspiration for
Anton

Annotation for score point: 1

This response demonstrates an incomplete understanding of the task. The response identifies how Nicolai has been a mentor to Anton using one example from the passage. (He taught Anton “how to build the boats p[re]cisely”).

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Item #32 Response Score: 0

32. In what ways has Nicolai been a mentor to Anton? Use two examples from the passage to support your response. This item is worth 2 points.

He told him a lot of secrets.
He taught him things he never
knew.

Annotation for score point: 0

This response is incorrect. There are no specific passage-based examples provided.

SECTION II: Grade 10 Reading Test Map

Reading			
Sequence	GLE	HSGQE	Key
Passage	The Brooklyn Bridge		
1	4.7.2	R4.7	D
2	4.3.2	R4.3	C
3	4.1.4	R4.1	A
4	4.2.1	R4.2	B
5	4.2.2	R4.9	C
6	4.5.1	NA	A
7	4.8.1	R4.8	A
8	4.2.2	R4.7	C
Passage	I Tramp A Perpetual Journey		
9	4.8.1	R4.7	C
10	4.1.3	R4.1	A
11	4.2.2	R4.2	B
12	4.2.2	R4.2	C
13	4.2.2	R4.2	D
14	4.8.1	R4.8	Extended Constructed Response
Passage	Inventors Who Made a Difference		
15	4.7.2	R4.7	C
16	4.1.3	R4.1	A
17	4.1.4	R4.1	C
18	4.3.1	R4.3	A

Reading			
Sequence	GLE	HSGQE	Key
Passage	The Alaska Raptor Center		
19	4.8.1	R4.8	B
20	4.2.1	R4.2	D
21	4.2.2	R4.2	D
22	4.3.2	R4.3	A
23	4.3.5	R4.3	C
Passage	A Master Shipbuilder		
24	4.7.2	R4.7	A
25	4.3.2	R4.3	A
26	4.2.2	R4.7	A
27	4.3.2	R4.3	C
28	4.1.3	R4.1	D
29	4.3.2	R4.3	A
30	4.3.2	R4.3	D
31	4.5.2	NA	C
32	4.2.2	R4.7	Short Constructed Response



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