Ohio Achievement Assessment Grade 8 Reading

Spring 2010

Answer Key and Scoring Guidelines

Grade 8 Reading Answer Key Spring 2010

Item			Content Standard	
No.	Type	Content Standard	Benchmark	Key
1	Multiple choice	Reading applications: informational text	В	D
2	Multiple choice	Reading process	В	D
3	Multiple choice	Reading applications: informational text	A	В
4	Multiple choice	Reading process	В	В
5	Short answer	Reading applications: informational text	В	2 pt rubric
6	Multiple choice	Reading applications: informational text	A	D 2 pt labile
7	Multiple choice	Reading applications: literary text	F	Not for public release
8	Multiple choice	Reading process	A	Not for public release
9	Short answer	Acquisition of vocabulary	A	Not for public release
10	Multiple choice	Reading applications: literary text	A	Not for public release
11	Multiple choice	Reading process	В	Not for public release
12	Multiple choice	Acquisition of vocabulary	В	Not for public release
13	Multiple choice	Reading applications: literary text	F	Not for public release
14	Multiple choice	Reading applications: literary text	F F	Not for public release
15	Multiple choice	Reading applications: literary text	A	Not for public release
16	Multiple choice	Reading applications: literary text	C	Not for public release
17	Extended Response	Reading applications: literary text	В	Not for public release
18	Multiple choice	Reading process	A	Not for public release
19	Multiple choice	Reading applications: literary text	В	Not for public release
20	Multiple choice	Acquisition of vocabulary	A	Not for public release
21	Multiple choice	Reading process	В	Not for public release
22	Multiple choice	Reading applications: literary text	В	Not for public release
23	Short answer	Reading applications: literary text	В	Not for public release
24 - 29	Field Test Items Not Used in Student Score			140t for public release
30	Multiple choice	Reading applications: informational text	A	D
31	Multiple choice	Acquisition of vocabulary	E	A
32	Multiple choice	Reading process	В	A
33	Multiple choice	Acquisition of vocabulary	C	В
34	Multiple choice	Reading applications: informational text	В	D
35	Short answer	Reading applications: informational text	A	2 pt rubric
36	Multiple choice	Reading applications: informational text	C	Not for public release
37	Multiple choice	Reading applications: informational text	D	С
38	Multiple choice	Reading applications: informational text	D	В
39	Multiple choice	Reading applications: informational text	D	В
40	Multiple choice	Reading process	A	C
41	Multiple choice	Acquisition of vocabulary	E	В
42	Extended Response	Reading process	A	4 pt rubric
43	Multiple choice	Reading applications: informational text	В	A
44	Multiple choice	Acquisition of vocabulary	В	A

Limited = 0-14; Basic = 15-22; Proficient = 23-33; Accelerated = 34-39; Advanced = 10-48 Multiple Choice = 1 point; Short Answer = 2 points; Extended Response = 4 points **5.** Identify one example of persuasion the author uses in paragraph 4. Then, explain how the author uses this example of persuasion to support the Williams' cause.

Write your answer in the **Answer Document**. (2 points)

Scoring Guidelines

Points	
	Student Response
2 point	Points awarded for a complete and accurate statement. Response includes ONE of the following correct examples of persuasion
	AND
	an explanation of how this example of persuasion supports the Williams' cause.
	"The Williams feel sad that these wonderful feats may soon become a thing of the past." The author uses this example of persuasion to elicit empathy from the reader for the Williams' work with shorebirds. ""The page of finishes of the problem of the page of the pa
	 "The great flights of shorebirds are gone forever,' they say." The author uses this example of persuasion to encourage readers to act soon before it's too late to protect the shorebirds.
	 "In the 1800s, shorebirds would pass over Bermuda in great flocks that stretched from horizon to horizon for more than 24 hours. Now, only a few birds can be seen over the islands." The author uses this example of persuasion to dramatically contrast the past and present, which will show readers the urgency of acting quickly to save the Shorebirds. "The songbirds and shorebirds are threatened by a loss of habitat in the south
	 and breeding areas in the north." The author uses this technique to show the reader the importance of conservation/ shorebird protection. "The Williams hope that you will learn more from the American Bird Conservancy Web site." The author uses this technique to encourage readers to learn more about this subject/ the Williams' work.
	NOTE : Points awarded for any relevant and correct text-based example from Paragraph 4 and a related explanation.
1 point	Point awarded for a partially complete or somewhat inaccurate statement.
	Response includes one correct example of persuasion listed above and no correct explanation.
0 point	No point awarded if a statement is non-existent or completely inaccurate.
	Response does not contain any of the correct examples of persuasion listed above, is incomplete or irrelevant.

35. The information in paragraphs 1-3 is organized differently from the information in paragraphs 4-6.

Select either paragraphs 1-3 or paragraphs 4-6 and describe how the information is organized. Then, explain what makes that organization an effective way to present the information.

Write your answer in the **Answer Document**. (2 points)

Scoring Guidelines

	ng Guidelines			
Points	Student Response			
2 point	Points awarded for a complete and accurate statement.			
	Response includes a correct description of how the information is organized of the two sections and a correct explanation of what makes that organization effective.			
	Organization:			
	1. In the first three paragraphs, the author states facts followed by supporting details. She explains what cloves are and provides interesting facts about how they are grown and harvested.			
	2. In paragraphs 4, 5 and 6, the author shifts to a chronological/time order pattern to give the history of cloves and their uses over the centuries all the way up until today.			
	Effectiveness:			
	1. The first three paragraphs are effective because they get the reader's attention with interesting tidbits. The facts provide background information that prepares the reader to understand why cloves are so important. A supporting-fact organization is appropriate.			
	2. The second three paragraphs are mainly about history, so it is appropriate to list events in time order. The story unfolds sequentially and readers learn what happened first, then what happened next, and what happened after that.			
1 point	Response correctly identifies one organizational pattern but fails to explain why the pattern is effective.			
	NOTE : No point awarded for an explanation of effectiveness if the organizational pattern on which it is based is incorrect or missing.			
0 point	Response does not identify an organizational pattern, is irrelevant, shows no understanding of the task, or is blank.			

42. Summarize the passage by restating the main point of each of paragraphs 2–5. Label each main point with the related paragraph number.

Write your answer in the **Answer Document**. (4 **points**)

Scoring Guidelines

	Guidelines			
Points	Student Response			
4 point	Response includes the main point of each of paragraph 2-5.			
	Paragraph 2 : Most houses contain dangerous gases that are produced by chemicals in synthetic materials.			
	OR			
	"Studies have shown that indoor air is often 10-100 times more polluted than outdoor air."			
	Paragraph 3 : To reduce off-gassing from common household or school materials, one should wash washable materials and/or air out furniture and carpeting before use.			
	Paragraph 4 : Although the ultimate solution to off-gassing is to use natural building materials, a short-term solution is to fill buildings with houseplants.			
	Paragraph 5: Different plants are needed to fight different kinds of off- gassing.			
	NOTE : Main points may be worded differently and still receive credit as long as they do not consist of minor details rather than key concepts.			
3 point	Response includes three of the correct main points listed above with an incorrect or missing main point.			
2 point	Response includes two of the correct main points listed above with two incorrect or missing main points.			
1 point	Response includes one correct main point listed above with three incorrect or missing main points.			
0 point	Response does not contain any main points listed above, is irrelevant or shows no understanding of the task.			