



Grade 9 Reading

Scoring Guide

Spring 2003

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INTRODUCTION

The grade 9 reading test is based on three thematically linked reading pieces, called a “triplet”—a literary selection, an expository selection, and a visual representation. The test includes a performance task—three short answer items. 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.

A Brother in Need

a Vietnamese folktale

- 1 There were once two brothers, Gan and Duc, whose father died suddenly, without leaving a will. Gan, the older brother, took all the land and property for himself except for one small shack and one miserable patch of acreage, which he allowed Duc to have. Duc's field was so tiny it could produce barely enough for him to eat, and year after year he grew poorer and thinner despite his hard work. Gan's green fields, meanwhile, flourished every year until he was the wealthiest man in the province.
- 2 The richer Gan grew, the more friends he discovered. They came to see him night and day, and he never hesitated to serve lavish meals, pour his best wines, and give away expensive tokens of affection. "I'll do anything for a friend in need," Gan was fond of saying.
- 3 Now, Gan had a kind-hearted wife named Hanh who could not understand why her husband treated his own brother so cruelly.
- 4 "You say there's nothing you wouldn't do for your friends," she pointed out, "and yet look at the way you let your brother live."
- 5 "I have nothing to do with the way he lives," Gan snapped. "He can fend for himself, just as I have. Besides, my friends rank among the finest people in the province. It's only fitting that I treat them according to what they deserved."
- 6 "Nevertheless, he is your brother. And I'm sure if you treated him as your friend, you'd find more devotion in him than in these friends you treat as brothers."
- 7 But this conversation took place many times, and Gan never listened.
- 8 One evening Gan came home to find his wife in tears.
- 9 "What's happened?" he asked.
- 10 "Something horrible," she sobbed. "This afternoon a beggar came to the door and asked for something to eat. He looked so weak and pale, I couldn't say no. So I told him to step inside while I got something from the kitchen. But no sooner did the poor man cross our threshold than he fainted from hunger. He struck his head on the table and fell dead on the floor. I was so frightened, I wrapped his body in a blanket and dragged it into the garden."

My notes about what I am
reading

- 11 "But there's nothing to worry about," Gan assured her. "You did nothing wrong. We'll explain the situation to the mandarin.* You were just trying to help."
- 12 "You're wrong," Hanh cried. "The mandarin has never liked you. He's jealous of your riches and popularity. He'll use this chance to ruin us, if he can."
- 13 At this Gan turned pale himself. He remembered how stern and cold the mandarin had always been, and how he never accepted Gan's invitations to come dine.
- 14 "What will we do then?" he asked, wringing his hands.
- 15 "I've thought of a plan," Hanh whispered. "Tonight you must bury the beggar deep in the forest, where no one will find him. Choose your most devoted friend to help you and swear him to secrecy."
- 16 So Gan hurried to the home of the man who had dined most at his table. His friend greeted him with a warm embrace and an eager smile. But when Gan explained in low tones how he needed help, his friend shook his head and backed away. He was sorry, he'd love more than anything to help, but his back was giving him problems, and he couldn't possibly carry the load of a dead man through the forest.
- 17 Gan hurried to another friend's house, where once again he was warmly received.
- 18 "It's been too long!" the friend gushed. "Tell me now, how can I help you?"
- 19 "I knew I could count on you," Gan sighed. "You were always the best of friends. Something horrible has happened." But as he told his story, his friend's expression changed.
- 20 "I wish I could help, Gan, you know I do," he lamented. "But the fact is, my poor old grandmother is ill tonight and may even be on her deathbed. I can't possibly leave her. I knew you'd understand."
- 21 And so it went, from door to door, from friend to friend. Some had sick relatives, some were ill themselves, others had pressing engagements. None were able to help, and Gan trudged home alone, trembling with fear and disappointment.
- 22 His wife listened to what happened and said:
- 23 "There's no time to lose. You don't have a choice. You must go ask your brother for help."
- 24 Gan knew she was right—there was no one else now. He hurried into the night again and found his brother's humble house.

* a local official

- 25 Duc could not conceal his surprise when he opened his door. Then he saw the anguish on his brother's face.
- 26 "What's wrong?" he asked at once. "You look half-dead. Are you sick? Is Hanh all right?"
- 27 In faltering words, Gan told why he had come. Before he had finished, Duc was putting on his jacket. The two brothers rushed back to Gan's house, found the shrouded body in the garden, and hauled it into the woods. The sun was rising by the time they'd buried the secret burden and staggered home again.
- 28 They were stunned to find one of the mandarin's men waiting for them.
- 29 "You are to come with me," he ordered Gan, "along with your wife and brother."
- 30 They were taken to the mandarin's house, and there they found gathered all the friends whose help Gan had begged. One by one the informers stepped forward and told how they had refused to take part in the brothers' foul crime.
- 31 "Not only are you murderers," the mandarin said, "you tried to talk your friends into concealing your misdeed. Thankfully, your friends are better men than you. They are honest, and they are loyal to me. They followed you into the forest and then came to report your crime. So there's no use in denying it. We'll go retrieve the body, and then you'll get what is due."
- 32 The entire crowd trooped into the forest, and the hastily dug grave was uncovered. There was a gasp when the blanket was unwrapped and the corpse of an old ram, not a beggar, fell out.
- 33 "What is the meaning of this?" the mandarin demanded.
- 34 Gan and Duc stood as confused as the rest. Their accusers glanced at each other nervously.
- 35 Then Hanh stepped forward.
- 36 "This is my doing," she confessed. "For a long time I've watched my husband treat his brother like a stranger while he spared nothing on his friends. I could see how those friends hung on to him only because of the food and wine they could have at his expense. I wanted to prove to him that there can be no loyalty greater than a brother's. So yesterday, when this old ram of ours died, I invented a plan to open my husband's eyes. And here we are."
- 37 Gan's accusers looked at their feet, while the mandarin stood silent for a moment.

38 "You are a wise woman," he said at last. "This lesson is worth a night's inconvenience."

My notes about what I am reading

39 From then on, Gan and Duc lived as brothers should.

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My Bold Brother Carmen

By Albert Dibartolomeo



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“We’ll get in trouble.” Carmen ignored me—and leapt right over to the other side.

I had the impulse to distinguish myself with bold action, but I lacked my brother’s courage. And sometimes it made me feel inadequate.

We had different talents too. I had manual skills; Carmen was more artistic. I hammered together milk crates, two-by-fours and roller skates to fashion scooters that we rode noisily about our Philadelphia neighborhood. I assembled paper kites and model cars. But Carmen could fashion them out of thin air. He could draw anything.

I never thought the hand skills I possessed were special, but I always believed that Carmen’s artistic ability was a rare gift.

MY FATHER DIED when I was ten and Carmen was nine, and we were enrolled in two different boarding schools for boys who had lost parents. Naturally we each drew closer to friends we made at school. And inevitably we drifted apart.

After graduating from high school, Carmen spent a year working at odd jobs before entering art school. In those days he always seemed to have a piece of charcoal or a paintbrush in his smudged hands.

Before I moved into an apartment three blocks from our mother’s house, Carmen and I often did our schoolwork at the kitchen table deep into the night. He

1 AS KIDS, my brother Carmen and I were inseparable. I was 14 months older, and bigger at the time, but often found myself following his lead. He was daring as a boy. When he got the idea to explore a city dump, I agreed to join him, even though the dump sprawled on the other side of a busy freeway.

2 “We’ll be killed,” I said as the air from the speeding vehicles buffeted our faces.

3 “Not if we don’t get hit,” he answered as he dashed across the freeway. I followed at his heels.

4 It was also Carmen’s idea, one dull afternoon, to explore a construction site.

5 “But the sign says to keep out,” I warned.

6 “I can read,” he said, and started to scale the fence.

■ see **Bold**, page 2

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painted or drew, and I read novels for my college English classes. The rest of the house slept, and the world itself, on some nights, seemed to have quit its rotation toward morning.

"No, but I can free-lance."

23

"Why New York?"

24

"I'm an artist. That's where artists should be. Why don't you come?"

25

14 "I've been seeing this girl named Marcelle," Carmen said to me one night.

I wanted to think of myself as an artist, too, but had been writing without success.

26

15 "Marcelle? Is she French?"

"I'm comfortable here," I said.

27

16 "Yes, but she was born here."

A month later, while helping load Carmen's rental truck, I felt sensations that I couldn't name or disentangle. I was glad Carmen had the wherewithal to pursue his dream. He was doing what many of us do when given the chance—attempting to realize the ideal conception of ourselves. I envied my brother's courage and blind trust in his talents. I wished I were more like him, because my expectations for myself had fallen miserably short. An internal voice said I lacked guts.

28

17 I met Marcelle some weeks later. She was pleasant, caring and had a slightly exotic air. It was only a matter of time, I was sure, before Carmen and Marcelle would be off to France. And I was right. Soon, postcards from romantic places began arriving in my mail slot.

18 CARMEN WAS 23 when he and Marcelle married and moved to Northeast Philadelphia. We began to see one another only on scattered weekends. When we did, I still saw his merriment and energy, but there was also a sense of restlessness and dissatisfaction with his routine. He seemed poised to streak across the sky toward something bright and marvelous.

His departure for New York left me feeling abandoned. He had once again scaled a fence, dashed across dangerous terrain. And I began to distance myself from him.

29

19 At the time, I was working at a low-level job at a public school library. I saw myself plodding toward a future vaguely outlined and gray. Almost in desperation, I turned back to simple things. I discovered woodworking and started to make cabinets and furniture in my own shop.

SIX YEARS AFTER HIS ARRIVAL in New York, Carmen helped form his own graphic-design company. Vacations had him snorkeling off Cancún and strolling among the sword merchants and snake charmers in the bazaars of Marrakech. More postcards of foreign sights came in the mail.

30

20 Then one day Carmen told me that he and Marcelle were moving to New York City. He was 25 at the time. I was not surprised.

The farthest I'd been from home, by contrast, was Rhode Island. I felt

31

21 "I'm ready, and if I don't do it now, I never will."

22 "Do you have a job?"

■ see Bold, page 3

unsophisticated compared with Carmen, particularly when he visited and regaled us with stories of life in New York City.

32 I had no such tales to tell, nothing to relate of foreign lands, no significant achievements to share. More often than not, at the end of these visits, I felt like a failure next to him.

33 THINGS BEGAN to change about the time I returned to college for a master's degree in creative writing. I'd been hearing murmurs about trouble in Carmen's marriage, and then he told me that it was over.

34 "We'll be divorced in six weeks."

35 "What happened?"

36 "We were too young. It was my idea to go to New York. It didn't work. I feel terrible."

37 He appeared tired and worn, as if the pace of his life and the battering that came with it had exhausted him. Looking at my brother, I felt a tremor in my armored heart as I realized that the charmed life I had envisioned him living did not come without its price.

38 TWO YEARS LATER there was more. My telephone sounded in the middle of the night and yanked me out of an uneasy sleep. A steady rain fell against the skylight and slashed now and then against the windowpanes. I reached for the telephone without turning on a light. "Hello?"

39 "I'm sorry to be calling so late," Carmen began.

40 "Is everything all right?"

"No." He halted as if groping for words strewn about a room as dark as mine.

"She's leaving me." His voice was thick with pain.

42 I knew that Carmen's second marriage of less than two years had been unraveling, but I had not expected to hear this at 3 A.M.

43 "I broke one heart," Carmen said, "and now I'm having mine broken." He choked on the last word, his breathing labored, as though he were struggling with a great weight.

44 "Listen, why don't you come and stay with us for a while?"

45 There was a pause, as if he were mustering strength. "I think I will," he said, and began to talk about the incremental failures that had led to this night. While I listened, pity and a new awareness crept into my chest.

46 It had been wrong of me to feel envy for his courage and to feel inadequate for what I identified as cowardice in myself. That night when my brother's anguish pierced my soul, I began to see that life was not just a battlefield where one's bravery was put to the test. It was also a place where one could seek and receive compassion. Carmen struggled through several difficult months, but eventually he recovered from the breakup. He threw himself back into his career, and he and I also began to spend more time together.

47 Years earlier, Carmen had stood at the edge of a glittering pool of possibilities. He had dived in and made powerful strokes

that took him away from home and family. I had only waded in and taken slower, more cautious strokes. But I, too, had achieved my goals and used my talents. I opened a cabinetmaking shop, returned to school, got married and became a college professor and writer, but I did so in the only way I could—by remaining close to where I'd grown up and near most of my family.

48

With that understanding came peace and a renewed closeness with my brother. We lean on one another now, each gaining strength from the other for our separate journeys.

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Objective 2 – Literary Selection

- 34 How does Gan change from the beginning to the end of “A Brother in Need”? 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.

RG-1

34 Gan changes because he realizes that his brother is struggling and he knows that he can help him instead of his friends.

SP: 0 – Insufficient

In this response the student offers an incorrect motivation that addresses why Gan changes, not how (realizes his brother is struggling). Furthermore, the second part of the sentence is unclear; the pronouns (he, his) might refer to either Gan or his brother.

RG-2

34 Gan changes when nobody would help him bury the beggar. Everybody said they or family members were ill. So he asked his brother that he does not care for but he helps.

SP: 0 – Insufficient

The student provides a summary of the events that lead to the change in Gan but does not show how Gan changed.

Objective 2 – Literary Selection Guide responses are labeled RG-1 through RG-16.

RG-3

34 Gan has all of this money and power. He was once a poor man. His brother is going through a rough time he has no money or food to eat. So I think if Gan has all this money he can do a little good and help out the family.

SP: 0 – Insufficient

In this response the student summarizes Gan's and his brother's situations (Gan has all the money and power, his brother has no money or food to eat). Although the student suggests how Gan should change (he can do a little good and help out the family), the response does not answer the question of how Gan changes.

RG-4

34 AFTER ALL OF GAN'S FRIENDS TURNED HIM DOWN THE ONLY OTHER PERSON HE HAD TO GO TO WAS HIS BROTHER. WHEN HE TOLD HIS BROTHER THE STORY THE BROTHER HELPED WITH NO QUESTIONS OR COMPLAINTS WHEN THEY RETURNED THE MANDARIN'S MEN WERE THERE TO TAKE THEM TO THE MANSION. GAN'S SUPPOSED TO BE FRIENDS HAD TURNED HIM IN. AFTER THE WIFE CONFESSED ABOUT AN OLD RAMP THAT SHE WRAPPED IN THE BLANKET. ALL OF GAN'S FRIENDS WERE EMBARRASSED THAT THEY HAD TURNED HIM IN FOR NOTHING.

SP: 0 – Insufficient

The student offers a plot summary of significant events in the second half of the story but does not address the question of how Gan changes.

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.

RG-5

34 He becomes more open to his brother. In the beginning after his father died, he took everything except for a shack and a patch of land. He gave that to his brother. When the conflict of a bigger dying in his house, no one would help him except his brother. When they found out the truth it made him realize how his brother should be treated.

SP: 1 – Partially Sufficient

The student addresses Gan's change by providing only one vague overall statement (He becomes more open to his brother). While there is textual evidence to support an accurate characterization of Gan at the beginning of the story (he took everything except for a shack and a patch of land), the student's reference to the end of the story (it made him realize how his brother should be treated) is too general to be considered valid textual support.

RG-6

34 At first he didn't care about his brother because only gave him a little shack to live in with a ^{very} small piece of land for farming. He never invited his brother to his house. He changes because he sees none of his friends are true friends and aren't willing to help him. When nobody else would help him, his little brother helped him without hesitation.

SP: 1 – Partially Sufficient

The student indicates what Gan is like at the beginning of the story (at first he didn't care about his brother) and supports this idea with text evidence (only gave him a little shack to live in...). Although the student provides a reason for Gan's change (he sees none of his friends are true friends and aren't willing to help him), he or she does not state how Gan actually changes in the story.

RG-7

34 In the beginning, Gan was very selfish. He took all the land which should've been split evenly but wasn't. Towards the end, as Gan's problem grew, he had no choice but to ask his brother for help, and Duc did help him bringing them close together.

SP: 1- Partially Sufficient

In this response the student offers a somewhat general summary of events to show how Gan changed but supports this change with only one vague, partially accurate text reference (took all the land).

RG-8

34 Gan realizes how he has lacked respect or compassion for his brother even though he is the most loyal of everyone he knows. because his brother, Duc, immediately "rushed back to Gan's house" and had been made to go "before he [Gan] was -injured" telling his story. No longer were the two living as strangers after that event but "as brothers should." Together in friendship.

SP: 1 – Partially Sufficient

The student shows an understanding of how Gan changes in the story (Gan realizes how he has lacked respect or compassion for his brother) and offers a mixture of analysis and direct quotation to support the change (no longer were the two living as strangers...but "as brothers should"). However, the student does not offer text support for what Gan is like at the beginning of the story.

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

34 Gan starts out being very selfish. He takes all the land and only gives his brother a small patch of acreage. Gan also treats his friends better than his brother. He invites them over for dinner and uses his best food and finest wines. But as the story goes on and Gan is put in a difficult situation. He turns to his friends and asks them for help. They won't help him so he turns to his brother. He doesn't even hesitate and helps him with no questions. Gan then realizes that his brother is his only true friend.

SP: 2 – Sufficient

The student presents a reasonable analysis of how Gan changes (Gan starts out being very selfish, then realizes that his brother is his only true friend). The analysis is supported by a specific synopsis (he takes all the land...treats his friends better than his brother.... they won't help him...he turns to his brother...) that clearly and accurately reflects how Gan changes.

RG-10

34 In the story "A Brother in Need," Gan changes from a greedy, selfish man, who when referring to his brother said, "He can fend for himself," into a kinder, more loving man who lived with his brother "as brothers should."

SP: 2 – Sufficient

The student provides a reasonable analysis of how Gan changes—from being greedy and selfish to being kinder and more loving. This analysis is supported by direct, relevant quotations from the text, making this response clear and accurate.

RG-11

34 Gan changes drastically, he changes from not caring much about his brother to needing his brother's help and caring. In the beginning Gan gives Duc only a small of land and a shack, he also treats his "so called" friends better. At the end when none of Gan's friends would help him he has no one else to turn to but his brother for help; his brother helps no questions asked and after finding out all was a trick they "lived as brothers should" and Gan treated Duc better.

SP: 2 – Sufficient

In this response the student gives a clear indication of how Gan changes (from not caring much about his brother to needing his brother's help and caring). This change is supported by a paraphrase of relevant text for the beginning (Gan gives Duc only a small [piece] of land and a shack), and a combination of specific synopsis and direct quotation for the end (when none of Gan's friends would help him...his brother helps no questions asked..."they lived as brothers should").

RG-12

34 In the beginning of the story, Gan doesn't care about his brother & is more worried about his friends. For instance, in paragraph 4 Hahn says, "you say there's nothing you wouldn't do for your friends, and yet look at the way you let your brother live." In the end paragraph 39, Gan put his brother 1st, "Gan & Duc lived as brothers should."

SP: 2 – Sufficient

The student presents a reasonable analysis of how Gan changes (in the beginning Gan doesn't care about his brother..., in the end Gan put his brother first). This change is clearly supported by direct quotations from the text.

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

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9th Grade

RG-13

34 At the beginning of the story, Gan is someone who acts unwisely, ignoring Duc, his brother, and Hahn, his wife. He only "allows" his brother "a miserable patch of acreage," and he ignores his wife's concerns about how he treats Duc. "I have nothing to do with the way he lives." Hahn's scheme forces Gan to change and see there is "no loyalty greater than a brother's. He sees his wife's wisdom, and at the end, they "lived as brothers should."

SP: 3 – Exemplary

In this insightful response, the student combines thoughtful analysis (at the beginning...Gan is someone who acts unwisely, ignoring Duc, his brother and Hahn, his wife) with a synthesis of specific synopsis and direct quotation of relevant text to focus on Hahn's role (he sees his wife's wisdom) in Gan's change to provide a well integrated, clear response.

RG-14

34 Gan starts out like a greedy, sadistic egomaniac. "He never hesitated to serve lavish meals and pour his best wines" while confining his only brother (Duc) to a piece of land that "was so tiny it could produce barely enough for him to eat." After his wife's clever trick with the ram, Gan sees how stupid he's been. The trick makes him see everybody differently, especially Duc. Gan knows he is undeserving, Duc saved him anyway. Afterwards, they "lived as brothers should."

SP: 3 – Exemplary

The student presents an unusually well-articulated response that synthesizes analysis (Gan starts out like a greedy, sadistic egomaniac, Gan sees how stupid he's been...knows he is undeserving) with direct quotations embedded in specific synopsis to clearly and thoroughly answer the question.

34 At first Gan showed no compassion for Duc. He "took all the property for himself except for one small shack." Later when he was unable to enlist the aid of his "friends" he turned to his ill-treated brother as a last resort and "before he finished Duc was putting on his jacket." Gan goes from an ignorant selfish fool to an enlightened ~~man~~ man and now respects and treats Duc as a brother should.

SP: 3 – Exemplary

This student combines an especially insightful interpretation (at first Gan showed no compassion for Duc..., Gan goes from an ignorant, selfish fool to an enlightened man) with a specific synopsis of the text (later when he was unable to enlist the aid of his "friends" he turned to his ill-treated brother,...) and relevant direct quotations to clearly and accurately show how Gan changes from the beginning to the end of the story.

34 In the beginning, Gan pays no attention to his brother- leaving a small acreage and a shack for him. Gan thinks that all of his friends are devoted to him. But when Gan really needs their help, they all falter and make excuses. Finally Gan goes to his brother and "before he had finished, Duc was putting on his jacket". This quote shows that Duc was never after Gan's riches, he helped for love. Gan realizes at the end that life isn't about being rich with false friends. He realizes Hanh is right when she says "There can be no loyalty greater than a brother's. So then Gan and Duc "lived as brothers should".

SP: 3 – Exemplary

In this response the student provides a perceptive analysis (in the beginning, Gan pays no attention to his brother, Gan realizes at the end that life isn't about being rich...he realizes Hanh is right). This analysis is supported by paraphrase of the text (leaving a small acreage and a shack), specific synopsis of the text (Gan thinks all of his friends are devoted to him...), and direct quotation from the text ("before he had finished...") to provide a well-integrated and clear response.

Objective 3 – Expository Selection

- 35 In “My Bold Brother Carmen,” who do you think is more successful, the author or his brother Carmen? Support your answer 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 2003
9th Grade

RG-17

35 His brother because he learned to live his life slower than his brother.

SP: 0 – Insufficient

This student offers a conclusion that is too vague because it is not clear exactly which character is being referred to (his brother, he).

RG-18

35 I think the author is because he just sort of seems more successful & he didn't always put his work before his family.

SP: 0 – Insufficient

In this response the student attempts to answer the question by stating that the author was more successful because he didn't always put his work before his family. This is not clear from the story, and there is no textual evidence to support it.

Objective 3 – Expository Selection Guide responses are labeled RG-17 through RG-32.

35 It seems to me that Carmen is the most successful out of the two. Carmen made big accomplishments by making a factory and keeping it running. And also having two marriages in a life time.

SP: 0 – Insufficient

The student indicates that Carmen is the most successful because he made big accomplishments. One of these accomplishments (making a factory and keeping it running) is inaccurate, and the other (having two marriages in a lifetime) does not support success.

35 Carmen cause he only has been married once and he has a successful Job to.

SP: 0 – Insufficient

In this response the student states that Carmen is more successful because he has only been married once (which is incorrect) and has a successful job (which is not clear from the text). The student may be confusing Carmen with the author.

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 2003
9th Grade

RG-21

35 I think Carmen was more successful. "Carmen had stood at the edge of a glittering pool of possibilities. He had dived in and made powerful strokes."

SP: 1 – Partially Sufficient

The student states that Carmen is the more successful and gives a relevant quotation from the text for support ("Carmen had stood at the edge of a glittering pool of possibilities. He had dived in and made powerful strokes"). However, the student does not offer a reasonable conclusion.

RG-22

35 I believe the author was more successful because he was always there when his brother needed him and he still achieved his goals even though it took him a while longer.

SP: 1 – Partially Sufficient

In this response the student draws the reasonable conclusion that the author was more successful because he was always there when his brother needed him and he achieved his goals even though it took him awhile longer. However, the student does not provide any textual support for this idea.

RG-23

35 I think that the brothers are both equally successful. I think this because they both used thier talents to reach thier goals and follow thier dreams, and they both had dissapointments and set backs. I think that while the brothers followed different paths, they both reached thier goals, and so are both successful.

SP: 1 – Partially Sufficient

In this response the student offers a reasonable conclusion that both brothers are equally successful because they both “reached their goals.” The student makes a few general references to the text (used their talents, had disappointments and setbacks, followed different paths) but does not provide enough specific, relevant textual evidence to clearly support the mutual success of both brothers.

RG-24

35 In the story "My Bold Brother Carmen", the author was more successful than his brother despite his trials and competition with his brother in early life. The author was not satisfied with the envy he had for Carmen, and in the end he said, "We lean on each other now, each gaining strength from the other for our separate journeys."

SP: 1 – Partially Sufficient

The student concludes that the author is more successful despite his trials and competition with his brother and his dissatisfaction with the envy he had for Carmen. However, the text support (we lean on each other now, each gaining strength from the other for our separate journeys) does not clearly support this conclusion. In fact, the quotation appears to support the mutual success of the brothers rather than the author's success. This response cannot be considered sufficient because of the weak connection between the idea and the textual support.

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 2003
9th Grade

RG-25

35 I believe Carmen was more successful because although he went through 2 divorces and a near nervous break down he dusted himself off, got back on his feet and continued with his life. The author's brother portrays a character that would be successful ~~more than~~ more than that a person who would be successful because he wouldn't give up.

SP: 2 – Sufficient

In this response the student offers a conclusion that Carmen was more successful because he wouldn't give up. This is supported by a specific synopsis of relevant text (although he went through two divorces and a near nervous breakdown, he dusted himself off...).

RG-26

35 The author was more successful because even though he didn't go anywhere he still had steady jobs and was close to family and was supporting himself. Carmen seemed like everything came quickly, but the same way it came was the same way it left. In the story it says "He had dived in and made more powerful strokes that took him away from home and family." "I had waded in and only took slow and cautious strokes, But I too, had achieved my goals and used my talent." He's smarter

SP: 2 – Sufficient

The student offers the conclusion that the author is more successful because he had good jobs, was close to his family, and supported himself, while everything came quickly to Carmen but left the same way. This conclusion is supported by direct quotations from the text ("he had dived in and made more powerful strokes...but I, too, had achieved my goals and used my talents").

35 *In my opinion, the author was more successful because, in the end, he realized that he had reached his goals in his own way and time. And, while Carmen achieved quick, shining success, he ended up with heartbreak, but the author ended up with a wife, a cabinetmaking shop, became a writer and a college professor, and, best of all, was happy with himself.*

SP: 2 – Sufficient

In this response the student concludes that the author was more successful because he had reached his goals in his own way and time. This synthesis of text and analysis includes a specific synopsis (while Carmen achieved quick shining success, he ended up with heartbreak but the author ended up with a wife, a cabinetmaking shop...).

35 *I believe that Carmen is more successful. He lived his life to the fullest extent not worried about the risks that so many of us seem to worry ourselves about, like taking a chance as an artist in New York. And although he had experienced the devastation of two broken marriages, "eventually he recovered from the break-up." Where as the author may never experience many of the things, both good and bad, that his brother did.*

SP: 2 – Sufficient

The student concludes that Carmen is more successful (he lived his life to the fullest extent not worried about the risks..., whereas the author may never experience many of the things, both good and bad, that his brother did). The student supports this conclusion with a combination of a paraphrase of the text (like taking a chance as an artist in New York), a specific synopsis (although he had experienced the devastation of two broken marriages), and a direct quotation ("eventually he recovered from the breakup").

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 2003
9th Grade

RG-29

35 I think the author is more successful because it's apparant that he learns a lot about himself and the "battlefield" called life. He was able to understand that "life wasn't just a battlefield where one's bravery was put to the test, it was also a place where one could seek and receive compassion", and he learned this important lesson without having to leave home. He learned through his brother's trials and errors.

SP: 3 – Exemplary

In this response the student offers an insightful conclusion about how the author is more successful (he learns a lot about himself and the "battlefield" called life). He then supports the conclusion with the relevant direct quote "life wasn't just a battlefield...receive compassion." Finally, the student expands upon how the author accomplished this without leaving home since he was able to learn from his brother's trials and errors. Overall, the student provides a strong connection between the conclusion and the evidence, creating a coherent and effective response.

RG-30

35 I feel that both the author and Carmen seem equally successful, but the narrator is really more successful. Carmen seems successful because his bold, daring, and courageous nature allows him to take leaps forward into life and love. However, after two divorces it seems the charmed life Carmen led was a facade of bravado. The narrator, however, was successful in a "slow and steady" way that was not flashy, but durable. "I too had achieved my goals and used my talents" by taking "slower, more cautious strokes."

SP: 3 – Exemplary

This student provides a conclusion that, while both brothers may seem to be equally successful, the narrator is really more successful. This is supported by a combination of specific synopsis (Carmen seems successful because his bold, daring, and courageous nature...; however, after two divorces...; the narrator, however, was successful in a "slow and steady" way) and a direct, relevant quotation to effectively connect the text to the conclusion and provide an exceptionally thoughtful response.

35 I think Carmen was more successful, even if the exciting part was short and ended in catastrophe. After he moved, he started a successful graphic design company, and earned enough to vacation in Cancun! Albert, on the other hand, had cold feet and ended up as a professor who had only been as far away as Rhode Island. In my opinion, it is better to take risks like Carmen did and live the prime of life for a small period of time than to be dull and "comfortable" for a whole lifetime.

SP: 3 – Exemplary

The student offers a conclusion that Carmen was more successful than the author. This conclusion is supported by specific synopsis of relevant text (he started a successful graphic design company, and earned enough to vacation in Cancun; Albert, on the other hand, had cold feet...only been as far away as Rhode Island). The student concludes the response with the further analysis that it is better to live life fully as Carmen did. The response is insightful and thorough.

35 I don't think either brother is more successful. Carmen had more guts to follow his dreams and take risks, but he was often unhappy ("He appeared tired and worn, as if the pace of life ... had exhausted him.") and ended up divorcing twice ("I broke one heart and now I'm having mine broken"). The author does have a good career and marriage at the end but suffered a lot of jealousy and self-doubt along the way. "I envied my brother's courage ... my expectations for myself had fallen miserably short." They were equally successful and equally miserable in different ways.

SP: 3 – Exemplary

In this response the student offers an insightful conclusion that neither brother was more successful; "they were equally successful and equally miserable, in different ways." This conclusion is supported by combining specific synopsis of the text (Carmen had more guts...ended up divorcing twice; the author does have a good career and marriage at the end, but he suffered a lot of jealousy ...) and direct quotations from the text to provide a complete and well-connected response.

Objective 3 – Literary/Expository Selection

- 36 Which of the siblings from “A Brother in Need” and “My Bold Brother Carmen” would you like to have as a brother? Support your answer 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 2003

9th Grade

RG-33

36 I would like Duc and the author. Based on their actions in the passage as they just seem more pleasant to be around than their brothers

SP: 0 – Insufficient

In this response Duc and the author are the siblings the student would like to have as a brother. However, the conclusion the student draws (they just seem more pleasant to be around) is too general and vague to be meaningful, especially since the student offers no textual support.

36 I would want to be wealthy but I would not leave my brother out of the picture because there is no telling when I might need him. I would not leave my brother alone in my home town and go to be larger than him. I would not put my brother in a shack with no food.

SP: 0 - Insufficient

Although the student does not specifically name Gan and Carmen, he/she describes their behavior in the stories. The student gives reasons for disapproving of their behavior but never answers the question of which of the siblings he/she would want to have as a brother.

36 I would rather have Carmen for my brother because he cares about people and we could have a good friendship, whereas Duc doesn't even care. All he wants are his friends he thought were his friends.

SP: 0 – Insufficient

The student provides a reason (he cares about people) for selecting Carmen for his/her brother, but this reason is not supported by the text. In addition, the student's reason for selecting Duc is not valid because the student has clearly confused Duc with Gan. It is Gan, not Duc, who shows a lack of caring and a preference only for his friends.

36 I would have the brother in a brother
in need because no matter what you
still going to have a brother that's going
to help you in what ever you do

SP: 0 – Insufficient

The student selects a brother from the story "A Brother in Need." However, because it is unclear which brother (Duc or Gan) the student is referring to, the response lacks the clarity needed to be considered even partially sufficient.

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 2003
9th Grade

RG-37

36 I would rather have Duc as my brother in "A Brother in Need" because he was willing to help Gan in his time of need even though Gan had treated him so badly. In "My Bold Brother Carmen" I would rather have the author as my brother because he was always there for his brother and he made wise decisions.

SP: 1 – Partially Sufficient

In this response the student provides reasons for choosing Duc (because he was willing to help Gan in his time of need even though Gan had treated him so badly) and the author (because he was always there for his brother and he made wise decisions). However, the student does not support these reasons with textual evidence.

36

I would want a brother like Duc or Carmen's brother. They are both loyal, caring, and ready to be there for a sibling in need. Duc was willing to help his brother after all he put him through, and Carmen's brother was there for him when he went through two rocky marriages. I'd love a brother like that.

SP: 1 – Partially Sufficient

The student provides a reason for having Duc and the author as brothers (they are both loyal, caring, and ready to be there for a sibling in need). While the text support for the author (was there for him when he went through two rocky marriages) is somewhat specific, the text support for Duc (was willing to help his brother after all he put him through) is general. Overall, there is not enough specific textual evidence for the response to be considered sufficient.

36

If I had a choice, I would want them all as my siblings. All four of the people, both sets of brothers, were good people in their own way. In the first selection, Duc was helpful and loyal, and despite Gran's selfishness in the beginning, he eventually realized his faults. In the second selection, Carmen was brave and encouraging, while the author is someone who could bring you down to earth, with realistic goals, and an essential cautiousness you need in life.

SP: 1 – Partially Sufficient

The student believes that all four characters would be good siblings and offers a reasonable analysis supporting this belief. The student provides an overall statement about the sets of brothers (all were good people in their own way) and then shows how each brother fits this characterization. However, the student offers no specific text evidence to support the analysis.

36 I would be lucky to have Duc from "A Brother in Need," as a brother. He put aside the ugliness his brother had shown him and supported Gan when he needed him most. That marks the true friendship and compassion he gives Gan. "In faltering words, Gan told (Duc) why he had come." This is unlike "My Bold Brother Carmen," where for most of life the siblings were rivals "An internal voice said I lacked guts." I believe it is important to have a sibling to support me therefore, Duc would be the better brother for me.

SP: 1 - Partially Sufficient

In this response the student indicates why he or she would like to have Duc as a brother (because he put aside the ugliness his brother had shown him and supported Gan...) as opposed to either Carmen or the author (for most of life the siblings were rivals). However, there is a weak connection between the analysis and the direct quotations the student attempts to use to support his or her reasoning. The quotation from "A Brother in Need" supports Gan's change of attitude toward Duc, not the friendship or compassion Duc displays. Likewise, in "My Bold Brother Carmen," the quotation supports the author's internal conflict, not the siblings' rivalry.

**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 2003
9th Grade

RG-41

36 I would like to have Duc and Albert as siblings, because they are more devoted family members. "A Brother in Need" (P27- In faltering words, Gan told why he had come. Before he had finished, Duc was putting on his jacket. "My Bold Brother Carmen" P44 (while talking to Carmen on phone at 3 A.M., right after he is told of Carmen's second divorce) "Listen, why don't you come and stay with us for a while."

SP: 2 – Sufficient

This student concludes that he/she would like to have Duc and Albert as siblings because they are more devoted family members. The student supports this conclusion with direct quotations from the text ("In faltering words, Gan told why he had come. Before he finished Duc was putting on his jacket," "Listen, why don't you come and stay with us for a while"). The student combines a reasonable conclusion with relevant text support to fully and clearly answer the question.

36 If I had to choose a sibling, I would choose Duc from "a Brother indeed." I would choose him because no matter how I treated him, he would still be there for me. Just as he is willing to help Gan when he comes knocking on his door. Carmen would be too bold and probably force me to do things I'm uncomfortable with, like he makes the author go to construction sites and other things.

SP: 2 – Sufficient

The student states why he or she would choose Duc (because no matter how I treated him, he would still be there for me) but not choose Carmen (would be too bold and probably force me to do things I'm uncomfortable with). The student supports these choices with paraphrases of relevant text from both selections ([Duc] is willing to help Gan when he comes knocking on his door; [Carmen] makes the author go to construction sites...).

36 I would like to have had Duc from "A Brother in need" because he was always there for his brother. "Before he had finished, Duc was putting on his jacket." I would like to have had the author from "My Bold Brother Carmen" because he took things more slowly. "I had only waded in and taken slower, more cautious steps."

SP: 2 - Sufficient

The student chooses Duc (because he was always there for his brother) and the author (because he took things more slowly). The student supports these choices with direct quotations from both texts ("Before he [Gan] was finished, Duc was putting on his jacket"; "I [the author] had only waded in and taken slower, more cautious steps").

36

I think from "A brother in need" I would like to have
Duc as my brother because of his humbleness and the care
he showed for his brother when he was more than ready to
help him bury the "dead body." And from "My Bold Brother
Carmen" I would like to have as a brother Carmen,
because of his daringness and hunger for adventure. Like
he showed at the beginning of the story by trying
to get to the city dump by crossing the freeway and by
wanting to explore a construction site regardless of the
sign that said "Keep out."

SP: 2 – Sufficient

In this response the student chooses Duc and Carmen as brothers and provides reasons for this selection (Duc because of the humbleness and the care he showed for his brother; Carmen because of his daringness and hunger for adventure). The student supports these choices with paraphrased text from a "Brother in Need" and with a specific synopsis from "My Bold Brother Carmen" ([Duc] was more than ready to help Gan bury the "dead body," like [Carmen] showed at the beginning of the story by trying to get to the city dump by crossing the freeway and by wanting to explore a construction site regardless of the sign that said "keep out").

**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 2003

9th Grade

RG-45

36 I would like to have Duc, in "A Brother in Need" as my brother. Loyalty to me is very important in a sibling relationship. Duc showed his loyalty to his brother because even though Gan only gave him a little of the land, he still helped his brother to bury the beggar. It was a crime as well, but he still did it. Also, I would like to have the author in "My Bold Brother Carmen" as my brother. He would be there for me when I need him because he was there when Carmen, his younger brother, needed him to talk about his divorce at three in the morning. Also, the author is responsible because he has his own job and a family and responsibility is also important.

SP: 3 – Exemplary

The student offers a particularly coherent response by combining insightful interpretation and specific synopsis to clearly articulate and support the choices of Duc (Loyalty to me is very important...; Duc showed his loyalty because even though Gan only gave him a little bit of the land, he still helped his brother to bury the beggar. It was a crime as well...) and the author (he would be there for me when I needed him because he was there when Carmen, his younger brother, needed him to talk about his divorce at three in the morning. Also, the author is responsible...). This combination allows for a clear understanding of the student's response.

36 I would like to have a brother with qualities of Duc ("A Brother in Need") and Carmen ("My Bold Brother Carmen"). Whenever I'm in need, I would want to have a brother like Duc, because he helped his brother without hesitation. Even "before Gan was finished explaining, Duc was already putting on his jacket" to help him. I would like to have Carmen as a brother because his boldness would make me strive to be his equal. With Carmen as a model I would have "the wherewithal to pursue my dream... to realize the ideal conception" of my self.

SP: 3 – Exemplary

In this somewhat unusual and very coherent response the student concludes that Duc (because he helped his brother without hesitation) and Carmen (because his boldness would make me strive to be his equal) would be his or her choices for brothers. The student supports these choices with relevant text (even "before Gan was finished explaining, Duc was already putting on his jacket," the "wherewithal to pursue my dream...to realize the ideal conception" of myself). The student's ability to make personal connections with the text, especially in "My Bold Brother Carmen," enhances the quality of this response.

36 I would like to have Duc and the author as my siblings only because no matter how many times Carmen left his brother or how Gan neglected Duc, they were still willing to show affection and help their brothers out in need. When Carmen was in pain from his second break-up, the author was there to listen to him at 3 A.M and willingly offered Carmen to go and stay with him. Duc on the other hand was neglected by his brother, but still decided to help Gan out when he needed help burying the body. That is why I would choose these two as my siblings

SP: 3- Exemplary

In this extremely well-integrated response, the student chooses Duc and Carmen, combining thoughtful reasoning (no matter how many times Carmen left his brother or Gan neglected Duc, they were still willing to...) and text (When Carmen was in pain from his second break-up, the author was there to listen to him at 3 a.m...; Duc on the other hand was neglected by his brother, but still decided to help Gan out when he needed help burying the body...). The response is clear, coherent, and well-connected.

36 I wouldn't want Gan or Duc as a brother, but would like Hanh as a sister. She is the only one in the story with the wisdom to recognize that Gan and Duc should be closer as brothers. "Look at the way you let your brother live", she says to her husband. She's also the most courageous and smart, creating a detailed plan, using a dead ram's body, to get the brothers together. Between Carmen and the author, I'd choose Carmen. He lives an adventurous life, traveling to France, moving to New York, being an artist. But he still calls on his brother and even invites him along ("Why don't you come?" p. 25). The author is too afraid to live as Carmen does and he is jealous of his lifestyle ("I envied my brother's courage... I lacked guts." p. 28).

SP: 3 – Exemplary

In this response the student takes a unique approach and chooses Hanh as a sister and Carmen as a brother. The student supports these choices with a very well-connected synthesis of analysis (she is the only one in the story with the wisdom..., she is also the most courageous and smart; the author is too afraid to live as Carmen does...), specific synopsis (creating a detailed plan, using a dead ram's body...; [Carmen] lives an adventurous life, traveling to France, moving to New York. But he still calls on his brother...), and direct quotations ("Look at the way you let your brother live;" "Why don't you come?" "I envied my brother's courage..."). The seamlessness of the analysis and text support allows the student to create an extremely well-articulated and coherent response to the question.