



## 2009 TEXAS TAKS TEST

Grade 11 – English Language Arts

Needed Correct to Pass: 44, with 2 on composition

Commended Performance: 63, with 2 on composition

Total Possible Score: 73

(To calculate total score, multiply composition score by 4 and add to short-answer/multiple-choice score)

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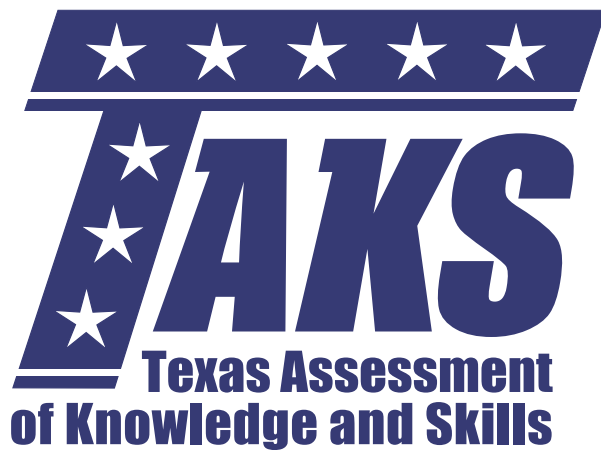
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STUDENT NAME \_\_\_\_\_



**EXIT LEVEL  
ENGLISH LANGUAGE ARTS**

**Administered March 2009**



# READING AND WRITTEN COMPOSITION

## DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

# Breakfast in Virginia

by Langston Hughes

*“Breakfast in Virginia,” written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.*

- 1 Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.
- 2 The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.
- 3 No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.
- 4 As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, “Won’t you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down.”

My notes about what I am  
reading

- 5        “Thank you, sir,” said Corporal Ellis, “this is kind of you. I am Corporal Ellis. This is Corporal Williams.”
- 6        The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.
- 7        “How long have you been in the service, Corporal?” the white man was saying as the steward approached.
- 8        Corporal Ellis could not answer this question because the steward cut in brusquely, “You boys can’t sit here.”
- 9        “These men are my guests for breakfast, steward,” said the white man.
- 10       “I am sorry, sir,” said the white steward, “but Negroes cannot be served now. If there’s time, we may have a fourth sitting before luncheon for them, if they want to come back.”
- 11       “But these men are soldiers,” said the white man.
- 12       “I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia.”
- 13       The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, “I am embarrassed, steward, both for you and for my guests.” To the soldiers he said, “If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back.”
- 14       The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.
- 15       “Come in,” he said. He waited for the soldiers to enter.
- 16       It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.

17 “I will have the porter bring a table,” he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism.<sup>1</sup> Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.

18 All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, “This here time, sir, is the first time I ever been invited to eat with a white man. I’m from Georgia.”

19 “I hope it won’t be the last time,” the white man replied. “Breaking bread together is the oldest symbol of human friendship.” He passed the silver tray. “Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we’re on rations.”

20 “I can eat without butter,” said the corporal.

21 For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.

22 “I thank you for this breakfast,” said Corporal Williams.

“Breakfast in Virginia” from SHORT STORIES by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

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<sup>1</sup> Hitlerism—Nazism or National Socialism—was a political belief promoting an exclusive German race and a strong and centrally governed state. The term is most often used in connection with Adolf Hitler’s dictatorship of Nazi Germany from 1933 to 1945.

# The Crystal Night

by Lore Metzger

1 When Adolf Hitler became chancellor of Germany in January 1933, I had just celebrated my twelfth birthday. I was a student in the all-girl high school of Landau, Rhineland-Palatinate. My thoughts and hobbies were typical of any budding teenager's, and my biggest worries were to get perfect grades and to be noticed just for a moment by one of the students of the all-male high school.

2 My childhood was an abundance of happy occasions: birthday parties, the annual children's masquerade at the city theater, long walks through Landau's beautiful parks, visits to the zoo, skating and sledding in winter, swimming, biking, and hiking in summer. I loved to climb high in the mountains, each crowned by romantic ruins, castles of kings and emperors of long ago. Life was joyous, carefree, safe.

3 Shortly after Hitler's rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: "Jews forbidden." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now "non-Aryans," were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

4 For the longest time my parents refused to think about emigration, but in 1938 they finally made the decision to go to America. The German government no longer allowed Jews to take money out of the country, but we could take what we wanted of our household possessions as long as we paid a special tax. By November all the plans for the big move had been made. We were to set sail for America on the S.S. *Washington* on November 28.

5 During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well. Through the terrible years of the Nazi regime, our home, with its beautifully furnished rooms and magnificent garden, had always been a center of peace and comfort. Now my brother and I could read the sadness and fear in our parents' eyes. They had both been born in Landau, as had my grandparents. They had both served in the military during World War I, and they were deeply involved in the social, cultural, and economic life of Landau. My father didn't know how he would support his family in a strange land, with no knowledge of English and few resources. My mother couldn't sleep for worrying about her aged father, who would have to be left behind because the American consulate wouldn't issue a visa to anyone over seventy. We were all so preoccupied with the emotions of leaving our home and the preparations for the move that we hardly noticed the news item

■ see Crystal Night, page 2

that was to carry such enormous consequences. In Paris, an enraged Polish Jew shot and killed an employee of the German embassy when he learned that his parents had been deported from Germany back to Poland.

6 At seven o'clock on the morning of November 10, one of our maids came into my bedroom and awakened me with soft, halting words: "Honey, if you want to see the temple again get up now, because it's on fire." Shaking all over, I dressed and ran outside, without stopping for a coat. As soon as I left the house, I could detect a burning odor in the foggy air. I stopped in front of the hotel about a block from the temple and stood there paralyzed by shock and disbelief. Flames were shooting out of the stained-glass rose window, and a second later more flames engulfed the beautiful five-domed sanctuary. How long I remained there I cannot remember.

7 In tears, I ran back home. My parents were sitting down to breakfast, and I was just about to tell them of the dreadful thing I had witnessed when I heard loud male voices in the hall. In my confusion, I had left the front door open. Suddenly six or eight men pushed their way in, and without so much as a word, one of them yanked the tablecloth off the table, sending the breakfast dishes crashing to the floor. Another grabbed my father by the arm and barked, "You are under arrest!" When my father asked why, he was told, "Today we get all the Jews." We watched, stunned, as they led him away.

8 Moments later a dozen storm troopers burst into the room brandishing axes,

crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames—my mother's own paintings. As they were about to destroy a recently completed picture, my mother found the courage to say, "What do you want from us? We have served Germany faithfully both in peace and in war," and with that she pointed to the china cabinet, where the military decorations bestowed upon her and my father lay on a black velvet pillow, along with my grandfather's medals from the Franco-Prussian War. When the men saw these, one of them immediately gave the command to stop, but it was too late.

No sooner had they gone than one of our faithful servants arrived and broke down at the sight of the devastation. Struggling to compose herself, she told us she had heard that during the coming night all Jewish houses were to be set afire and all Jewish boys killed. She wanted to take my brother and hide him in the forest, but my mother declined her courageous offer and tearfully sent her away, not wanting to endanger her life as well.

Darkness fell early that November afternoon. My mother dressed us in extra-warm clothes, and we left our home and went through the desolate park in the direction of the Jewish cemetery. There we

■ see Crystal Night, page 3

spent the night, wandering around in a daze or sitting on the tombstones of my grandparents' graves.

11

At daybreak we returned to the park, where we had a perfect view of our home through the leafless trees. It had not been burned. We saw a large car pull up in front of the house. Two SS men got out and went inside. I was terrified and wanted to run back to the safety of the cemetery, but my mother thought they might have news of my father, so we hurried across the park. As we entered the house, the two men were voicing their disgust at the destruction all around them. Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. They assured my mother that they themselves would see to it that the government paid for repairs. "We would not want you to go to America and talk about us Germans as barbarians," they told her.

12

After they left, my mother sent my brother and me to bed. I dreamed of the telephone, which rang and rang and rang, until I finally realized that this was no dream. The phone—miraculously undamaged—was indeed ringing. I stumbled to the den through the debris and picked it up. A harsh male voice said, "Pack your bags and be at the railroad station by noon. Be sure to take all your money and jewelry with you." My mother, who had been out when the call came, returned to this dreadful news and began packing. Shortly before noon on November 11, the three of us left our home for the last time.

Lugging our heavy suitcases, we walked past the temple, which was still burning, and past the ransacked homes of our friends. Worst of all, we walked past the people of Landau, our former neighbors, who stared at us with wordless hostility. Some of them forced us off the sidewalk into the busy street.

13

A cold drizzle was falling as we reached the plaza in front of the station. There about two hundred women and children were huddled together, trembling and scared, knowing nothing of the fate of their husbands and fathers, or of their own. True to her greatness, my mother made it her business to go around and speak to everyone encouragingly, especially the children.

14

One by one, the women and children were taken to a small room in the station, ordered to disrobe, and examined by members of the Nazi women's group, who wanted to be sure that no money or jewelry was hidden on their bodies. All the valuables we brought with us had already been confiscated, except wedding bands. A little after eight o'clock, we boarded a train that took us to Mannheim, on the other side of the Rhine River. That day the Palatinate was to be made *judenfrei*—free of Jews.

15

We were fortunate to have distant relatives who ran a small hotel in Mannheim. These good people sent a taxi and umbrellas and money to the station. By a miracle, their place had not been touched the day before, and I could hardly

16

■ see Crystal Night, page 4

believe my eyes when we stepped into the warmly lit foyer. It was difficult to comprehend that such things as unbroken furniture still existed. The dining room table was set, awaiting us, and on it was the most beautiful sight of all: two burning Sabbath candles. It was Friday night, and the Sabbath had begun. After the events of the past two days, the radiance of their flickering light gave me an indescribable feeling of peace. Suddenly I discovered a new pride in being a Jew, and in my heart I knew that God would never forsake us.

The next day my father was released from the Dachau concentration camp. He traced us to Mannheim with the help of

our former chauffeur, and we were reunited at last. The two SS men kept their word, and my mother was allowed to return to Landau to pack our repaired furniture.

Twenty-three years later, in 1961, my husband and I went back to Landau. For the first time in my life I saw bombed-out houses, whole blocks leveled by air strikes, and I was grateful—yes, grateful—for I realized that the events that drove us from home, the horrors of the Hitler years, of that Crystal Night, had spared my family the horrors of war.

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## Breaking the Fast



© Bettmann/CORBIS

March 10, 1968—Delano, CA—Senator Robert Kennedy (left) breaks bread with Union Leader César Chávez as Chávez ends a 23-day fast in support of nonviolence in the strike against grape growers. The strike began in 1965 when Chávez rallied his union workers to boycott grape producers in support of better working conditions. Before Chávez's fast, farmworkers were often harassed, threatened, and beaten. The bread is the first solid food for Chávez since he began his fast. The bread breaking took place after a mass of thanksgiving officially ending the hunger strike.

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**Use “Breakfast in Virginia” (pp. 4–6) to answer questions 1–11.**

- 1** What is one difference between Corporal Ellis and Corporal Williams?
- A** Corporal Williams is black, and Corporal Ellis is white.
  - B** Corporal Williams is from the South, and Corporal Ellis is from the North.
  - C** Corporal Ellis wants to eat breakfast, but Corporal Williams is not hungry.
  - D** Corporal Ellis likes the elderly man, but Corporal Williams does not.
- 2** In paragraph 8, the word *brusquely* means —
- F** harshly
  - G** harmlessly
  - H** curiously
  - J** loudly
- 3** Which of these is the best plot summary of the selection?
- A** Corporal Williams and Corporal Ellis are traveling on a segregated train during World War II. When the two soldiers are told they cannot eat in the dining car, an elderly white man tells the steward that the men are his guests. Despite the man’s efforts, the soldiers are forbidden to sit in the car. The elderly man apologizes to the soldiers for the steward’s behavior and asks them whether they would like to dine with him in his compartment.
  - B** Corporal Williams and Corporal Ellis are two African American soldiers traveling aboard a train headed to Washington, D.C. The two soldiers have difficulty finding a place to dine aboard the train because of Jim Crow laws. Corporal Ellis, who is from New York, decides that they should attempt to eat in the dining car. Corporal Williams, who is from Georgia, has never eaten in a diner before but nonetheless follows his friend.
  - C** Corporal Williams and Corporal Ellis are aboard a train bound for Washington, D.C., during World War II. Both soldiers are African American and have no access to food in the Jim Crow coach. In the dining car an elderly white man asks them to join him, but the steward will not permit them to eat with whites. The elderly man insists that the soldiers eat with him in his private compartment, where he treats them with respect and courtesy.
  - D** Corporal Williams and Corporal Ellis befriend an elderly white man aboard a train during World War II. The two soldiers find themselves dining in the man’s private compartment. The man tells the soldiers of his own son, who is fighting in North Africa. During breakfast Corporal Williams says that this is the first time he has dined with a white man. He then thanks the elderly man for his kindness.

- 4 Read the following dictionary entry.

**service** \ˈsər-vəs\ *n* **1.** a meeting for worship **2.** one of a nation’s military forces **3.** a contribution to the welfare of others **4.** a building providing maintenance and repair

Which definition best matches the way the word *service* is used in paragraph 7?

- F** Definition 1
- G** Definition 2
- H** Definition 3
- J** Definition 4

- 5 Why is the train setting of the story important?

- A** It highlights the effects of segregation.
- B** It shows that transportation was difficult during the war.
- C** It stresses the cruelty of the steward.
- D** It emphasizes the importance of the passing landscape.

- 6 What is Corporal Williams’s primary internal conflict?

- F** He doesn’t know how he will be able to get a meal.
- G** He doesn’t know how to respond to the elderly man’s kindness.
- H** He knows that once he gets off the train, he will have to go to war.
- J** He worries about traveling from the South to the North.

- 7 Which line best demonstrates how indignant the elderly man feels?

- A** *The sole occupant of the table was a tall, distinguished gray-haired man.*
- B** *“I am embarrassed, steward, both for you and for my guests.”*
- C** *The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table.*
- D** *“I will have the porter bring a table,” he said.*

- 8 In paragraph 21, the dome of the Capitol symbolizes —

- F** the possibility of equality for all people
- G** the distance the train has traveled
- H** the potential victory over Hitlerism
- J** the difficulty of being a soldier

**9** Which of these best conveys the reality of Jim Crow laws?

- A** *"I can eat without butter," said the corporal.*
- B** *They took turns sleeping for a few hours.*
- C** *"You boys can't sit here."*
- D** *For the first time his eyes met those of his host.*

**10** The reader can infer that the elderly man —

- F** identifies with the two corporals because his son is a soldier
- G** believes there should be two separate types of cars on the train
- H** performs an act of kindness because he feels superior to the two soldiers
- J** is on the train because he is going to visit his son

**11** The author uses sentence fragments at the beginning of paragraph 1 and at the end of paragraph 3 to —

- A** quicken the pace of the story for the reader
- B** highlight the brutality of war for everyone involved
- C** emphasize the ethnicity of the major characters
- D** show the reader that the two soldiers are very brave

Use “The Crystal Night” (pp. 7–10) to answer questions 12–22.

- 12** Which words from paragraph 8 best help the reader understand the meaning of the word *ransacked* in paragraph 13?
- F** *smashing furniture and dishes*  
**G** *beasts of prey*  
**H** *military decorations*  
**J** *my mother found the courage to say*
- 13** What caused Landau’s temple to burn?
- A** The building was old and made mostly of wood.  
**B** It was bombed during the war by the Russians and Americans.  
**C** Angry Germans set fire to it after a Polish Jew killed a German in Paris.  
**D** Fleeing German Jews burned the temple so the Germans could not occupy it.
- 14** Paragraphs 13 through 15 are mainly about —
- F** the family and other Jews fleeing their homes  
**G** the family boarding the train to flee to their relatives  
**H** the family’s decision to pack up their belongings  
**J** the kindness of the narrator’s mother toward her neighbors
- 15** Why was the family’s house not destroyed?
- A** The German soldiers did not have time to raid the house.  
**B** The narrator’s mother was able to put out the fire.  
**C** The U.S. government instructed the Germans not to harm it.  
**D** The narrator’s parents had served in the German military.
- 16** In paragraph 8, the author uses a simile to —
- F** describe how courageous her mother was  
**G** depict the power of the soldiers’ weapons  
**H** illustrate the brutality displayed by the German soldiers  
**J** show that her mother and father had served Germany
- 17** In paragraph 16, the two burning Sabbath candles symbolize —
- A** unity  
**B** fire  
**C** night  
**D** hope

**18** Which of these best describes the primary conflict faced by the narrator and her family?

- F** They had to replace the belongings damaged by the German soldiers.
- G** They could no longer practice their religion freely.
- H** They were forced to separate because of the impending war.
- J** They had to leave their home and country to survive.

**19** Paragraphs 2 and 3 are important to the selection because they —

- A** contrast the narrator's life before and after Hitler's rise to power
- B** provide a reason why the narrator's family had to leave Landau
- C** detail the narrator's nostalgia for her childhood
- D** explain that the narrator is Jewish

**20** In paragraph 8, the author's use of vivid verbs —

- F** shows how significant the war medals were to her mother
- G** expresses how afraid of the German soldiers she was
- H** portrays the abrupt and frenzied nature of the soldiers' invasion
- J** details the family's reaction to the soldiers' invasion

**21** How was the narrator's visit to Landau in 1961 important?

- A** She fully understood how fortunate she and her family had been to escape.
- B** She needed to revisit Landau to remember what had happened.
- C** It enabled her to finally let go of her past.
- D** It allowed her husband to understand what she had gone through.

**22** Which of these best expresses the narrator's realization of the danger her family faced?

- F** *During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well.*
- G** *After they left, my mother sent my brother and me to bed.*
- H** *We were fortunate to have distant relatives who ran a small hotel in Mannheim.*
- J** *Now my brother and I could read the sadness and fear in our parents' eyes.*

**Use “Breakfast in Virginia” and “The Crystal Night” (pp. 4–10)  
to answer questions 23–25.**

**23** What historical element do the selections have in common?

- A** Both show how Jim Crow laws were enforced.
- B** Both detail the persecution of Jews.
- C** Both occur while Hitler was in power.
- D** Both highlight the separation between the South and the North.

**24** What makes the persecuted characters in both selections feel better?

- F** Sleep
- G** Hospitality
- H** Travel
- J** Humor

**25** Both selections end on a note of —

- A** sadness
- B** elation
- C** fear
- D** gratitude

**Use the visual representation on page 11 to answer questions 26–28.**

**26** The *Delano Courier-Times* is —

- F** César Chávez’s union
- G** the newspaper publishing the photo
- H** Robert Kennedy’s political slogan
- J** the organization promoting a nonviolent resolution

**28** The use of the term “breaks bread” —

- F** highlights the struggle between politicians and union leaders
- G** emphasizes the symbolic nature of the act
- H** mirrors the violence of the strike
- J** foreshadows the future of the farmers

**27** The photographer chooses to capture both men looking away from the camera in order to —

- A** focus the viewer’s attention on the act of breaking bread
- B** show that the men have no interest in being photographed
- C** represent a moment in which both men are unaware of the camera
- D** indicate that the men’s physical characteristics do not matter

## DIRECTIONS

Answer the following questions in the space provided on the answer document.

- 29 What is the primary conflict in “Breakfast in Virginia”? Explain your answer and support it with evidence from the selection.
- 30 How would you describe the German soldiers in “The Crystal Night”? Support your answer with evidence from the selection.
- 31 How is kindness important in both “Breakfast in Virginia” and “The Crystal Night”? Support your answer with evidence from **both** selections.

## WRITTEN COMPOSITION

Write an essay about a time when you helped another person.

The information in the box below will help you remember what you should think about when you write your composition.

### REMEMBER—YOU SHOULD

- ☐ write about the assigned topic
- ☐ make your writing thoughtful and interesting
- ☐ make sure that each sentence you write contributes to your composition as a whole
- ☐ make sure that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- ☐ proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON  
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO  
PLAN YOUR COMPOSITION.

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MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON  
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

Revising and Editing Sample

**DIRECTIONS**  
Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

*Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.*

The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1 What is the most effective way to combine sentences 2 and 3?
- A It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.

B It started as a result of the efforts of a woman who was dedicated and named Clara Barton.

C It started as a result of the efforts of a dedicated woman named Clara Barton.

D It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2 What change, if any, should be made in sentence 4?
- F Change **was** to **is**

G Insert a comma after **Civil War**

H Change **lead** to **led**

J Make no change
- S-3 What change, if any, should be made in sentence 6?
- A Change **Government** to **government**

B Change **selected** to **select**

C Change **her** to **herself**

D Make no change



# REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.  
WHEN YOU FINISH THE READING AND WRITTEN  
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT  
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



## DIRECTIONS

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

*Candice wrote this paper about a new way to take a nap. She would like you to read her paper and look for the corrections and improvements she should make. When you finish reading, answer the questions that follow.*



### Nap Time

(1) Babies take them all the time. (2) Toddlers tend to resist them.

(3) Adults often wish for them. (4) What am I talking about? (5) I'm referring to the short rest periods, rest periods that are known as naps.

(6) Most people knowing that sleep is important to the human mind and body. (7) Research has shown that even a small amount of sleep can provide some benefits, such as a 20-minute nap. (8) These little snoozes, sometimes called power naps, can improve a person's ability to learn and produce creative thoughts. (9) Some researchers have suggested that brief naps might help office workers be more producing in the afternoon. (10) But how can a person who's working at a law office or a bank take a nap? (11) Where would he or she go?

(12) A company in New York City called MetroNaps has an idea. (13) This company provides tired workers a quiet place to take a power nap. (14) Located in the Empire State Building, MetroNaps offers “nap pods” to New York City’s busy workers. (15) For about \$14 a sleepy worker can climb into a special chair, slip on a set of headphones, and you start snoozing. (16) Twenty minutes later a soft light and a gentle shake of the chair wake the sleeper.

(17) Since MetroNaps opened in 2004, office workers, actors in shows on Broadway, and even some tourists have taken advantage of the opportunity for a midday rest. (18) After her first visit to MetroNaps, local resident Jilian Vallade said she felt energized for the second half of her workday. (19) “I would definitely do it again” she stated.

(20) Arshad Chowdhury and Christopher Lindholst, the owners of MetroNaps, is now opening a new location in Canada’s Vancouver International Airport. (21) They expect weary travelers will welcome a place to rest between flights. (22) MetroNaps is also interested in renting its nap pods to companies for employees to use. (23) In 15 years an afternoon nap might be a typical part of the American workday.

**32** Which sentence could most logically follow sentence 2 and add to the ideas in the first paragraph (sentences 1–5)?

- F** They just don't like to take them, so they resist.
- G** My nephew takes an afternoon nap at his nursery school.
- H** Teenagers don't have time for them.
- J** They enjoy exploring their world by walking and running.

**33** What is the most effective way to revise sentence 5?

- A** I'm referring to the short rest periods. Rest periods that are known as naps.
- B** I'm referring to the short rest periods and known as naps.
- C** I'm referring to the short rest periods, they are known as naps.
- D** I'm referring to the short rest periods known as naps.

**34** What change, if any, should be made in sentence 6?

- F** Change *knowing* to **know**
- G** Change *that* to **it**
- H** Change *important* to **important**
- J** Make no change

**35** What is the most effective way to revise sentence 7?

- A** Research has shown that even a small amount of sleep, such as a 20-minute nap, can provide some benefits.
- B** Research, such as a 20-minute nap, has shown that even a small amount of sleep can provide some benefits.
- C** Research has shown that even a small amount of sleep, which can provide some benefits, is a 20-minute nap.
- D** Research has shown that even a small amount of sleep. It can provide some benefits, such as a 20-minute nap.

**36** What change, if any, should be made in sentence 9?

- F** Change *have suggested* to **has suggested**
- G** Change *brief* to **breif**
- H** Change *producing* to **productive**
- J** Make no change

**37** What change, if any, should be made in sentence 13?

- A** Change *provides* to **provided**
- B** Change *quite* to **quiet**
- C** Change *a power nap* to **it**
- D** Make no change

**38** What is the most effective way to revise sentence 15?

- F** For about \$14 a sleepy worker can climb into a special chair and slip on a set of headphones, then you start snoozing.
- G** For about \$14 a sleepy worker can climb into a special chair and slipping on a set of headphones to start snoozing.
- H** For about \$14 a sleepy worker can climb into a special chair, and can slip on a set of headphones, and can start snoozing.
- J** For about \$14 a sleepy worker can climb into a special chair, slip on a set of headphones, and start snoozing.

**39** What change, if any, should be made in sentence 18?

- A** Change the comma to a semicolon
- B** Change *residant* to **resident**
- C** Change *her workday* to **their workday**
- D** Make no change

**40** What change, if any, should be made in sentence 19?

- F** Delete the quotation marks at the beginning of the sentence
- G** Change *definitely* to **definetely**
- H** Insert a comma after *again*
- J** Make no change

**41** What change should be made in sentence 20?

- A** Delete the first comma
- B** Change *is now opening* to **are now opening**
- C** Change *Canada's* to **Canadas'**
- D** Change *International Airport* to **international airport**

*Carmen combined her imagination with what she knew about the past to write this fictional narrative. As you read Carmen's paper, look for the corrections and improvements she should make. When you finish reading, answer the questions that follow.*

## The Days of Cool

(1) The family feast was finally over. (2) My parents stayed in my great-aunt Sharon's living room to visit with relatives. (3) I went to the den, where I found a 1958 high school yearbook and started skimming through it. (4) I had heard that the 1950s was a decade of cool cars, cool hamburger joints, and cool rock-and-roll music. (5) Aunt Sharon, by her own report, had been cool then, too.

(6) I starred at the yearbook picture of my great-aunt. (7) The girl with the ponytail looked back at me. (8) Surprisingly, she waved to me, inviting me into her world.

(9) Nobody in the school cafeteria seemed to notice me, but I definitely noticed everyone else, especially Aunt Sharon and her girlfriends. (10) They all looked strangely alike in their plaid skirts, cuffed socks, and saddle shoes. (11) Their ponytails swung from side to side. (12) They talked about sock hops and drive-ins. (13) Guys with short hair and identical school sweaters winked at these girls. (14) In another part of the cafeteria, I noticed some boys who didn't look like the others. (15) I suddenly realized that cliques hadn't started with my generation; they had been around in the 1950s, too!

(16) After school a boy drove Sharon home named Steve. (17) Steve's convertible was really cool! (18) I rode in the backseat with one of Sharon's friends, but no one paid no attention to me. (19) I must have been invisible to the other teenagers in the car.

(20) After Steve pulled the car into the driveway, I followed Sharon into her house. (21) In the middle of the living room sat a huge piece of furniture that Sharon referred to as the "new" television. (22) The profile of a native american in a full headdress filled the tiny screen set in a big wooden cabinet. (23) A soft hum accompanied the black-and-white image. (24) "Why is there always a test pattern in the afternoon," Sharon complained loudly. (25) "I sure wish the three networks would start their broadcasts before seven o'clock." (26) Could it be true that there were only three stations? (27) Were there really no TV programs in the daytime? (28) Were all the shows really in black and white? (29) This was definitely *not* cool!

(30) Sharon picked up the handset of the big black telephone, but she quickly hung up. (31) Sharon's family shared a party line with another household, and someone else was already talking on the phone. (32) Sharon would have to wait until the line was free to make her call. (33) She turned on the radio next. (34) I expected to hear Elvis Presley or the Everly Brothers.

(35) I heard a man telling a mystery story in a low voice. (36) As spooky music played in the background, my head begins to swirl with visions of ponytails, convertibles, and TV screens. (37) I happily rode the wave of images back to the twenty-first century. (38) The world of the 1950s had been a cool place to visit, but I definitely didn't want to stay there!

42 What change, if any, should be made in sentence 6?

- F Change *I* to **We**
- G Change *starred* to **stared**
- H Insert a comma after *picture*
- J Make no change

43 What is the most effective way to combine sentences 11 and 12?

- A Their ponytails swung from side to side, talking about sock hops and drive-ins.
- B Since their ponytails swung from side to side, they talked about sock hops and drive-ins.
- C Their ponytails swung from side to side, they talked about sock hops and drive-ins.
- D Their ponytails swung from side to side as they talked about sock hops and drive-ins.

44 Which sentence could best follow and support sentence 14?

- F They didn't look like everyone else did.
- G Students in the 1950s had fewer lunch choices.
- H Aunt Sharon had been a cheerleader in high school.
- J They wore leather jackets and had much longer hair.

45 What is the most effective way to revise sentence 16?

- A After school a boy drove Sharon home, his name was Steve.
- B After school a boy named Steve, he drove Sharon home.
- C After school a boy who drove Sharon home named Steve.
- D After school a boy named Steve drove Sharon home.

46 What change, if any, should be made in sentence 18?

- F Change *paid* to **payed**
- G Change *no attention* to **any attention**
- H Change *me* to **them**
- J Make no change

47 What change, if any, should be made in sentence 22?

- A Change *profile* to **profilfe**
- B Change *native american* to **Native American**
- C Change *filled* to **filling**
- D Make no change

48 What change, if any, should be made in sentence 23?

- F Change ***soft*** to ***softer***
- G Insert ***it*** after ***hum***
- H Change ***accompanied*** to ***accompanied***
- J Make no change

50 Which transition word or phrase should be added to the beginning of sentence 35?

- F For example
- G Instead
- H Likewise
- J Moreover

49 What change, if any, should be made in sentence 24?

- A Change the comma to a question mark
- B Change ***complained*** to ***complanned***
- C Insert quotation marks after the period
- D Make no change

51 What change should be made in sentence 36?

- A Insert a comma after ***played***
- B Change the comma after ***background*** to a semicolon
- C Change ***begins*** to ***began***
- D Change ***with*** to ***there were***

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS  
ON THE ANSWER DOCUMENT.









# Texas Assessment of Knowledge and Skills - Answer Key

**Grade: Exit Level**  
**Subject: ELA**  
**Administration: March 2009**

The letter F indicates that the student expectation listed is from the English III TEKS.

Item Number	Correct Answer	Objective Measured	Student Expectations
01	B	01	F.7 (F)
02	F	01	F.6 (B)
03	C	01	F.7 (F)
04	G	01	F.6 (E)
05	A	02	F.11 (B)
06	G	02	F.11 (C)
07	B	02	F.10 (B)
08	F	02	F.11 (F)
09	C	03	F.10 (B)
10	F	03	F.7 (G)
11	C	03	F.12 (A)
12	F	01	F.6 (B)
13	C	01	F.7 (F)
14	F	01	F.7 (F)
15	D	01	F.7 (F)
16	H	02	F.11 (D)
17	D	02	F.11 (F)
18	J	02	F.11 (C)
19	A	03	F.7 (E)
20	H	03	F.12 (A)
21	A	03	F.7 (G)
22	J	03	F.10 (B)
23	C	02	F.11 (E)
24	G	03	F.7 (G)
25	D	03	F.12 (A)
26	G	03	F.19 (B)
27	A	03	F.19 (B)
28	G	03	F.19 (B)
29	*	02	F.10 (B)
30	*	03	F.10 (B)
31	*	03	F.10 (B)
32	H	06	F.2 (C)
33	D	06	F.2 (C)
34	F	06	F.2 (C)
35	A	06	F.3 (B)
36	H	06	F.3 (B)
37	B	06	F.3 (B)
38	J	06	F.3 (B)
39	B	06	F.3 (A)
40	H	06	F.3 (A)
41	B	06	F.3 (B)
42	G	06	F.3 (B)
43	D	06	F.2 (C)
44	J	06	F.2 (C)
45	D	06	F.3 (B)
46	G	06	F.3 (B)
47	B	06	F.3 (A)
48	H	06	F.3 (A)
49	A	06	F.3 (A)
50	G	06	F.2 (C)
51	C	06	F.3 (B)
Writing Task	*	04 & 05	F.1 (B)

\*A scoring guide is used to determine the scores for the written composition and short-answer items.

## Exit Level English Language Arts

For a more complete description of the objectives measured, please refer to the Revised TAKS Information Booklet for Exit Level English Language Arts at <http://www.tea.state.tx.us/student.assessment/taks/booklets/index.html>.

### **Objective 1: The student will demonstrate a basic understanding of culturally diverse written texts.**

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
  - (B) rely on context to determine meanings of words and phrases such as figurative language, connotation and denotation of words, analogies, [idioms,] and technical vocabulary;
  - (C) apply meanings of prefixes, roots, and suffixes in order to comprehend; and
  - (E) use reference material such as glossary, dictionary, [thesaurus, and available technology] to determine precise meanings and usage.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
  - (F) produce summaries of texts by identifying main ideas and their supporting details.
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes and in varied sources, including American literature. The student is expected to
  - (B) read in varied sources such as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, [electronic texts, and other media]; and
  - (C) read American and other world literature, including classic and contemporary works.

### **Objective 2: The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.**

- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
  - (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (11) **Reading/literary concepts.** The student analyzes literary elements for their contributions to meaning in literary texts. The student is expected to
  - (A) compare and contrast varying aspects of texts such as themes, conflicts, and allusions both within and across texts;
  - (B) analyze relevance of setting and time frame to text's meaning;
  - (C) describe and analyze the development of plot and identify conflicts and how they are addressed and resolved;

## Exit Level English Language Arts (continued)

- (D) analyze [the melodies of] literary language, including its use of evocative words and rhythms;
- (E) connect literature to historical contexts, current events, [and his/her own experiences]; and
- (F) understand literary forms and terms such as author, drama, biography, myth, tall tale, dialogue, tragedy and comedy, [structure in poetry, epic, ballad,] protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read.

### **Objective 3: The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.**

- (6) **Reading/word identification/vocabulary development.** The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to
  - (F) discriminate between connotative and denotative meanings and interpret the connotative power of words; and
  - (G) read and understand analogies.
- (7) **Reading/comprehension.** The student comprehends selections using a variety of strategies. The student is expected to
  - (E) analyze text structures such as compare/contrast, cause/effect, and chronological ordering for how they influence understanding; and
  - (G) draw inferences such as conclusions, generalizations, and predictions and support them with text evidence [and experience].
- (8) **Reading/variety of texts.** The student reads extensively and intensively for different purposes in varied sources, including world literature. The student is expected to
  - (D) interpret the possible influences of the historical context on a literary work.
- (10) **Reading/literary response.** The student expresses and supports responses to various types of texts. The student is expected to
  - (B) use elements of text to defend, clarify, and negotiate responses and interpretations.
- (12) **Reading/analysis/evaluation.** The student reads critically to evaluate texts and the authority of sources. The student is expected to
  - (A) analyze the characteristics of clearly written texts, including the patterns of organization, syntax, and word choice;
  - (B) evaluate the credibility of information sources, including how the writer's motivation may affect that credibility; and
  - (C) recognize logical, deceptive, and/or faulty modes of persuasion in texts.
- (19) **Viewing/representing/interpretation.** The student understands and interprets visual representations. The student is expected to
  - (B) analyze relationships, ideas, [and cultures] as represented in various media; and

## Exit Level English Language Arts (continued)

- (C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements.
- (20) **Viewing/representing/analysis.** The student analyzes and critiques the significance of visual representations. The student is expected to
  - (B) deconstruct media to get the main idea of the message's content; and
  - (C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols.

### **Objective 4: The student will, within a given context, produce an effective composition for a specific purpose.**

- (1) **Writing/purposes.** The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes. The student is expected to
  - (B) write in a voice and style appropriate to audience and purpose; and
  - (C) organize ideas in writing to ensure coherence, logical progression, and support for ideas.
- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
  - (B) develop drafts [both alone and collaboratively] by organizing and reorganizing content and by refining style to suit occasion, audience, and purpose; and
  - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
  - (A) evaluate writing for both mechanics and content.

### **Objective 5: The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

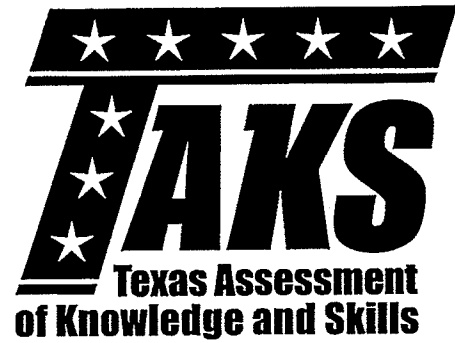
- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
  - (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to
  - (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];

### Exit Level English Language Arts (continued)

- (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism; and
  - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
- (A) evaluate writing for both mechanics and content.

**Objective 6: The student will demonstrate the ability to revise and proofread to improve the clarity and effectiveness of a piece of writing.**

- (2) **Writing/writing processes.** The student uses recursive writing processes when appropriate. The student is expected to
- (C) proofread writing for appropriateness of organization, content, style, and conventions.
- (3) **Writing/grammar/usage/conventions/spelling.** The student relies increasingly on the conventions and mechanics of written English, including the rules of usage and grammar, to write clearly and effectively. The student is expected to
- (A) produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization [such as italics and ellipses];
  - (B) demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, verb forms, and parallelism;
  - (C) compose increasingly more involved sentences that contain gerunds, participles, and infinitives in their various functions; and
  - (D) produce error-free writing in the final draft.
- (5) **Writing/evaluation.** The student evaluates his/her own writing and the writings of others. The student is expected to
- (A) evaluate writing for both mechanics and content.



# Exit Level Scoring Guide for Reading and Written Composition

*Spring 2009*

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## INTRODUCTION

The reading and written composition sections of the TAKS English language arts test are based on three thematically linked reading pieces, called a “triplet”—a literary selection, an expository selection, and a visual representation. The test includes two performance tasks: three short answer reading items and a written composition. The literary and expository selections are published pieces, and the visual representation is a created piece, although it may include some published elements, such as photographs. Using published selections on TAKS makes the assessment more authentic and, therefore, a more valid and reliable measure of student learning in reading at the high school level.

### Short Answer Items

The three short answer items on each test assess two skills. First, students must be able to generate clear, reasonable, thoughtful ideas or analyses about some aspect of the published literary and expository selections. Second, students must be able to support these ideas or analyses with relevant, strongly connected textual evidence.

On each test one short answer item is based on the literary selection only (Objective 2), one is based on the expository selection only (Objective 3), and one is based on students’ ability to connect the literary and expository selections (also Objective 3). Short answer items are not used to measure Objective 1, since this objective focuses on basic understanding.

#### **Objective 2**

**The student will demonstrate an understanding of the effects of literary elements and techniques in culturally diverse written texts.**

To appreciate the literature they read in high school, students must develop an understanding of the literary elements that are at the heart of all stories. This understanding must go beyond mere identification to encompass the ways in which the parts of a story, singly and in combination, contribute to its overall meaning. Students must also understand the ways in which an author uses literary techniques and language to craft a story. In short answer items assessing Objective 2, students must write a short response analyzing how literary elements, literary techniques, or figurative language function in a story.

#### **Objective 3**

**The student will demonstrate the ability to analyze and critically evaluate culturally diverse written texts and visual representations.**

To read well at the high school level, students must go beyond their initial understanding or impressions of a selection. Students must be able to develop their own interpretations, make thoughtful judgments about what they read, examine how a selection relates to their own lives, and find meaningful connections across parts of a single selection or between two selections. Students must also be aware of the way an author crafts a selection. An author’s purpose for writing, organizational decisions, point of view or attitude toward the subject, and unique use of language all affect the way a reader reads and understands a selection. In short answer items assessing Objective 3, students must write a short response analyzing or evaluating some aspect of the expository selection or some aspect of text common to or based upon both selections.

TAKS short answer items are holistically scored on a scale of 0 (insufficient) to 3 (exemplary). For each score point, this scoring guide presents the rubric as well as four student responses with explanatory annotations. Using this scoring guide will help you to better understand not only your students’ reading development but also the strengths and weaknesses of your school’s reading program.

## Written Composition

Writing is a life skill. As students move from grade to grade, writing skills are critical for academic progress. Students who have difficulty putting their thoughts into writing struggle to succeed in social studies, science, and many areas other than English language arts. Because good writing requires good thinking, the act of writing helps students learn to clarify their thoughts and focus their ideas.

The writing prompt is thematically linked to the three reading selections. In this way, students have a built-in context that they may draw from as they plan their compositions. Note, however, that while students may include an analysis or reference to one or more reading selections, this is not a requirement. Students may respond to the prompt in any way they choose.

The composition section of the TAKS English language arts test assesses the knowledge and skills grouped under Objectives 4 and 5. Objective 4 focuses on the quality of the composition's content, while Objective 5 focuses on how clearly and effectively the student communicates his or her ideas. These objectives are inextricably linked because good writing must be both substantial and mechanically sound.

### **Objective 4**

**The student will, within a given context, produce an effective composition for a specific purpose.**

The ability to communicate thoughts and ideas through writing helps students become successful, not only in school but throughout their lives. In order to communicate effectively, students must organize and develop ideas in a logical, coherent, and interesting manner that is easy for the reader to follow and understand. Objective 4 tests each student's ability to produce an organized and well-developed composition in response to a prompt. The prompt is worded so that students have broad latitude in crafting an individual response. Students can use any organizational strategy that allows them to write an effective piece—they can write a story, a description, a philosophical piece, an expository piece, a response to reading—or they can combine approaches. However students choose to respond, it is important that the composition they write is uniquely theirs—that it is authentic and represents their best thinking and writing.

### **Objective 5**

**The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.**

To write well, students must be able to apply the conventions of the English language. First, when students write a composition, they are able to follow the rules of correct capitalization, punctuation, spelling, grammar, usage, and sentence structure. Second, they are able to write effective sentences and use words and phrases that enhance the reader's understanding of their ideas. Although students are not expected to produce absolutely error-free writing on the test, they are expected to write as clearly and correctly as possible. The stronger the writing conventions are, the more likely it is that students will be able to produce an effective composition.

TAKS compositions are holistically scored on a scale of 1 (ineffective) to 4 (highly effective). For each score point, this scoring guide presents the rubric as well as four student compositions with explanatory annotations. Using this scoring guide will help you to better understand your students' writing development and the strengths and weaknesses of your school's writing program.

# Breakfast in Virginia

by Langston Hughes

*"Breakfast in Virginia," written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.*

1 Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.

My notes about what I am  
reading

2 The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.

3 No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.

4 As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, "Won't you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down."

- 5 "Thank you, sir," said Corporal Ellis, "this is kind of you. I am Corporal Ellis. This is Corporal Williams."
- 6 The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.
- 7 "How long have you been in the service, Corporal?" the white man was saying as the steward approached.
- 8 Corporal Ellis could not answer this question because the steward cut in brusquely, "You boys can't sit here."
- 9 "These men are my guests for breakfast, steward," said the white man.
- 10 "I am sorry, sir," said the white steward, "but Negroes cannot be served now. If there's time, we may have a fourth sitting before luncheon for them, if they want to come back."
- 11 "But these men are soldiers," said the white man.
- 12 "I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia."
- 13 The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, "I am embarrassed, steward, both for you and for my guests." To the soldiers he said, "If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back."
- 14 The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.
- 15 "Come in," he said. He waited for the soldiers to enter.
- 16 It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.

17 "I will have the porter bring a table," he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism.<sup>1</sup> Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.

18 All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, "This here time, sir, is the first time I ever been invited to eat with a white man. I'm from Georgia."

19 "I hope it won't be the last time," the white man replied. "Breaking bread together is the oldest symbol of human friendship." He passed the silver tray. "Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we're on rations."

20 "I can eat without butter," said the corporal.

21 For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.

22 "I thank you for this breakfast," said Corporal Williams.

"Breakfast in Virginia" from SHORT STORIES by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

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<sup>1</sup> Hitlerism—Nazism or National Socialism—was a political belief promoting an exclusive German race and a strong and centrally governed state. The term is most often used in connection with Adolf Hitler's dictatorship of Nazi Germany from 1933 to 1945.

# The Crystal Night

by Lore Metzger

1 When Adolf Hitler became chancellor of Germany in January 1933, I had just celebrated my twelfth birthday. I was a student in the all-girl high school of Landau, Rhineland-Palatinate. My thoughts and hobbies were typical of any budding teenager's, and my biggest worries were to get perfect grades and to be noticed just for a moment by one of the students of the all-male high school.

2 My childhood was an abundance of happy occasions: birthday parties, the annual children's masquerade at the city theater, long walks through Landau's beautiful parks, visits to the zoo, skating and sledding in winter, swimming, biking, and hiking in summer. I loved to climb high in the mountains, each crowned by romantic ruins, castles of kings and emperors of long ago. Life was joyous, carefree, safe.

3 Shortly after Hitler's rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: "Jews forbidden." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now "non-Aryans," were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

4 For the longest time my parents refused to think about emigration, but in 1938 they finally made the decision to go to America. The German government no longer allowed Jews to take money out of the country, but we could take what we wanted of our household possessions as long as we paid a special tax. By November all the plans for the big move had been made. We were to set sail for America on the S.S. *Washington* on November 28.

5 During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well. Through the terrible years of the Nazi regime, our home, with its beautifully furnished rooms and magnificent garden, had always been a center of peace and comfort. Now my brother and I could read the sadness and fear in our parents' eyes. They had both been born in Landau, as had my grandparents. They had both served in the military during World War I, and they were deeply involved in the social, cultural, and economic life of Landau. My father didn't know how he would support his family in a strange land, with no knowledge of English and few resources. My mother couldn't sleep for worrying about her aged father, who would have to be left behind because the American consulate wouldn't issue a visa to anyone over seventy. We were all so preoccupied with the emotions of leaving our home and the preparations for the move that we hardly noticed the news item

■ see Crystal Night, page 2

that was to carry such enormous consequences. In Paris, an enraged Polish Jew shot and killed an employee of the German embassy when he learned that his parents had been deported from Germany back to Poland.

6 At seven o'clock on the morning of November 10, one of our maids came into my bedroom and awakened me with soft, halting words: "Honey, if you want to see the temple again get up now, because it's on fire." Shaking all over, I dressed and ran outside, without stopping for a coat. As soon as I left the house, I could detect a burning odor in the foggy air. I stopped in front of the hotel about a block from the temple and stood there paralyzed by shock and disbelief. Flames were shooting out of the stained-glass rose window, and a second later more flames engulfed the beautiful five-domed sanctuary. How long I remained there I cannot remember.

7 In tears, I ran back home. My parents were sitting down to breakfast, and I was just about to tell them of the dreadful thing I had witnessed when I heard loud male voices in the hall. In my confusion, I had left the front door open. Suddenly six or eight men pushed their way in, and without so much as a word, one of them yanked the tablecloth off the table, sending the breakfast dishes crashing to the floor. Another grabbed my father by the arm and barked, "You are under arrest!" When my father asked why, he was told, "Today we get all the Jews." We watched, stunned, as they led him away.

8 Moments later a dozen storm troopers burst into the room brandishing axes,

crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames—my mother's own paintings. As they were about to destroy a recently completed picture, my mother found the courage to say, "What do you want from us? We have served Germany faithfully both in peace and in war," and with that she pointed to the china cabinet, where the military decorations bestowed upon her and my father lay on a black velvet pillow, along with my grandfather's medals from the Franco-Prussian War. When the men saw these, one of them immediately gave the command to stop, but it was too late.

9 No sooner had they gone than one of our faithful servants arrived and broke down at the sight of the devastation. Struggling to compose herself, she told us she had heard that during the coming night all Jewish houses were to be set afire and all Jewish boys killed. She wanted to take my brother and hide him in the forest, but my mother declined her courageous offer and tearfully sent her away, not wanting to endanger her life as well.

10 Darkness fell early that November afternoon. My mother dressed us in extra-warm clothes, and we left our home and went through the desolate park in the direction of the Jewish cemetery. There we

■ see Crystal Night, page 3

spent the night, wandering around in a daze or sitting on the tombstones of my grandparents' graves.

11 At daybreak we returned to the park, where we had a perfect view of our home through the leafless trees. It had not been burned. We saw a large car pull up in front of the house. Two SS men got out and went inside. I was terrified and wanted to run back to the safety of the cemetery, but my mother thought they might have news of my father, so we hurried across the park. As we entered the house, the two men were voicing their disgust at the destruction all around them. Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. They assured my mother that they themselves would see to it that the government paid for repairs. "We would not want you to go to America and talk about us Germans as barbarians," they told her.

12 After they left, my mother sent my brother and me to bed. I dreamed of the telephone, which rang and rang and rang, until I finally realized that this was no dream. The phone—miraculously undamaged—was indeed ringing. I stumbled to the den through the debris and picked it up. A harsh male voice said, "Pack your bags and be at the railroad station by noon. Be sure to take all your money and jewelry with you." My mother, who had been out when the call came, returned to this dreadful news and began packing. Shortly before noon on November 11, the three of us left our home for the last time.

Lugging our heavy suitcases, we walked past the temple, which was still burning, and past the ransacked homes of our friends. Worst of all, we walked past the people of Landau, our former neighbors, who stared at us with wordless hostility. Some of them forced us off the sidewalk into the busy street.

A cold drizzle was falling as we reached the plaza in front of the station. There about two hundred women and children were huddled together, trembling and scared, knowing nothing of the fate of their husbands and fathers, or of their own. True to her greatness, my mother made it her business to go around and speak to everyone encouragingly, especially the children.

One by one, the women and children were taken to a small room in the station, ordered to disrobe, and examined by members of the Nazi women's group, who wanted to be sure that no money or jewelry was hidden on their bodies. All the valuables we brought with us had already been confiscated, except wedding bands. A little after eight o'clock, we boarded a train that took us to Mannheim, on the other side of the Rhine River. That day the Palatinate was to be made *judenfrei*—free of Jews.

We were fortunate to have distant relatives who ran a small hotel in Mannheim. These good people sent a taxi and umbrellas and money to the station. By a miracle, their place had not been touched the day before, and I could hardly

■ see Crystal Night, page 4

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believe my eyes when we stepped into the warmly lit foyer. It was difficult to comprehend that such things as unbroken furniture still existed. The dining room table was set, awaiting us, and on it was the most beautiful sight of all: two burning Sabbath candles. It was Friday night, and the Sabbath had begun. After the events of the past two days, the radiance of their flickering light gave me an indescribable feeling of peace. Suddenly I discovered a new pride in being a Jew, and in my heart I knew that God would never forsake us.

The next day my father was released from the Dachau concentration camp. He traced us to Mannheim with the help of

our former chauffeur, and we were reunited at last. The two SS men kept their word, and my mother was allowed to return to Landau to pack our repaired furniture.

Twenty-three years later, in 1961, my husband and I went back to Landau. For the first time in my life I saw bombed-out houses, whole blocks leveled by air strikes, and I was grateful—yes, grateful—for I realized that the events that drove us from home, the horrors of the Hitler years, of that Crystal Night, had spared my family the horrors of war.

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## Breaking the Fast



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March 10, 1968—Delano, CA—Senator Robert Kennedy (left) breaks bread with Union Leader César Chávez as Chávez ends a 23-day fast in support of nonviolence in the strike against grape growers. The strike began in 1965 when Chávez rallied his union workers to boycott grape producers in support of better working conditions. Before Chávez's fast, farmworkers were often harassed, threatened, and beaten. The bread is the first solid food for Chávez since he began his fast. The bread breaking took place after a mass of thanksgiving officially ending the hunger strike.

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# **SHORT ANSWER ITEMS**

Rubrics and Sample Responses

## **Objective 2 – Literary Selection**

What is the primary conflict in “Breakfast in Virginia”? Explain your answer and support it with evidence from the selection.

## **READING RUBRIC—LITERARY SELECTION**

### **OBJECTIVE 2**

#### **SCORE POINT 0 — INSUFFICIENT**

In **insufficient** responses, the student

- ☐ may offer an incorrect theme, character trait, conflict, or change
- ☐ may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze a literary technique or figurative expression
- ☐ may offer an analysis that is too general or vague to determine whether it is reasonable
- ☐ may present only a plot summary
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 0 Guide Responses for Objective 2 – Literary Selection

TAKS Exit Level  
Spring 2009

RG – 1

The conflict in *Breakfast in Virginia*  
is that respect is hard to get and earn  
after many trials they finally got it

### Score Point 0 – Insufficient

The student offers an idea that is too vague to determine whether it is reasonable.

RG – 2

Two colored people traveling to the North, and they run into  
a white, old man. The two men have dinner at a diner  
with him. They end up sharing war time because they  
are soldiers and the white man's is a soldier too.

### Score Point 0 – Insufficient

In this response the student offers only a plot summary. Therefore, this is an insufficient response.

The primary conflict in the story is the corporals can't join the war effort because they are black and the war people are racist.

**Score Point 0 – Insufficient**

The student offers an idea that is not based on the selection.

The primary conflict on, "Breakfast in Virginia," is when the two colored corporals meet the white man that invites the to have breakfast with him, with no disrespect or rudeness at all, "...the white man looked up and said, "Wont you sit here and be my guests this morning?"

**Score Point 0 – Insufficient**

The student offers the idea that the primary conflict occurs when the white man invites the corporals to have breakfast with him. However, this is not a conflict. Although textual evidence is offered, this evidence cannot be considered relevant because it cannot support a conflict.

## **READING RUBRIC—LITERARY SELECTION**

### **OBJECTIVE 2**

#### **SCORE POINT 1 — PARTIALLY SUFFICIENT**

In **partially sufficient** responses, the student

- ☐ may offer a reasonable theme, character trait, conflict, or change but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis of a literary technique or figurative expression but provide only general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea or analysis and may provide textual evidence, but this evidence is only weakly connected to the idea or analysis
- ☐ may offer accurate/relevant textual evidence without providing an idea or analysis

In addition, partially sufficient responses may be somewhat unclear or vague.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 1 Guide Responses for Objective 2 – Literary Selection

TAKS Exit Level  
Spring 2009

RG – 5

The primary conflict was that the two Corporals couldn't eat at the diner because they were colored. In the story it says that the man kicked them out because it wasn't their time to eat, so the white man took them somewhere else.

### Score Point 1 – Partially Sufficient

The student offers a reasonable idea (the two corporals couldn't eat at the diner because they were colored). The student attempts to provide support (the man kicked them out because it wasn't their time to eat), but this is only a general textual reference and is not specific enough to be considered textual evidence.

RG – 6

In "Breakfast in Virginia" the main conflict faced by the characters is the rules of segregation set in place by society during that time. The steward's lack of respect for the two corporals shows how the majority of society felt during that time. Segregation and racism were very big issues during the time and in the story.

### Score Point 1 – Partially Sufficient

The student presents the reasonable idea that the main conflict faced by the characters is segregation. Additional analysis (The steward's lack of respect for the two corporals shows how the majority of society felt) clarifies the idea, but no textual evidence is provided to support the idea.

RG - 7

The primary conflict in "Breakfast in Virginia" is the overall difficulty of, not just African Americans, but all minorities to achieve racial equality. The two Corporals' hardships of having to be racially segregated in a different train car symbolizes the struggles of men and women around the world being segregated. The Jews' conditions under the harsh "Hitlerism" go hand in hand with the corporals conditions of segregation.

**Score Point 1 – Partially Sufficient**

The student presents the reasonable idea that the primary conflict is the difficulty experienced by African Americans in achieving racial equality. However, no relevant textual evidence is provided to support the idea. In addition, the unsupported ideas about world-wide segregation and Hitlerism are somewhat vague.

RG - 8

The primary conflict in "Breakfast in Virginia" is where the black soldiers were not able to eat in the diner with the elderly white man. "These men are my guest for breakfast, steward," the elderly man told the steward, but it didn't matter. The elderly man even mentioned that they were American soldiers. It wasn't a factor though, being black and fighting for your country didn't even give you sitting privileges in a diner.

**Score Point 1 – Partially Sufficient**

The student presents a reasonable idea (the black soldiers were not able to eat in the diner with the elderly white man). While textual evidence is provided ("These men are my guests for breakfast, steward"), it does not directly support the black soldiers' inability to eat with the white man. Therefore, the textual evidence is only weakly connected to the idea, making this response partially sufficient.

## **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

TAKS Exit Level  
Spring 2009

RG – 9

The main conflict in "Breakfast in Virginia" is the segregation of African Americans from white people. "I am sorry sir," said the white steward, "but Negroes cannot be served now." This shows the persecution they faced.

### Score Point 2 – Sufficient

The student offers a reasonable idea (The main conflict...is the segregation of African Americans from white people). Relevant textual evidence in the form of a direct quotation is provided to support the idea, making this a sufficient response.

RG – 10

The primary conflict faced in "Breakfast in Virginia" is the segregation imposed on the soldiers. "I cannot serve them in the state of Virginia." The white man wanted to have breakfast with the colored soldiers but the waiter refused service to them.

### Score Point 2 – Sufficient

The student presents a reasonable idea (The primary conflict faced...is the segregation imposed on the soldiers). Additional analysis (the waiter refused service to them) clarifies the idea, and relevant textual evidence is provided to support the idea.

The primary conflict of "Breakfast in Virginia" is the effect of racism. When the waitress says "You boys can't sit here," it demonstrates how segregation affected both blacks and whites, because the white man said "im, embarrassed, steward, both for you and for my guests."

**Score Point 2 – Sufficient**

The student offers a reasonable idea (The primary conflict...is the effect of racism). Additional analysis (segregation affected both blacks and whites) clarifies the idea. The analysis is supported by direct quotations that illustrate the effects of segregation on both the black soldiers and the white man.

The primary conflict in "Breakfast in Virginia" is that the two men faced discrimination because blacks were treated unequally on the train. The two black soldiers sat in a separate coach than the whites where "no vendors came into the Jim Crow Car." The steward says, "Negroes cannot be served now." This shows that blacks were treated unequally on the train.

**Score Point 2 – Sufficient**

The student presents a reasonable idea (The primary conflict... is that the two men faced discrimination because blacks were treated unequally on the train). Relevant textual evidence is provided to support the idea of unequal and discriminatory treatment.

## **READING RUBRIC—LITERARY SELECTION**

### **OBJECTIVE 2**

#### **SCORE POINT 3 — EXEMPLARY**

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses must demonstrate the student's depth of understanding and ability to effectively connect textual evidence to the idea or analysis.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 3 Guide Responses for Objective 2 – Literary Selection

TAKS Exit Level  
Spring 2009

RG – 13

The primary conflict is racial prejudice towards the two corporals. The soldiers were forced to ride in the Jim Crow car due to their race and were refused service in the white dining car by the steward, "You boys can't sit here." This lack of compassion ("Negroes cannot be served now") was witnessed by an elderly man who was totally embarrassed for the steward and his guests by the whole ordeal. Going against what is expected, the white man invites the corporals to dine in his car, showing his acceptance and respect by saying "Breaking bread together is the oldest symbol of human friendship."

### Score Point 3 – Exemplary

The student offers a reasonable idea (racial prejudice towards the two corporals) that is enhanced by insightful analysis (lack of compassion; Going against what is expected). Using specific synopsis, direct quotations, and paraphrased text, the student strongly connects textual evidence to the idea, making this an exemplary response.

RG – 14

THE PRIMARY CONFLICT IS THESE MEN ARE IN THE MILITARY, WILLING TO FIGHT AND DIE FOR THEIR COUNTRY, BUT THEY ARE TREATED LIKE ANIMALS. THE STORY SAID THEY HAD TO TAKE TURNS SLEEPING, THAT "NO VENDORS CAME INTO THE JIM CROW COACH WITH FOOD," AND WHEN THEY TRIED TO GO TO THE DINING CAR TO GET BREAKFAST, "THE STEWARD CUT IN BRUSQUEN, 'YOU BOYS CAN'T SIT HERE.'" AFTER A WHITE MAN ASKED THEM TO SIT WITH HIM, THE WHITE MAN INSISTED "BUT THESE MEN ARE SOLDIERS," BUT ALL THE STEWARD COULD OFFER WAS, "I CANNOT SERVE THEM IN THE STATE OF VIRGINIA." THE BLACKS DON'T HAVE THE SAME RIGHTS AS WHITES DURING THIS TIME. THEREFORE, THE BLACK MEN ARE TREATED SUBHUMANELY.

### Score Point 3 – Exemplary

The student presents the thoughtful idea that men in the military who are willing to fight and die for their country are treated like animals. A combination of paraphrased text and direct quotations is used to effectively connect textual evidence to the idea and demonstrates the student's depth of understanding.

the primary conflict is not just racism, but lawful racism. The two corporals were separated by their skin color. "Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington." They were hungry and since "no vendors came into the Jim Crow coach with food" they attempted to eat in the diner. Here though invited to eat by a white man, they are refused service by the steward who says "I cannot serve them in the state of Virginia." It is not just that the steward is racist, it is the law. Even the old white man says "I am embarrassed steward for both you and my guests."

**Score Point 3 – Exemplary**

The student presents the insightful idea that the primary conflict is not just racism but lawful racism. A combination of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.

Racial segregation is the most prominent conflict in Hughes' story. He depicts the mistreatment of 2 black soldiers, most specifically when, after no food is available in the Jim Crow car, a steward tells the soldiers that, due to their race, they cannot be served in the dining car. However, Hughes offers another character, a hospitable white man who is proud of all men in the military and is kind to the soldiers, inviting them to dine in his private car. Hughes seems to suggest that a lack of compassion, as demonstrated by the steward, perpetuates segregation while kindness, as shown by the hospitable man, can eliminate such separation.

**Score Point 3 – Exemplary**

The student presents the reasonable idea that racial segregation is the most prominent conflict in the selection. Additional analysis (He depicts the mistreatment of two black soldiers) clarifies the idea. Relevant textual evidence in the form of specific synopsis strongly supports the idea and insightful analysis (a lack of compassion...perpetuates segregation while kindness...can eliminate such separation) demonstrates the student's depth of understanding.

## **Objective 3 – Expository Selection**

How would you describe the German soldiers in “The Crystal Night”? 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 Exit Level  
Spring 2009

RG – 17

Im not sure they're not really bad men, maybe.  
They just do things that they shouldn't do  
So it makes them look bad.

### Score Point 0 – Insufficient

The student presents an idea that is too vague to determine whether it is reasonable.

RG – 18

The Germans had seemed to have a good life but then when Hitler  
came everybody was terrified. "I could read the sadness and fear  
in my parents eyes."

### Score Point 0 – Insufficient

In this response the student does not answer the question asked. The student merely offers an idea about the German people rather than the German soldiers. The textual evidence provided is about the narrator's family and is therefore irrelevant.

the soldiers in crystal night at first destroy the family's belongings until the mother said "what do you want from us? we have served germany faithfully both in peace and in war," the men immediately stopped and left. the next day two SS men came to the house and said the government would repay damage to the house

**Score Point 0 – Insufficient**

In this response the student does not offer an idea as to how the German soldiers might be described but instead offers a brief summary of the selection.

Adolf Hitler became chancellor of Germany in January 1933. I was a student in the all-girl high school of London, Rhineland Palatinate. The Germany government no longer allowed Jews to take money out of the country.

**Score Point 0 – Insufficient**

In this response the student provides only irrelevant text from the selection. Therefore, this is an insufficient response.

## **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 Exit Level  
Spring 2009

RG – 21

I would describe the soldiers as very violent and destructive because all that was needed was to take the father away and not to destroy and ransack the house.

### Score Point 1 – Partially Sufficient

The student offers the reasonable idea that the soldiers were violent and destructive because they did not need to destroy and ransack the house after taking the father away; however, no textual evidence is provided to support the idea.

RG – 22

The German soldiers in "The Crystal Night" supported Hitler and his ideas but also loved their country. "You are under arrest! When my father asked why, he was told, Today we got all the Jews." This shows how the soldiers followed all the orders that were given to them and never stopped to think if it was right or wrong.

### Score Point 1 – Partially Sufficient

The student presents the ideas that the German soldiers supported Hitler, loved their country, followed orders, and never stopped to think about what was right or wrong. However, the direct quotation provided as textual evidence does not directly support any of the ideas presented. Therefore, the textual evidence is only weakly connected to the ideas, making this a partially sufficient response.

A dozen storm troopers burst into the room brandishing axes, crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room smashing furniture and dishes.

**Score Point 1 – Partially Sufficient**

This student provides relevant textual evidence without offering an idea, making this a partially sufficient response.

I would describe the German soldiers as being barbaric and hypocritical. "... they went from room to room systematically smashing furniture and dishes, cutting up oriental rugs, tearing open..." (p8). They were hypocritical because they attacking the home of a man who had also served in the military, and stopped only when they realized this.

**Score Point 1 – Partially Sufficient**

In this response the student presents two ideas (I would describe the German soldiers as being barbaric and hypocritical). While relevant textual evidence is provided to support that the soldiers were barbaric, no textual evidence is provided to support them being hypocritical. Because all ideas are not supported, this remains a partially sufficient response.

## **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 Exit Level  
Spring 2009

RG – 25

I would describe the German soldiers in "The Crystal Night" as barbarians, yet some were kind. Some Nazi soldiers would "burst into rooms brandishing axes, crowbars ... Like beast of prey fallen upon their victims ... systematically smashing furniture." Others were kind in assuring the narrator's mother that "they themselves would see to it that the government paid for repairs."

### Score Point 2 – Sufficient

In this response the student presents the ideas that some soldiers were barbarians and some were kind. Both ideas are supported with direct quotations from the text.

RG – 26

The German soldiers are best described as vulgar barbarians. The soldiers would "burst" into Jewish homes "brandishing axes, crowbars, hammers, and revolvers." Then, without any apprehension, they "ransacked" the houses "like beasts of prey fallen upon their victims."

### Score Point 2 – Sufficient

The student offers the reasonable idea that the German soldiers are best described as vulgar barbarians. Textual evidence in the form of a combination of paraphrase and direct quotations supports the idea, making this a sufficient response.

The German soldiers in "The Crystal Night" are honest. They are men of their word; "The two SS men kept their word, and my mother was allowed to return to Landau to pack our required furniture."

Score Point 2 – Sufficient

The student presents a reasonable idea (the German soldiers are honest) and supports it with relevant textual evidence.

The German soldiers were violent. They had nothing but hatred for the Jews. "Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames... The Jews were segregated from and often degraded by others." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the street.

Score Point 2 – Sufficient

The student presents two ideas: the German soldiers were violent, and they had nothing but hatred for the Jews. Direct quotations from the selection support both of these ideas.

## **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 Exit Level  
Spring 2009

RG – 29

After the soldiers discovered the parent's history, they started to have second thoughts about what they did to the home. When the storm troopers arrived at the house, they were "brandishing axes, crowbars, hammers and revolvers" and began "systematically smashing furniture" and destroying many other family possessions, but when they realized that the parents had served in the German army, "one of [the German soldiers] immediately gave the command to stop." The mission of the Nazi regime was to destroy the Jews and erase their existence. But they also had to uphold loyalty to German veterans, even if they were Jewish.

### Score Point 3 – Exemplary

The student offers the thoughtful idea that even though the German soldiers were ordered to destroy the Jews, they also had to uphold loyalty to German veterans. A combination of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.

RG – 30

The description of the German soldiers is complete. While following direct orders, the soldiers were barbaric and evil. A dozen storm troopers acting like beasts of prey systematically smashed furniture and slashed paintings, and it was rumored that the German military would be burning houses and "all Jewish boys would be killed." However, seemingly acting on their own initiative some soldiers retained their humanity. Two SS soldiers "voicing their disgust at the destruction" showed sympathy for the narrator's family and promised that the government would pay for repairs, and in fact they kept their word and the mother was allowed to return and "to pack our repaired furniture."

### Score Point 3 – Exemplary

The student presents the insightful analysis that when following orders, the soldiers were barbaric, but when acting on their own initiative, some soldiers were humane. Specific synopsis, direct quotations, and paraphrased text are used to effectively support the idea, demonstrating the student's depth of understanding.

The German soldiers were like brainwashed puppets under the influence of Hitler. The only thing on their mind was "Today we get all the Jews." Like beasts, they victimized the Jews by ransacking their homes, going from room to room destroying furnishings and artwork without care. They humiliated women and frightened children by, herding them into a small room, ordering them to disrobe, and stealing their money and jewelry. And even though some Nazis appeared less cruel and insisted upon repairing broken furniture, their words seemed self-serving, "We would not want you to go to America and talk about us Germans as barbarians."

### Score Point 3 – Exemplary

In this exemplary response the student presents the idea that the German soldiers were like brainwashed puppets. A skillful combination of direct quotations and paraphrased text strongly supports the idea. Insightful analysis (their words seemed self-serving) demonstrates the student's depth of understanding.

In "The Crystal Night," the German soldiers exhibited a marked duality in their personas — the raiding soldiers were teeming with hostility, but the two SS soldiers possessed a feeling of compassion for the Jewish victims. The soldiers who ransacked and obliterated the author's home were "like beasts of prey fallen upon their victims" as they systematically [smashed] furniture and dishes, [cut] up oriental rugs, [tore] open feather pillows, and even [slashed] canvases in their frames. This brutality marked their barbaric hostility towards the Jewish family. However, in sharp contrast, the two SS officers who inspected the narrator's belongings had "voiced their disgust at the destruction all around them." The two SS officers even went as far as to "see to it that the government paid for repairs" to the damage caused by the earlier rampaging of the other volatile soldiers. These two wildly contrasting events depict the ambivalence of personas that the respective German soldiers had concerning the author and the plight of the Jews during the Nazi era.

### Score Point 3 – Exemplary

In this exemplary response the student offers the insightful idea that the German soldiers exhibit a duality: the raiding soldiers are hostile, while the SS soldiers are compassionate. Skillfully weaving specific synopsis with direct quotations, the student strongly connects textual evidence to the idea and demonstrates a depth of understanding.

## **Objective 3 – Literary/Expository Selection**

How is kindness important in both “Breakfast in Virginia” and “The Crystal Night”? 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 Exit Level  
Spring 2009

RG – 33

In both "Breakfas in Virginia" and "The crystal Night", it is important to notice how kindness in the midst of despair can get people through hard times

### Score Point 0 – Insufficient

In this response the student offers an idea that is too vague to determine whether it is reasonable.

RG – 34

Kindness was important in both "Breakfast in Virginia" and "The Crystal Night" because without kindness the two African Americans from "Breakfast in Virginia" would've never eaten and they would of never met the elderly man.

### Score Point 0 – Insufficient

The student merely repeats the question by noting that kindness is important in both selections. While additional analysis (the two African Americans...would've never eaten) is offered to clarify how kindness is important in the literary selection, no analysis is offered to explain why kindness is important in the expository selection. Therefore, this response presents an analysis for only one selection and is insufficient.

Kindness was important in "Breakfast in Virginia" because the three men showed that differences don't matter and that it can be overcome, "when breaking bread together since it is the oldest symbol of human friendship." In "The Crystal Night", friendship was important too because it was what kept everyone together and happy and without it, it "would cause agony and some violence."

**Score Point 0 – Insufficient**

The student presents an idea for each selection as to how kindness is important. For the literary selection the student asserts that kindness shows the three men that differences can be overcome, but the student provides weakly connected textual evidence (breaking bread...is the oldest symbol of human friendship) in support of the idea. For the expository selection the idea (friendship...kept everyone together and happy) is too vague to determine whether it is reasonable. The quotation provided cannot be found in the selection and is therefore irrelevant. Because neither a reasonable idea nor relevant textual evidence is offered for the expository selection, this response is insufficient.

In "Breakfast in Virginia" The old man was kind and didn't make a deal about it he just went to his private car. In "Crystal Night". The woman asked "what do you want from us?" "we have scared Germany faithfully both in peace and in war."

**Score Point 0 – Insufficient**

In this response the student presents an idea for the literary selection (The old man was kind and didn't make a deal about it) that is too vague to determine whether it is reasonable. For the expository selection the student provides only irrelevant textual evidence. Therefore, this is an insufficient response.

**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 Exit Level  
Spring 2009

RG – 37

Kindness is very important in both "Breakfast in Virginia" and "The Crystal Night" because it made a difference in each of the characters' lives. In "Breakfast in Virginia" the white man was kind enough to stand up for the African American soldiers. In "The Crystal Night" the distant relatives in Mannheim were generous enough to take in the narrator's family. The white man made the soldiers feel the same as everyone else despite the Jim Crow laws. The family in "The Crystal Night" may not have survived if it wasn't for their distant relatives' kindness.

### Score Point 1 – Partially Sufficient

The student presents a somewhat vague idea (it made a difference in each of the characters' lives). Although additional analysis is offered to clarify the idea (The white man made the soldiers feel the same as everyone else; relatives in Mannheim were generous enough to take in the narrator's family), no textual evidence is provided. Therefore, this is a partially sufficient response.

RG – 38

Kindness is what brings people together like in "Breakfast in Virginia" and it is what can give people comfort like in "The Crystal Night". "Breaking bread together is the oldest symbol of human friendship" despite all the racism going on during this time period this elderly man is showing kindness to these two colored soldiers. By doing so he has formed a bond between the two races, showing that not everyone thinks the same. In "The Crystal Night" the kindness shown by the narrator's extended family saves the narrator and her family from war. Proving that kindness can save a life.

### Score Point 1 – Partially Sufficient

The student presents the reasonable idea that in the literary selection kindness brings people together. Additional analysis clarifies the idea, and relevant textual evidence is provided to support it. However, although the idea for the expository selection (it is what can give people comfort) is clarified by additional analysis (the narrator's extended family saves the narrator...from war), no textual evidence is provided. To receive a higher score, textual evidence must be provided for both selections.

Kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it shows that even in the most difficult time kindness can be the most comfort. For example, in "Breakfast in Virginia" when the two soldiers could not be served by the steward the white man invited them to his compartment. When the food was brought Corporate Williams who hadn't said much the entire time smiled and thanked the white man for the meal. In "The Crystal Night" when the family thought they had nowhere to stay they found some relatives that owned a hotel and was kind enough to let them stay there.

**Score Point 1 – Partially Sufficient**

In this response the student offers the idea that in both selections kindness is important because of the comfort it provides during difficult times. Although additional analysis (when the two soldiers could not be served...the white man invited them to his compartment; some relatives that owned a hotel...let them stay there) clarifies the idea, no textual evidence is provided. Therefore, this is a partially sufficient response.

If you are feeling upset or something, someone can show you kindness to make you feel better. For example, in passage 1 the author illustrates the white man saying, "Won't you sit here and be my guests this morning." In passage 2, when the mom showed the soldiers they served in the military, one of the "men saw these, one of them immediately gave the command to stop." In both of these passages, after kindness was shown to the characters of the story, they felt more calmer and a little more appreciated.

**Score Point 1 – Partially Sufficient**

This student presents the idea that kindness is important because it makes the characters feel calmer and more appreciated. The textual evidence shows that kindness was provided but does not show how the characters feel calmer or more appreciated. Therefore, the textual evidence is only partially connected to the idea.

**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 Exit Level  
Spring 2009

RG – 41

The kindness is important in both stories because it made all the main characters feel at home and feel good that they were ~~being~~ ~~wasn't~~ ~~against~~ them. "This is the first time I ever been invited to eat with a white man, I thank you for this breakfast," says the character from "Breakfast in Virginia." "We were fortunate to have distant relatives who ran a small hotel, these good people sent a taxi, and umbrellas, and money," says the narrator from "Crystal Night."

### Score Point 2 – Sufficient

The student offers a reasonable idea (kindness is important in both stories because it made all the main characters feel at home). Direct quotations are provided from both selections to support the idea, making this a sufficient response.

RG – 42

Kindness has an important role in both "Breakfast in Virginia" and "The Crystal Night". In "Breakfast in Virginia" the elderly man portrays kindness toward two black men who were denied the privilege to dine among whites. He offered to them, "come with me to my drawing room, we will have breakfast there." In "The Crystal Night" The narrator's mother shows kindness by comforting many while "making it her business to walk around and speak to everyone encouragingly" while the people at the train station frightened.

### Score Point 2 – Sufficient

In this response the student offers a reasonable idea for each selection. In the literary selection, kindness is important because an elderly man helped two black men who were denied the privilege to dine. In the expository selection, kindness is important because the mother comforted those who were frightened at the train station. Relevant textual evidence is provided to support each idea, making this a sufficient response.

kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it saved both the black men, and the Jewish narrator. Both of them were being persecuted, and someone else took it upon themselves to help out. "If you gentlemen will come with me to my drawing room, we will have breakfast there," shows the white man's kindness. "With the help of our former chauffeur, we were reunited at last," demonstrates the chauffeur's kindness to help the father find his family.

**Score Point 2 – Sufficient**

The student presents a somewhat vague idea (Kindness is important...because it saved both the black men and the Jewish narrator) that is clarified by additional analysis (Both of them were being persecuted, and someone else took it upon themselves to help out). Direct quotations are provided as relevant textual evidence in support of the idea. Therefore, this is a sufficient response.

In "Breakfast in Virginia" the kindness shown by the white man to the Corporals represents the overcoming of racism between friends. When Corporal Williams said "he had never been invited to eat with a white man", the elderly white man replied that "breaking bread together is the oldest symbol of human friendship". In "The Crystal Night" the kindness and hospitality of her relatives in Mannheim gave both a sense of hope and newly inspired faith to the narrator. After entering the hotel and seeing "two burning Sabbath candles," the narrator felt "indescribable feelings of peace and new pride in being a Jew".

**Score Point 2 – Sufficient**

The student offers a reasonable idea for each selection. In the literary selection kindness represents the overcoming of racism. In the expository selection kindness gave the narrator a sense of hope and newly inspired faith. Both ideas are supported by direct quotations of text, making this a sufficient response.

**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 Exit Level  
Spring 2009

RG – 45

Kindness gives victims hope that compassion does exist during hard times. First, two soldiers are discriminated against due to their race. They are refused service in a dining car (you boys can't sit here) but find hope in a white man's invitation (If you gentlemen will come with me... we will have breakfast). Corporal Williams gains a new perspective from this kindness. He now looks across the table not at a white man but at "his fellow American." Next, the Jewish girl has to escape Nazi Germany. She finds hope in the kindness of relatives. They send "a taxi and money to the station." Together they celebrated the Sabbath and she "discovers] a new pride in being a Jew" knowing that God would not forsake her. Because of kindness, her own candle of hope was relit.

### Score Point 3 – Exemplary

The student offers a thoughtful idea (Kindness gives victims hope that compassion does exist during hard times). Specific synopsis and direct quotations are provided to strongly support the idea. Insightful analysis (Corporal Williams gains a new perspective; her own candle of hope was relit) demonstrates the student's depth of understanding.

RG – 46

In times of chaos and unethical behavior, kindness represents continued humanity. The white man in "Breakfast in Virginia," against the common racism of the time, invites two colored soldiers to share "the oldest form of human friendship." By asking them to dine in his private compartment, the white man gives the colored soldiers a sense that they are indeed a part of the country (Williams was looking across the table at his fellow American). In "The Crystal Night" when everyone was "huddled together" in the train station "trembling and scared" before the dehumanizing will of the Nazis, the narrator's mother "true to her greatness... speaks to everyone encouragingly, especially the children." Her act of kindness is like a small talisman to protect them against the experience, to let them know that in the face of brutality humanity remains.

### Score Point 3 – Exemplary

The student presents the insightful idea that in times of unethical behavior, kindness represents continuing humanity. Relevant textual evidence in the form of specific synopsis and direct quotations strongly supports the idea. Thoughtful analysis (the white man gives the colored soldiers a sense that they are indeed a part of the country; her act of kindness is like a small talisman to protect them) demonstrates the student's depth of understanding.

Kindness is important in both selections because it has the power to change one's attitude. In "Breakfast in Virginia," the white man invites the corporals to eat and reveals the truth that "breaking bread together is the oldest symbol of human friendship." Corporal Williams is deeply affected by the white man's actions and words and says, "I thank you for this breakfast." Bolstered by the white man's kindness, Corporal Williams has the confidence to look across the table at his fellow American. In "The Crystal Night," the narrator's experience of refuge from hostility gives her new hope. She narrates her feelings of being affected because of the German's terrible treatment and says "The dreary days of November... reflected our own." However, the kindness shown by her relatives when they send money and provide lodging changes her outlook completely as she discovers "an indescribable feeling of peace" and she finds "a new pride in being a Jew."

### Score Point 3 – Exemplary

In this exemplary response the student offers the idea that kindness has the power to change one's attitude. Specific synopsis and direct quotations are provided to strongly support the idea, demonstrating the student's ability to make meaningful connections across the selections.

Kindness is important in both selections because it provides a light through the darkness of discrimination. In the first selection, the Corporals, because of their race, had to follow degrading Jim Crow laws. They had a horrible night, and by morning were very tired...and hungry. A stranger invites them to "be [his] guests," and when they are rudely rejected, he invites them to his "drawing room" where they "[broke] bread together." The white man's kindness gave them one of the greatest gifts of all, "human friendship." In the second selection, the author's family receives kindness from the "two SS men," whose "disgust at the destruction" of the family's home inspires them to "see to...the government [paying] for repairs," and later her "mother was allowed to return...to work." They also received kindness from distant relatives, who "sent a taxi and umbrellas and money to the station." Those relatives also opened up their home, giving the family the one thing that would comfort them at that time: a home and sanctuary, and an "indescribable feeling of peace."

### Score Point 3 – Exemplary

The student offers an insightful idea (Kindness...provides a light through the darkness of discrimination). Using a combination of specific synopsis and direct quotations, the student strongly connects textual evidence to the idea, demonstrating an in-depth understanding of the selections.

# **WRITTEN COMPOSITION**

## **Rubrics and Sample Responses**

Write an essay about a time when you helped another person.

The information in the box below will help you remember what you should think about when you write your composition.

**REMEMBER—YOU SHOULD**

- ☐ write about the assigned topic
- ☐ make your writing thoughtful and interesting
- ☐ make sure that each sentence you write contributes to your composition as a whole
- ☐ make sure that your ideas are clear and easy for the reader to follow
- ☐ write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- ☐ proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

The names of individuals mentioned in the compositions have been changed to protect the confidentiality of the students whose responses appear in this guide.

## SCORE POINT 1

EACH COMPOSITION AT THIS SCORE POINT IS AN INEFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

### *Focus and Coherence*

- ☐ Individual paragraphs and/or the composition as a whole are not focused. The writer may shift abruptly from idea to idea, making it difficult for the reader to understand how the ideas included in the composition are related.
- ☐ The composition as a whole has little, or no, sense of completeness. The introduction and conclusion, if present, may be perfunctory.
- ☐ A substantial amount of writing may be extraneous because it does not contribute to the development or quality of the composition. In some cases, the composition overall may be only weakly connected to the prompt.

### *Organization*

- ☐ The writer's progression of thought from sentence to sentence and/or paragraph to paragraph is not logical. Sometimes weak progression results from an absence of transitions or from the use of transitions that do not make sense. At other times, the progression of thought is simply not evident, even if appropriate transitions are included.
- ☐ An organizational strategy is not evident. The writer may present ideas in a random or haphazard way, making the composition difficult to follow.
- ☐ Wordiness and/or repetition may stall the progression of ideas.

### *Development of Ideas*

- ☐ The writer presents one or more ideas but provides little or no development of those ideas.
- ☐ The writer presents one or more ideas and attempts to develop them. However, this development is so general or vague that it prevents the reader from understanding the writer's ideas.
- ☐ The writer presents only a plot summary of a published piece of writing, a movie, or a television show.
- ☐ The writer omits information, which creates significant gaps between ideas. These gaps prevent the reader from clearly understanding those ideas.

### *Voice*

- ☐ The writer does not engage the reader, therefore failing to establish a connection.
- ☐ There may be little or no sense of the writer's individual voice. The composition does not sound authentic or original. The writer is unable to express his/her individuality or unique perspective.

### *Conventions*

- ☐ There is little or no evidence in the composition that the writer can correctly apply the conventions of the English language. Severe and/or frequent errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure may cause the writing to be unclear or difficult to read. These errors weaken the composition by causing an overall lack of fluency.
- ☐ The writer may misuse or omit words and phrases and may frequently write awkward sentences. These weaknesses interfere with the effective communication of ideas.

I'm going to tell you about some times that I have helped other people in my life that are different way to help them out not only physically but also mentally or in many other ways.

I have help lots of people like at H-E-B or Wal-Mart and many other places some are more important then others but I have also help my-  
self in last of ways I've helped my cousin move from house to house or to push a car from the middle of the highway or helped my mom in the house or helping a new student get better in a school or when I have helped my dad in his job, it feel good to help someone and it is good to help someone that needs to be helped because when you need it they will help you to not like you helped them but some how some way they will help you out any time you need it like my cousin help move house helped me get gas for my car that left me with out gas.

Those are time that I have helped someone in my life I have also helped lot of more people I just don't remember it feels good to help other people out then not to

**Score Point 1**

The writer of this ineffective response attempts to discuss helping other people but does not provide an overarching thesis that links all the ideas together. The development remains vague and general (I have helped lots of people like at HEB or Wal-Mart and many other places. Some are more important than others), and an organizational strategy is not evident as the writer presents ideas in a random list. In addition, the variety and density of conventions errors interfere with the effective communication of ideas.

When I help my friends or my mother, them and I would feel a little bit at ease. They would know that I have been through the exact same thing. It may strike as odd because I am the person that really doesn't care but it really isn't that odd. I am a great listener and a helper when they need someone for advise. Even though I help my friends and mother all the time, they are also helping me through my times. People may label me as goth, loner, or emo but if they get the chance to get to know me, I could easily be their friend and help them through their problems. Many don't see it at first but I help a lot of people through harsh times and that I would be happy to help anyone.

**Score Point 1**

In this ineffective response the writer focuses on helping others and how they help the writer. The development remains vague and general (It may strike as odd because I am the person that really doesn't care, but it really isn't that odd. I could easily be their friend and help them through their problems), preventing the reader from clearly understanding what the writer is attempting to communicate.

I help a lot of people every day by being a role model. I help people with knowing right from wrong. For example I try my best to be respectful to everybody I come to know of. When one of my friends were struggling in history I took time out of my weekend to help her get ready for this big test had on Monday. Another example was when my brother was in trouble I step in and took the blame so he could go to a friend's birthday party the next day and that's some of the things brothers do for each other. There was this time when a person lost her bag and of course there was so I had to make a choice do I keep the bag all to my self or do I return it and I did the right thing. I was offered a reward but I turned it down because I didn't think it was a big deal at the time. I

give the bag back to because  
it was the right thing to  
do.

**Score Point 1**

In this ineffective composition the writer begins with the idea that he has helped people every day by being a role model. He then proceeds to present three examples of when he has helped people; however, the composition is not focused because the writer does not connect those examples to his original thesis. In addition, the development of the three examples remains general, and numerous conventions errors disrupt the communication of ideas.

Helping People is one of the Greatest things you can do. I'm the Type of Person that loves helping People. But when I help People out the most is when it comes to Playin Soccer. I once helped one of my teammates out alot. he was a good Player but he had lots of Problems. he had Problems with his family, at School, and sometimes had Problems Playin Soccer. I first had a talk with him, we talked about all his Problems and told him I would help him out. So I started helpin him study for his classes. he had to Pass his classes because I wanted him to Graduate and I wanted him to Play Soccer. Then I helped him with his Problems at home. Then we got to the Soccer Part and I actually taught him how to Play better. well he ended up Graduating and Getting a scholarship to a pretty good college.

**Score Point 1**

The writer of this ineffective composition focuses on helping a friend with family, school, and soccer. However, weak sentence-to-sentence movement stalls the progression of ideas. In addition, the development of ideas remains general and vague (he had lots of problems, started helping him study for his classes, I helped him with his problems at home).

## SCORE POINT 2

EACH COMPOSITION AT THIS SCORE POINT IS A SOMEWHAT EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

### *Focus and Coherence*

- ☐ Individual paragraphs and/or the composition as a whole are somewhat focused. The writer may shift quickly from idea to idea, but the reader has no difficulty understanding how the ideas included in the composition are related.
- ☐ The composition as a whole has some sense of completeness. The writer includes an introduction and conclusion, but they may be superficial.
- ☐ Some of the writing may be extraneous because it does not contribute to the development or quality of the composition as a whole.

### *Organization*

- ☐ The writer's progression of thought from sentence to sentence and/or paragraph to paragraph may not always be smooth or completely logical. Sometimes the writer needs to strengthen the progression by including more meaningful transitions; at other times the writer simply needs to establish a clearer link between ideas.
- ☐ The organizational strategy or strategies the writer chooses do not enable the writer to present ideas effectively.
- ☐ Some wordiness and/or repetition may be evident; but these weaknesses do not completely stall the progression of ideas.

### *Development of Ideas*

- ☐ The writer attempts to develop the composition by listing ideas or briefly explaining them. In both of these cases, the development remains superficial, limiting the reader's understanding and appreciation of the writer's ideas.
- ☐ The writer presents one or more ideas and attempts to develop them. However, there is little evidence of depth of thinking because this development may be somewhat general, inconsistent, or contrived.
- ☐ The writer may omit small pieces of information that create minor gaps between ideas. However, these gaps do not prevent the reader from understanding those ideas.

### *Voice*

- ☐ There may be moments when the writer engages the reader but fails to sustain the connection.
- ☐ Individual paragraphs or sections of the composition may sound authentic or original, but the writer has difficulty expressing his/her individuality or unique perspective.

### *Conventions*

- ☐ Errors in spelling, capitalization, punctuation, grammar, usage, and sentence structure throughout the composition may indicate a limited control of conventions. Although these errors do not cause the writing to be unclear, they weaken the overall fluency of the composition.
- ☐ The writer may include some simple or inaccurate words and phrases and may write some awkward sentences. These weaknesses limit the overall effectiveness of the communication of ideas.

A time when I really helped somebody out was when I tutored somebody three days in a row over material in Algebra II. They were sick with the flu and was out of school for a full 5 days. When he returned that following Monday he was so lost and we had a test over everything on Thursday. He first asked the teacher for all the work and assignments he missed and asked her for help and she told him she only tutors in the morning from 6:45 to 7:20 a.m. on Mondays, Thursday in Fridays. When I figured that out he came and asked me could I stay with him after school in the library to help him on all the work and at first I didn't want to but I said yes. We stayed after school until like 4:30 each day and actually worked. Come test time he said he was fully prepared and his grade didn't lie. He was an 85% on the test and when he got it, he showed me and that made me feel really good.

**Score Point 2**

In this somewhat effective response, the writer discusses tutoring another student in Algebra II. Although some specific information is presented (sick with the flu and was out of school for a full 5 days; she only tutors in the morning from 6:45 to 7:20 AM on Mondays, Thursdays, and Fridays; an 85% on the test), the overall development remains superficial. While there are some conventions errors, they do not cause the writing to be unclear.

Have you ever helped someone in any way? Well helping someone sometimes may be a very big challenge. Helping someone can also have a big impact on your life too. You may feel good about yourself afterwards and you may feel proud because someone asked for your help.

I remember helping my friend when she was in a bad situation. I eventually helped her a lot and she says that my help changed her life.

It was a day that we were in school and she looked very sad and down. I had never seen her that way. I asked her what was wrong, at first she wouldn't tell me but I had to push her until she did. She told me, "it's weird". I told her well maybe I can help you. She looked at me and said, "It's just boy problems, it's not a big deal." I just sat and looked at her until she had the strength to tell me. I guess if I was in her situation too I would be really confused. Once I helped her out and gave her advice she thanked me and said youv a great friend.

Ever since I helped out my friend I felt really good about myself and felt that just by a little conversation that you have with someone can really change that persons life and mine as well.

**Score Point 2**

The writer of this somewhat effective response focuses on helping a friend with boy problems. Although the sentence-to-sentence movement is not always smooth, the progression of ideas does not completely stall. In addition, the development is superficial, limiting the reader's understanding of what the writer is attempting to say.

Well a time I helped a person was  
with his car. I remember it was  
a Sunday morning and This guy who I met  
at "Pep Boys" called me. The guy's name was  
Austin, and Austin had the same car I did  
which was a Honda Prelude Si. So that  
Sunday morning he asked if I could work on  
his engine and clean it to make it look  
nicer so I agreed to help him by telling  
him to come over to my house. When  
he got there I open the hood and saw  
the engine all rusted and greasy, so I  
said to my self I am never going to  
be able to do anything to fix this. Then  
suddenly I got an Idea and told him  
to buy a special paint and we can  
take some parts of and fix the problem  
so we bought a flat red spray can  
and a chrome one. While I took everything  
apart he was cleaning the lines and  
I was just frustrated cause I didn't  
if the paint was going to work but finally  
I took it apart and sanded and prime all  
the parts and started painting it all look  
good and finally we put everything back together.

and it looked like a new engine  
you couldn't even tell I painted it it  
looked so good that it felt really good  
inside of me and Austin wanted almost  
to cry and was happy and that's what  
made me feel even better.

**Score Point 2**

In this somewhat effective composition, the writer focuses on helping a friend restore a car engine. Although the narrative progresses and the writer's voice is evident, the development remains superficial. In addition, an inconsistent control of sentence boundaries weakens the overall fluency of the response.

Helping others is a very important key in life. I like to help others, and others like to help me. I go by the old saying "To receive help you have to give help." Helping is also a basis for many people's lives.

In the seventh grade I had a friend who struggled in school. Everyday he came to school knowing that he was going to have trouble that day. One day I was talking to him in lunch and I asked him if he wanted me to help him, and he said no. I didn't give up my hopes yet, so I asked him again later that day and he surprisingly said yes.

The second time I met up with him I was helping him with his math homework. This went on for weeks until he improved. And one day, he all of a sudden just clicked and started making good grades. From then on out I no longer had to help him and he didn't need to help.

Knowing I helped someone made me feel good inside, but knowing the way he felt must be equivalent to mine. Helping others in need can be life-changing, or vis-versa, you getting help can also be. Ever since seventh grade I have helped many people and many people have helped me.

**Score Point 2**

The writer of this somewhat effective composition presents the thesis that helping others is important and that if you help others, they will help you. The writer then focuses on helping a friend who was struggling in school. The development remains superficial, and the repetition of ideas (I like to help others, and others like to help me; I have helped many people and many people have helped me) slows, but does not completely stall, the overall progression of the composition.

## SCORE POINT 3

EACH COMPOSITION AT THIS SCORE POINT IS A GENERALLY EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

### *Focus and Coherence*

- ☐ Individual paragraphs and the composition as a whole are, for the most part, focused. The writer generally shows the clear relationship between ideas, making few sudden shifts from one idea to the next.
- ☐ The composition as a whole has a sense of completeness. The introduction and conclusion add some depth to the composition.
- ☐ Most of the writing contributes to the development or quality of the composition as a whole.

### *Organization*

- ☐ The writer's progression of thought from sentence to sentence and paragraph to paragraph is generally smooth and controlled. For the most part, transitions are meaningful, and the links between ideas are logical.
- ☐ The organizational strategy or strategies the writer chooses are generally effective.
- ☐ Wordiness and/or repetition, if present, are minor problems that do not stall the progression of ideas.

### *Development of Ideas*

- ☐ The writer attempts to develop all the ideas included in the composition. Although some ideas may be developed more thoroughly and specifically than others, the development overall reflects some depth of thought, enabling the reader to generally understand and appreciate the writer's ideas.
- ☐ The writer's presentation of some ideas may be thoughtful. There may be little evidence that the writer has been willing to take compositional risks when developing the topic.

### *Voice*

- ☐ The writer engages the reader and sustains that connection throughout most of the composition.
- ☐ For the most part, the composition sounds authentic and original. The writer is generally able to express his/her individuality or unique perspective.

### *Conventions*

- ☐ The writer generally demonstrates a good command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. Although the writer may make minor errors, they create few disruptions in the fluency of the composition.
- ☐ The words, phrases, and sentence structures the writer uses are generally appropriate and contribute to the overall effectiveness of the communication of ideas.

I believe that one of the most rewarding times that I have ever helped anyone came when my friend Selena asked me for help learning her flute scales for a band tryout.

Selena and I are both flute players in our high school band. After marching season, the band director splits the band into two smaller bands, one of which will go to Concert and Sightreading contest. The way the band director splits the band is by playing off a few major scales, which in this case was the Chromatic, B<sup>b</sup>, E<sup>b</sup>, A<sup>b</sup>, F, and C scales. Selena was a bit nervous about playing off some of the scales, especially the Chromatic Scale. She was nervous because some of the scales went up to some very high notes for a flute player. So she decided to come to me for help. I accepted and we decided to stay after school a few days a week to work on her scales.

We started out at the bottom, literally, with a low C concert pitch and worked our way up. There were some notes I had to show her how to finger. But eventually she became very comfortable with the notes and with some help and hard work was able to learn her Chromatic and other scales. But Selena was still a bit nervous about playing off her newly learned scales to the band director. But with a little encouragement from me and her friends Selena was able to play off her scales

and make the contest band as forth chair out of nine flute players. And in truth, Selena was one of only a handful of band members that did not have to play off her scales in front of the entire band.

I believe that even a small amount of help and encouragement can do wonders for a person's self-esteem. It did for Selena. And as for me, it was an amazing experience knowing what I did helped make a huge difference for my friend.

### Score Point 3

Using a personal narrative approach, the writer describes helping a friend work on scales to earn a spot as fourth-chair flute in their school's contest band. The progression of thought is generally smooth and controlled as the writer describes the friend's nervousness, the difficulty of chromatic scales, and the renewed self-esteem that came from practicing. In addition, a good command of conventions contributes to the fluency of the response, helping to make it generally effective.

Helping someone is considered one of the most intimate and kind things to do. When an individual reaches out to someone in need, it says a lot about their character. Whether it's helping someone with their homework, or even helping someone get through an addiction problem, it all equally balances out, and considered HELP.

When I was much younger, I was approached with the problem that my sister had. I always wondered why she looked so different from me and the other kids in my class. I was soon to discover that my sister was born differently. She was special and needed more care than the other kids in my class. My sister was born with a deformation of her legs and left arm.

As we both grew older, I began to realize many of the struggles she had to deal with from something as simple as getting a glass of water was a major conflict for her. I began to realize that I need to reach out to Amber and help her with anything I could. It was hard for Amber to grow up with a sibling who was healthy and considered "normal." Amber was everything that I wasn't. She's brave, incredibly intelligent, courageous and stubborn. Amber could never be told no.

Amber has taught me so much about life and to not take the little things for granted. It brings great

joy to my heart knowing I helped Amber with her "small" struggles in life. She lets me know everyday that I am such a caring and compassionate person. Through Amber I have not only helped her with daily tasks, but I have given her a spark in her eye that will always be determined to keep trying harder and that if she EVER needs me, I'm there to give her a helping hand.

### Score Point 3

The writer of this response chooses a reflective approach to write about a sister born with disabilities. The thoughtful tone is consistent throughout the composition, revealing some depth of thought. A good command of conventions enhances the communication of ideas. In addition, the clear focus and unique perspective of the student make this composition generally effective.

The nature of a human being is a very social one. Sometimes it drive a person to do things against moral fibers, such as stealing, blowing a life savings, or even getting typosuckichen. But then again it can drive people to give an arm and a leg for a complete stranger because it's the right thing to do.

It even drove me to nearly give up my kidney to some kid from another state. It was about 5 years back and my mom had just gotten a job at the hospital. So as usual she had to work hard and kiss up to everyone above her in the hospital. Even though there wasn't many, one of them just had to have a brother, who just had to have a new kidney. But to top it all off he had to be the same blood type that I was, which just happened to be very rare. Thanks Mom for mentioning that to Doctor Lopez that had the kids blood types.

About three days later Dr. Lopez invited me to his place to try and convince my to give up my kidney. Ha, like that was going to happen. But something happened while that willy doctor was talking to me. But about halfway through he convinced me to give a kidney for someone I didn't even know. Then he said "I'm so glad your going to do this." the look of pure gratefulness in his eyes right then and there was enough to melt the ice of an iceberg.

So for the next couple of weeks I was being prepared for the surgery. It was the night before the

Surgery and man was I having second thoughts why was I doing this? I didn't even know this kid. Then it arrived. During the last day I would have my kidney. As they rolled me into the operation room. And just as if sent from the heavens Dr. Lopez burst through the doors yelling "Stop the procedure!" He informed the surgeon that they had found a better match and wouldn't need my kidney. As soon as he said that I was out of that hospital at Mock 5 speed.

But to think I was willing to give up an organ for someone I didn't know just because it was the right thing to do still blows my mind till this day.

### Score Point 3

In this response the writer discusses almost giving a kidney to a stranger "just because it was the right thing to do." The writer remains focused and progresses through time from Mom getting a new job at the hospital to meeting with the doctor and agreeing to donate a kidney. The composition reflects some depth of thought as the writer explains the strong emotions, the relief when the surgery is called off, and the amazement after the fact. Although there are some errors in conventions, they create few disruptions in the fluency of this generally effective response.

Dough. Grab it. Dock it. Toss it. Throw it in the pan. The machine buzzes; another ticket. Large - two topping - pepperoni and extra cheese. Grab the pan. Sauce, two scoops. Spread it, spin it. Cheese, five ounces on bottom, nine on top. Spread it, spin it. Pepperonis on a large two topping? Three ounces. Lay 'em out. Throw on the top cheese. Into the oven.

Making pizza doesn't seem like a very important job. I probably won't save any lives, or make the world a better place to live in. I'm pretty sure I won't invent anything to make people's lives easier. I won't put out fires, or lock up criminals. I probably won't have to fight for my country or take care of the sick. But I do help people, in what little way I can.

When someone calls the Pizza Parlor on Main Street, that person is usually pretty hungry. I help him out by making him a pizza, just the way he likes it. Maybe he wants a Supreme with no onions and extra cheese. Sure thing, we'll have it out to you in under thirty minutes. Maybe he has a wife. I can help her out, too. Turns out she's a vegan. I'll make her a small vegetarian pizza and a large garden salad. Got two kids? Okay. One likes pepperoni and the other doesn't? Alright, I'll make a large, half pepperoni-half cheese, pizza, and throw in some cinnamon sticks for dessert.

I help people every day that I work. I'll

never see their face when they open the box, and I'll never get a "Thanks!" from a satisfied customer. But I'm happy knowing that I help keep people happy and full, and that's all the thanks I need. Well, that and my paycheck.

### Score Point 3

This generally effective response is focused on how the writer's pizza-making helps keep people full and happy. Beginning the composition with the pizza-making process, the writer makes the case that even though this activity doesn't save lives or make the world a better place, providing people with the pizza they like is definitely a helpful service. The writer engages the reader throughout the composition, and the organizational strategy is generally effective. The conventions are appropriate, and the development reflects some depth of thought.

## SCORE POINT 4

EACH COMPOSITION AT THIS SCORE POINT IS A HIGHLY EFFECTIVE PRESENTATION OF THE WRITER'S IDEAS.

### *Focus and Coherence*

- ☐ Individual paragraphs and the composition as a whole are focused. This sustained focus enables the reader to understand and appreciate how the ideas included in the composition are related.
- ☐ The composition as a whole has a sense of completeness. The introduction and conclusion are meaningful because they add depth to the composition.
- ☐ Most, if not all, of the writing contributes to the development or quality of the composition as a whole.

### *Organization*

- ☐ The writer's progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled. The writer's use of meaningful transitions and the logical movement from idea to idea strengthen this progression.
- ☐ The organizational strategy or strategies the writer chooses enhance the writer's ability to present ideas clearly and effectively.

### *Development of Ideas*

- ☐ The writer's thorough and specific development of each idea creates depth of thought in the composition, enabling the reader to truly understand and appreciate the writer's ideas.
- ☐ The writer's presentation of ideas is thoughtful or insightful. The writer may approach the topic from an unusual perspective, use his/her unique experiences or view of the world as a basis for writing, or make interesting connections between ideas. In all these cases, the writer's willingness to take compositional risks enhances the quality of the content.

### *Voice*

- ☐ The writer engages the reader and sustains this connection throughout the composition.
- ☐ The composition sounds authentic and original. The writer is able to express his/her individuality or unique perspective.

### *Conventions*

- ☐ The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. When the writer attempts to communicate complex ideas through sophisticated forms of expression, he/she may make minor errors as a result of these compositional risks. These types of errors do not detract from the overall fluency of the composition.
- ☐ The words, phrases, and sentence structures the writer uses enhance the overall effectiveness of the communication of ideas.

slowly I walked into a large brown building on the corner of two bustling streets in Downtown Dallas. Nervousness filled me. This was the first time that I had ever stepped into a food kitchen. I entered the building as a volunteer with no absolutely no idea of what to expect.

I had stumbled upon volunteer work by complete accident the week before. While reading the newspaper, I came across a volunteer page that advertised local community service opportunities. On a whim, I decided to call the soup kitchen. Primarily, I was looking for a good extracurricular activity to put on my college resume. However, little did I know that I would learn so much about myself and my community.

When I reached the soup kitchen, the founder warmly greeted me. He described his mission to give those less fortunate a steady meal and a way to "get back on their feet." The founder then placed me on a task. My job was to start filling plates with mashed potatoes when the clock struck eleven.

Eleven 'o' clock came and hungry people lined up at the door. I began serving the people. Everyone was so cordial and thankful I was glad that I could help even in the slightest of ways. After all the potatoes had been piled on the plastic plates, I began picking up the dirty trays.

As I was picking up one lady's plate, she began to tell me how thankful she was for the hot meal. She had recently moved to Dallas from New Orleans because of hurricane Katrina. Although she tried extensively to get a job, she had

to find a vocation. She described the difficulty of starting over. The storm destroyed her home and she had little life savings. She explained to me the importance of the meal that the soup kitchen provides to her. She spoke of her dream to one day have her own home again and help her children finish school. The kind woman thanked me for my positive attitude and the help I supplied the soup kitchen.

I then realized the importance of small acts of kindness. Even though I helped the soup kitchen, I felt that I made a difference in at least one person's life. Because of the change I made in the life of another, I vowed to return to the soup kitchen as often as I can. I try to donate my time at least twice a month to help my community become a better place.

#### Score Point 4

The writer of this highly effective response describes volunteering in a soup kitchen and the lasting effect of the experience. The response is focused, and the progression of thought is smooth and controlled. The conclusion (I then realized the importance of small acts of kindness) and consistent reflective tone contribute to the depth of the composition. In addition, the strength of the conventions adds to the overall effectiveness of the response.

"Ava, not again!" This is a phrase I've used numerous times throughout my school days. Ava isn't exactly the brightest crayon in the box when it comes to remembering things. Especially, when it comes to getting her retainer out of that Sonic bag she stuck it in so she won't lose it. If you were to ask her she'd say in these exact words, "Dude, Jessica is the freakin' greatest, she's saved my life."

It all started back in sixth grade, Ms. Fitzgerald's class. Me and Ava were normally best friends and inseparable except for this particular day. We got into a small argument of some kind at lunch and she decided to squirt red Kool-Aid in my bleach blonde hair. I looked like I was a clown straight out of the circus. Me and Ava had 5<sup>th</sup> period together, and class had started but Ava hadn't showed up yet. I was at the board doing the DoL when someone knocked at the door. Ava walked in crying telling Ms. Fitzgerald how she had accidentally thrown her retainer away during lunch and the janitors had already emptied the trash cans into the dumpster. I had just gotten seated back at my desk when the teacher conveniently chose me to go help her dig for her retainer. I infuriatedly got out of my chair and walked out the classroom door. We walked in complete silence to the cafeteria. That silence broke though when we saw how funny each other looked in the aprons and gloves we had to wear. We nearly had to climb completely in the dumpster to pull out trash in little piles at a time to look for this stupid thing. It was like looking for a needle in a haystack! After a couple of hours of rummaging through the disgusting filth, we had finally come across the beloved piece of plastic. Yes, I helped her save her parents a couple hundred dollars, but also somewhere in between the time we got in the dumpster and got out we had managed to

send our amity back to normal. Don't get me wrong, I was still pretty sore about the fact I no longer had blonde hair but more of a washed out pink, and now I smelled as if I hadn't taken a bath in weeks. Put all of that aside though, nothing can beat the feeling of accomplishment that you get after you help out someone in desperate need, especially when they are your best friend.

I am now a junior in highschool. I can proudly, or not so proudly, say I've dug in a total of two dumpsters and three trashcans so far in my life. Even though we weren't getting along I still did the right thing in helping her. Something you do to help someone may not seem like it's much to you but to them it would mean the world. Digging in the trash isn't my favorite thing to do but for a friend I could make an exception.

#### Score Point 4

In this thoroughly and specifically developed personal narrative, the writer recalls an incident from 6<sup>th</sup> grade when she dug through a dumpster with her best friend to help find a retainer. The writer moves smoothly from her initial irritation with her friend to a reflection on how the experience strengthened their friendship. Effective use of descriptive language (After a couple of hours of rummaging through the disgusting filth, we had finally come across the beloved piece of plastic) contributes to the communication of ideas and adds a sense of authenticity.

Jefferey was just as ordinary as any other rat on the block. Since the day <sup>he was</sup> cast out into the world alone, he knew he was destined to live off of the filth of the city. His average meal consisted of pizza crusts soggy with rain water, the card board boxes he found them in, and, on good days, a rogue piece of olive or bell pepper. Jefferey lived a cursed life of itchy fury and the stench of the sewers. But one night, he decided <sup>that</sup> it was time to live a life of luxury. Thanksgiving had arrived, and Jeffery had a plan.

Every holiday, the Fillingsworth manor became a sight like no other. From all over the city, the Fillingsworth family gathered to stuff their gullets with the finest meats and foreign delicacies. This night was no different as the aroma of roasted pig floated into every room of the manor. Every rat in town gathered outside to smell the aroma and dream of what the Fillingsworth feast might taste like. But Jefferey was tired of dreaming. He climbed his way atop a stone gargoyle where everyone could see.

"Listen up, rats!" he shouted. They all looked up in confusion. "How often do we make a pilgrimage here, only to have our dreams denied? How many hours of each day do we long for a life of luxurious foods? My fellow rats, I say that our days of dreaming are over!"

Now everyone was eager to find out what on Earth Jeffery was talking about. The other rats had never even considered having a

luxurious feast.

"It is time for us to team up," Jeffery continued, "get inside the Fillingsworth manor, and have the night of our lives!" Now the area was filled with uproar.

"Bah!" retorted Gus, the rat from the alley behind Dragon Hunan, "there's no way we're gettin' in there! We're too small to open the windows or the door!"

"That's exactly our problem," explained Jefferey. "As individuals, we are far too small, but if we stack on top of each other, we can easily reach the door nob."

The local rats, having no proper education, had never thought of such an idea, but everyone became determined that it would work. And so the rats tried, and tried, and tried over again. The door nob would not budge. Just as everyone was about to give up, Bruce, the largest and strongest rat in town, demanded that he was allowed to try. In one final attempt, the rats stacked. Despite their struggle to support Bruce's weight, he reached the top. With every ounce of strength he could find, Bruce forced the nob to turn. The Gates of Heaven were now open.

The rats rushed into the manor at full speed. The Fillingsworth family, having been caught completely by surprise by the hoard of rats, fled in terror. The rats had the night of their lives and owned the entire manor for many more years. This would have never been accomplished if they didn't help each other.

#### Score Point 4

In this highly effective response, the writer develops a fictional tale about a group of rats that accomplishes the impossible by working together and helping one another. The composition is thoroughly and specifically developed. The effective word choice and dialogue (the Fillingsworth family gathered to stuff their gullets with the finest meats and foreign delicacies; "How often do we make a pilgrimage here, only to have our dreams denied?") further enhance the development and contribute to the clear communication of ideas.

A single helping hand can be more life changing than one might think. Close your eyes and picture yourself as a useless teen rotting away in the summer sun. You have a summer job as a lifeguard, but you are still a drain on society because you basically get paid to watch immature children with less education than you. Do you feel worthless yet? This is how I felt last summer.

Focused on the slow molasses-like clock that relieved me from my agonizing shift, I felt my skin decay from the wrath of the sun. It was my second year as a lifeguard, so being less important than the sunscreen on my back was as familiar as my own name. I find myself dozing off as the icy droplets of water from the splashing children down below me seem to penetrate my skin. The relaxing sensation of the limited water drops is only a mirage taunting me throughout my almost endless shift. I glance at the clock, but doubletake on my mind processes the time. Unaware of the hour hand, I notice the minute hand has reached the ten, which marks the beginning of Adult Swim. Blowing my whistle and yelling "Adult Swim!" was the key that unlocked the gate to my prison cell. I climb down from the stand and walk towards the guard room unaware of the exiting patrons, but halt at a faint "gurgle" sound. Instantly, my eyes dart toward the water after I hear someone shriek the word "Help!"

After seeing an "Active drowning victim," as lifeguard instructors call it, I instantly activate our E.A.P. (Emergency Action Plan) by blowing three staccato whistle blasts. Without thinking I grab the rescue tube and enter the deep end using the Stride Jump. The high level of adrenaline combined with my intense lifeguard training enable me to act instinctively. I reach the face

down, currently "Passive drowning victim," and flip him over using one of the three professional techniques.

I escort the victim to the wall as I call for a backboard. I pin the victim against the wall as instructed in class and a fellow lifeguard grabs the victim's wrists. I exit the water and grab the backboard. I hear the word "Right" and submerge the backboard on the right side of the assisting lifeguard. We flip the victim on to the board and pull the backboard and victim to land. After ensuring that my gloves are on and E.M.S. has been called, I begin checking for signs of circulation. There were no signs of circulation or breathing, so I give two rescue breaths to make sure there is no obstruction. I see the chest rise and immediately begin counting chest compressions, "1, 2, 3, 4, 5..." followed by two more breaths.

Near the end of my fourth cycle of C.P.R. chest compressions the victim shows a sign of life by coughing up water. I check for circulation and am relieved to find a pulse and breathing. I flip the victim to recovery position and check the signs constantly until E.M.S. arrives. Moments later an ambulance appears and takes over. I have saved a life!

I learned a very important lesson that day; even the most unrecognized and seemingly helpless citizen can save a life! Never lose your guard, because everyone needs help from time-to-time and you might be the one to save a life!

#### Score Point 4

In this highly effective composition, the writer recounts a memorable experience as a lifeguard. The progression of thought from sentence to sentence and paragraph to paragraph is smooth and controlled (I hear someone shriek the word "Help!" After seeing an "Active drowning victim," as lifeguard instructors call it...). Specific details provide depth of thought, and each sentence contributes to this highly engaging essay. Sophisticated and varied sentence structure enhances the overall communication of ideas.