



### Rubrics for Marking Module D

#### Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

Criteria	Descriptors				
<b>Content</b>	● Answer is correct.		● Answer is partially correct.		● Answer is incorrect.
	<b>90%</b>		<b>45%</b>		<b>0</b>
<b>Language</b>	● Mostly correct use of grammar and vocabulary.				● Incorrect use of grammar and vocabulary.
	<b>10%</b>				<b>0</b>

#### Rubric 2: HOTS questions (10 points)

For the extended HOTS questions:

- 1) Students are allowed to use any HOTS that appears in the Literature Handbook.
- 2) Students must show use of the chosen thinking skill in their answer.

Criteria	Descriptors				
<b>Content</b>	● Answer is correct. ● The answer includes supporting details / examples when necessary. ● Message is clear.		● Answer is partially correct. ● The answer does not include sufficient details / examples when necessary. ● Message is partially clear.		● Answer is incorrect. ● The answer is general and does not relate to the text. ● Message is unclear.
	<b>90%</b>		<b>45%</b>		<b>0</b>
<b>Language</b>	● Mostly correct use of grammar and vocabulary.		● Partially correct use of grammar and vocabulary.		● Incorrect use of grammar and vocabulary.
	<b>10%</b>	---	<b>5%</b>	---	<b>0</b>

**Rubric 3: Extended HOTS question (5 points)**

This rubric should be used in addition to Rubric 2 for HOTS questions.

There are no language criteria for this part because language is included in Rubric 2.

Criteria	Descriptors				
<b>Content</b>	<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate.</li> <li>There is appropriate evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate.</li> <li>There is partial evidence of the use of the thinking skill.</li> </ul>		<ul style="list-style-type: none"> <li>The chosen thinking skill is appropriate but there is no evidence of its use.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>The chosen thinking skill is not appropriate.</li> </ul>
	<b>100%</b>	---	<b>50%</b>	---	<b>0</b>

**Rubric 4: Bridging Text and Context question (15 points)**

If answers are only a summary/analysis of the text and do not relate to the new information given, deduct 60%.

Criteria	Descriptors				
<b>Content</b>	<ul style="list-style-type: none"> <li>Answer is well organized.</li> <li>All information is relevant and accurate.</li> <li>Answer explicitly states the connection between the new information and the text.</li> <li>Details / examples from the text are given to support the answer.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is fairly well organized.</li> <li>Most information is relevant and accurate.</li> <li>The connection between the new information and the text is not clearly stated.</li> <li>Details / examples given to support the answer are insufficient and / or not entirely appropriate.</li> </ul>		<ul style="list-style-type: none"> <li>Answer is poorly organized.</li> <li>No information is relevant or accurate.</li> <li>Answer does not show connection between the new information and the text.</li> <li>No details / examples are given to support the answer.</li> </ul>
	<b>90%</b>		<b>45%</b>		<b>0</b>
<b>Language</b>	<ul style="list-style-type: none"> <li>Correct use of basic language structures.</li> </ul>		<ul style="list-style-type: none"> <li>Mostly correct use of basic language structures.</li> </ul>		<ul style="list-style-type: none"> <li>Incorrect use of basic language structures.</li> </ul>
	<b>10%</b>		<b>5%</b>		<b>0</b>

**There is no deduction for answers shorter/longer than recommended length (60-80 words).**

**ANSWER KEY**

**Alternate answers to open questions may be accepted if suitable.**  
**Answers given below provide the minimal information that should be included.**

**PART I (46 points)**

Students are required to answer the questions for **(A) *The Treasure of Lemon Brown***.

**A. THE TREASURE OF LEMON BROWN / Walter Dean Myer**

1.	(ii) a harmonica player	7
2.	(iv) know who he is	7
3.	(iii) Lemom Brown's shows	7
4.	<p><i>(Use Rubric 2)</i></p> <p>1. Lemon Brown teaches Greg that a treasure does not need to be worth a lot of money but can be something that only that person thinks is valuable. / Lemon Brown teaches Greg that every person has a treasure in life.  <i>Supporting information:</i> For Lemon Brown and his son the broken harmonica and newspaper clippings were valuable although they weren't worth a lot of money.</p> <p>2. The relationship between father and son is a treasure.  <i>Supporting information:</i> Even though Lemon Brown was not with his son most of his life he still cared about him.</p> <p>3. Fathers can be examples to their sons. / The success of the father can influence the future of the son.  <i>Supporting information:</i> Lemon Brown says that if a son knows that his father can do something good the son can do it too.</p>	10
5.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Explaining cause and effect                      Lemon Brown protects Greg / makes him feel safe. / Lemon Brown is willing to share things with Greg. As a result, Greg begins to care about Lemon Brown.  <i>Supporting information:</i> Lemon Brown throws himself down the stairs to frighten the thugs. / Lemon Brown tells Greg that the thugs won't come back. / Lemon Brown tells Greg to wait until it's safe to go out. / Lemon Brown offers to show Greg his treasure. / Greg says to Lemon Brown after the thugs leave, "You sure you'll be OK?"</p>	15

**PART II (39 points)**

Students are required to answer the questions for **(B) *Thank You, Ma'm***.

**C. THANK YOU, MA'M / Langston Hughes**

6.	(i) She lives in a house with other people.	7
7.	(ii) left him alone with her purse.	7
8.	(iv) He wants Mrs. Jones to trust him.	7
9.	(iii) can't find anything to say.	7
10.	<p><i>(Use Rubrics 2 and 3)</i></p> <p><i>Possible thinking skill:</i> Uncovering motives.                      I think that Mrs. Jones' motive is to show Roger that it is important to be kind to people.  <i>Supporting information:</i> Mrs. Jones takes Roger to her home / feeds him / gives him money for his shoes.                      I think that Mrs. Jones' motive is to show Roger that people can change.  <i>Supporting information:</i> She tells Roger she has also done bad things in the past that she is embarrassed about.                      If the answer refers to "stealing ONLY — 0 pts                      If the answer is generally correct but has some reference to stealing as a lesson — deduct 10                      If the answer is generally correct but uses supporting information that refers to stealing — accept</p>	15

**PART III** (15 points)

*(Use Rubric 4)*

Answer the question for either **(11)** *Count That Day Lost* OR **(12)** *Mr. Know All* OR **(13)** *A Summer's Reading*.

Suggested length: 60-80 words.

**11. Count That Day Lost** / George Eliot

The information above tells us that the poet, George Eliot, cared about other people. The poem "Count That Day Lost" also talks about caring about others. It talks not only about the poor and uneducated but about everyone. It says that if you do something kind for another person, your day counts. Even a kind word or a kind glance is enough to make your day worthwhile.

*The supporting information is included in the answer.*

**OR:**

**12. Mr. Know All** / W. Somerset Maugham

In the quote Professor Bentwich says that it's hard to know people well if they don't come from the same background as we do. We don't want to know them because they are so different. In the story, "Mr. Know All", there are people from different backgrounds. For example, the narrator doesn't even want to get to know Mr. Kelada because he doesn't behave like a person born in England. And, like in the quote, the narrator thinks that anyone born in a different place than he was born is not as good as he is. He is prejudiced against people from other places.

*Supporting information:* The narrator says he would have been happier to share a cabin with someone called Smith or Brown. / The narrator doesn't think Mr. Kelada is British because of the way he talks / behaves. / Mr. Kelada was born under a bluer sky than is generally seen in England.

**OR:**

**18. A Summer's Reading** / Bernard Malamud

The story relates to the quote because it takes place in an immigrant neighborhood and it is about education and poverty. In the story we learn about how poor the people are because they don't have good jobs or a good education. George knows that the only way to have a better life is to get an education and leave the neighborhood.

*Supporting information:* George's family lives above a butcher shop. / His father works in the fish market. / Sophie works in a cafeteria. / Mr. Cattanzara works as a change maker. / George decides to read a hundred books.

## APPENDIX TO PARTS I AND II

### **Thinking Skills**

- Comparing and contrasting
- Distinguishing different perspectives
- Explaining cause and effect
- Uncovering motives
- Inferring
- Explaining patterns