

Rubrics for Marking Module D

Rubric 1: LOTS questions

Accept HOTS answers to LOTS questions.

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

Rubric 2: HOTS questions

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				
Content	● 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.
	90%		45%		0
Language	● Mostly correct use of grammar and vocabulary.		● Partially correct use of grammar and vocabulary.		● Incorrect use of grammar and vocabulary.
	10%	---	5%	---	0

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				
Content	<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is appropriate evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate. There is partial evidence of the use of the thinking skill. 		<ul style="list-style-type: none"> The chosen thinking skill is appropriate but there is not evidence of its use. The chosen thinking skill is not appropriate.
	100%	---	50%	---	0

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

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)

Answer questions for (A) *Mr. Know All* OR (B) *A Summer's Reading*.

A. MR. KNOW ALL / W. Somerset Maugham

<p>1. (iii) likes to talk a lot</p>	<p>7 points</p>
<p>2. (ii) He always needs to be right.</p>	<p>7 points</p>
<p>3. (<i>Use Rubric 1</i>) He says he is in the pearl business / trade. // He says he is an expert on pearls.</p>	<p>7 points</p>
<p>4. (<i>Use Rubric 2</i>) Without supporting details – deduct 20% One of the following:</p> <p>(1) The narrator The narrator represents the stereotype of an upper class British man. He believes that people who don't look British / don't have British names / don't act like proper British people are not really British.</p> <p><i>Supporting information:</i> The narrator said that Mr. Kelada had the appearance of a person from the Middle East / of someone born under a bluer sky. / The narrator didn't like Mr. Kelada as soon as he heard his name (because his name was not Smith or Brown). / He said that King George had many strange subjects. / The narrator didn't like the way Mr. Kelada spoke because he used his hands. / Mr. Kelada was familiar. / Mr. Kelada played cards / drank alcohol during Prohibition.</p> <p><i>NOTE: They are NOT asked to name WHAT stereotype, only to explain.</i></p> <p>The character I chose is the narrator who represents someone who stereotypes others according to the way they look.</p> <p><i>Supporting information:</i> Mr. Kelada doesn't look British so the narrator judges he is not British. He is chatty and pushy and the narrator doesn't like him because his exterior is not British.</p> <p>(2) Mr. Kelada Mr. Kelada represents the stereotype of a person from the Middle East.</p> <p><i>Supporting information:</i> Mr. Kelada had the appearance of an oriental (he was short / dark-skinned / hooked nose) / of someone born under a bluer sky. / Mr. Kelada spoke with his hands. / Mr. Kelada was too familiar. (He didn't call the narrator mister.)</p> <p>(3) Mrs. Ramsay Mrs. Ramsay represents the stereotype of a good woman / wife.</p> <p><i>Supporting information:</i> She was modest. / She dressed simply but knew how to wear her clothes. / She was a pretty little thing / had pleasant manners / a sense of humor.</p> <p>(4) Mr. Ramsay Mr. Ramsay is a negative stereotype of American middle class – ignorant and selfish.</p> <p><i>Supporting information:</i> He is argumentative even though he doesn't seem to know anything about the pearls. / He wears ready-made suits (with loose fat bulging out). / He doesn't notice his wife's feelings.</p>	<p>10 points</p>

<p>5. (Use Rubrics 2 and 3) If there is no thinking skill above the question – skip 5b Without supporting details – deduct 20%.</p> <p><i>Possible thinking skill:</i> Explaining cause and effect / Inferring / Distinguishing different perspectives.</p> <p>Explaining cause and effect: I can understand that the narrator realizes that Mr. Kelada protected Mrs. Ramsay by lying about the pearls. This causes the narrator to understand that Mr. Kelada is a real gentleman. As a result, the narrator smiles.</p> <p><i>Supporting information:</i> Mrs. Ramsay returned the \$100. / The narrator says, "I did not entirely dislike Mr. Kelada."</p> <p>Inferring: I can understand that the narrator smiles because he understands that Mr. Kelada knows everything / is not a liar / is an expert in the subject of pearls.</p> <p>Distinguishing different perspectives: In the beginning the narrator dislikes Mr. Kelada. But, in the end, his perspective changes and he discovers that Mr. Kelada is a nice man. He smiles because he realizes that he helped out Mrs. Ramsay so his attitude toward Mr. Kelada changes.</p> <p><i>Supporting information:</i> The narrator thinks Mr. Kelada is annoying and tries to escape him.</p>	<p>15 points</p>
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OR:

B. A SUMMER'S READING / Bernard Malamud

<p>6. (ii) his teachers didn't respect him</p>	<p>7 points</p>
<p>7. (iv) He likes to read the newspaper.</p>	<p>7 points</p>
<p>8. (Use Rubric 1) He felt good about himself / approval. / He felt a little better around the neighborhood and liked it more. // He wanted to wander in the neighborhood because people were showing him respect. / He liked to feel that other people respect him. // He could tell they [the neighbors] regarded him highly. / The neighbors smiled kindly at him. / He felt good when he was walking in the neighborhood, so he did not have to go to the park to feel good.</p>	<p>7 points</p>

<p>9. <i>Without <u>supporting details</u> – deduct 20%.</i></p> <p>Mr. Cattanzara is disappointed / angry with George (because he is still lying) / worried about George. / Mr. Cattanzara is disappointed / sad because he knows that George is lying. / Mr. Cattanzara feels sorry that George does not want to change his life.</p> <p><i>Supporting information:</i> Mr. Cattanzara treats him like a child. He gives him a nickel for a lemon ice. / He asks him to name one book he has read. / He tells him, "Don't do what I did." / He doesn't tell the neighbors that George hasn't read the books to still give him a chance.</p> <p><i>If without "feelings":</i> Mr. Cattanzara thinks / understood that George is lying. He tells him, "Don't do what I did." – 70%</p> <p><i>If without "feelings towards George":</i> "Mr. Cattanzara feels that George is lying. He tells him, "Don't do what I did."" – 70%</p>	<p>10 points</p>
<p>10. <i>(Use Rubrics 2 and 3)</i></p> <p><i>If there is no thinking skill above the question – skip 10b</i></p> <p><i>Without <u>supporting details</u> – deduct 20%.</i></p> <p><i>Possible thinking skills:</i> Inferring / Uncovering motives.</p> <p>Inferring: I can infer that Mr. Cattanzara does not mention the books because even though he knows George is not doing any reading he still hopes that George will do something with his life. / He doesn't want to destroy George's confidence. OR: I can infer that Mr. Cattanzara feels that George is not going to change. / I can infer that Mr. Cattanzara does not want to embarrass George. / I can infer that Mr. Cattanzara knows that George has already learned his lesson.</p> <p>Uncovering motives: I understand that Mr. Cattanzara's motive for not mentioning the books is to encourage George to / read books / do something with his life. He still believes in George. OR: I can understand that Mr. Cattanzara's motive for not mentioning the books is to show George that he no longer believes in him. / I can understand that Mr. Cattanzara's motives for not mentioning the books is to give George another chance to change his life.</p> <p><i>Supporting information:</i> From the beginning Mr. Cattanzara tries to get George to do something with / change his life. He asks George in the beginning what he is doing in the summer. / He tells the neighbors that George is reading / has read the books. Even when he knows George is not reading he doesn't tell anyone. OR: Mr. Cattanzara walks away out of pity when George closes his eyes. / Mr. Cattanzara tells George not to do what he did.</p>	<p>15 points</p>

PART II (39 points)

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

C. THANK YOU, MA'M / Langston Hughes

11. (iv) says he is lying	6 points
12. (iii) Mrs. Jones will call the police.	6 points
13. (i) wash his face <i>Accept:</i> (ii) The people in the house will hurt him.	6 points
14. (ii) Her job	6 points
15. (Use Rubrics 2 and 3) <i>If there is no thinking skill above the question – skip 15b</i> <i>Without supporting details – deduct 20%.</i> <i>Possible thinking skills:</i> Inferring / Uncovering motives / Explaining cause and effect. Inferring: I can understand that she takes him home because she wants to help him / him become a better person. She feels that she would help him more by being kind to him. She feels sorry for him. / She understands his life. / I can understand that she takes him home because she looked at him like he was her son. / I can understand that she takes him home because she wants to teach him a lesson / right from wrong. Uncovering motives: I can understand that Mrs. Jones' motive is to help Roger by being kind to him / treating him like her son. / Mrs. Jones took Roger home because when she was young she also did bad things. Explaining cause and effect: She is being kind to him because she hopes that this will cause him to become a better person. <i>Supporting information for all thinking skills:</i> She learns that he doesn't have anyone at home (to take care of him). / She also did things that she is ashamed of. / He is thin. / His face is dirty.	15 points

PART III (15 points)

(Use Rubric 4)

Answer the question for either **(16) Introduction to Poetry** OR **(17) Grandmother** OR **(18) The Treasure of Lemon Brown**.

Suggested length: 60-80 words.

16. INTRODUCTION TO POETRY / Billy Collins

Without supporting details – deduct 20%.

Similar: Both the poem and the quote tell the reader what they should do when they read.

Different: Unlike what Keating says in the above quote, that we should think for ourselves when we read, the poem tells the reader that it is most important that he should experience the poem directly / feel it.

Several quotes from the poem can be used as supporting information.

If talk about only ONE SIDE: for example, to talk about how the quote does NOT represent Collin's feelings because he doesn't want students to think about the author's ideas OR only talk about how they are similar in that you should consider what you need – the reader – think – accept.

17. GRANDMOTHER / Sameeneh Shirazie

Without supporting details – deduct 20%.

Both Nicole Polizzi and the woman in the poem realize they can learn from life. The woman in the poem asks her grandmother how she feels, but she doesn't really want an answer. However, when her grandmother answers her question, the girl begins to cry. She realizes that if she walked away, her grandmother would never say what she was feeling. As the quote says, the girl has learned a lesson / may now become a better person and treat her grandmother better.

The girl in the poem is different from Polizzi, because she is sorry that she didn't relate to her grandmother before but Polizzi has no regrets about what she does.

The supporting details are in the answer.

18. THE TREASURE OF LEMON BROWN / Walter Dean Myers

Without supporting details – deduct 20%.

According to the quote, people are our greatest treasure. This relates to the story because in the story Greg learns from Lemon Brown that the relationship between a father and a son is the most important thing someone can have. It is more important than money or expensive possessions. The treasure Lemon Brown hides is valuable to him only because it shows him how much his son loved him. Greg now understands what his father is trying to do for him / that his father cares about him. As the quote says he understands that his father is his greatest treasure and Lemon Brown who has taught him this lesson, although he is not someone who is close to him / someone familiar to him, helped him understand that.

The supporting details are in the answer.

APPENDIX TO PARTS I AND II

Thinking Skills

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