

Exit Level Scoring Guide for Reading and Written Composition

October 2005

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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.

A Game of Catch

by *Richard Wilbur*

My notes about what I am
reading

1 Monk and Glennie were playing catch on the side lawn of the firehouse when Scho caught sight of them. They were good at it, for seventh-graders, as anyone could see right away. Monk, wearing a catcher's mitt, would lean easily sidewise and back, with one leg lifted and his throwing hand almost down to the grass, and then lob the white ball straight up into the sunlight. Glennie would shield his eyes with his left hand and, just as the ball fell past him, snag it with a little dart of his glove. Then he would burn the ball straight toward Monk, and it would spank into the round mitt and sit, like a still-life apple on a plate, until Monk flipped it over into his right hand and, with a negligent flick of his hanging arm, gave Glennie a fast grounder.

2 They were going on and on like that, in a kind of slow, mannered, luxurious dance in the sun, their faces perfectly blank and entranced, when Glennie noticed Scho dawdling along the other side of the street and called hello to him. Scho crossed over and stood at the front edge of the lawn, near an apple tree, watching.

3 "Got your glove?" asked Glennie after a time. Scho obviously hadn't.

4 "You could give me some easy grounders," said Scho. "But don't burn 'em."

5 "All right," Glennie said. He moved off a little, so the three of them formed a triangle, and they passed the ball around for about five minutes, Monk tossing easy grounders to Scho, Scho throwing to Glennie, and Glennie burning them in to Monk. After a while, Monk began to throw them back to Glennie once or twice before he let Scho have his grounder, and finally Monk gave Scho a fast, bumpy grounder that hopped over his shoulder and went into the brake on the other side of the street.

6 "Not so hard," called Scho as he ran across to get it.

7 "You should've had it," Monk shouted.

8 It took Scho a little while to find the ball among the ferns and dead leaves, and when he saw it, he grabbed it up and threw it toward Glennie. It struck the trunk of the apple tree, bounced back at an angle, and rolled steadily

and stupidly onto the cement apron in front of the firehouse, where one of the trucks was parked. Scho ran hard and stopped it just before it rolled under the truck, and this time he carried it back to his former position on the lawn and threw it carefully to Glennie.

- 9 "I got an idea," said Glennie. "Why don't Monk and I catch for five minutes more, and then you can borrow one of our gloves?"
- 10 "That's all right with me," said Monk. He socked his fist into his mitt, and Glennie burned one in.
- 11 "All right," Scho said, and went over and sat under the tree. There in the shade he watched them resume their skillful play. They threw lazily fast or lazily slow—high, low, or wide—and always handsomely, their expressions serene, changeless, and forgetful. When Monk missed a low backhand catch, he walked indolently after the ball and, hardly even looking, flung it sidearm for an imaginary put-out. After a good while of this, Scho said, "Isn't it five minutes yet?"
- 12 "One minute to go," said Monk with a fraction of a grin.
- 13 Scho stood up and watched the ball slap back and forth for several minutes more, and then he turned and pulled himself up into the crotch of the tree.
- 14 "Where are you going?" Monk said.
- 15 "Just up the tree," Scho said.
- 16 "I guess he doesn't want to catch," said Monk.
- 17 Scho went up and up through the fat light-gray branches until they grew slender and bright and gave under him. He found a place where several supple branches were knit to make a dangerous chair, and sat there with his head coming out of the leaves into the sunlight. He could see the two other boys down below, the ball going back and forth between them as if they were bowling on the grass, and Glennie's crew-cut head looking like a sea urchin.
- 18 "I found a wonderful seat up here," Scho said loudly. "If I don't fall out." Monk and Glennie didn't look up or comment, and so he began jouncing gently in his chair of branches and singing "Yo-ho, heave ho" in an exaggerated way.

19 "Do you know what, Monk?" he announced in a few moments. "I can make you two guys do anything I want. Catch that ball, Monk! Now you catch it, Glennie!"

20 "I was going to catch it anyway," Monk suddenly said. "You're not making anybody do anything when they're already going to do it anyway."

21 "I made you say what you just said," Scho replied joyfully.

22 "No, you didn't," said Monk, still throwing and catching but now less serenely absorbed in the game.

23 "That's what I wanted you to say," Scho said.

24 The ball bounded off the rim of Monk's mitt and plowed into a gladiolus bed beside the firehouse, and Monk ran to get it while Scho jounced in his treetop and sang, "I wanted you to miss that. Anything you do is what I wanted you to do."

25 "Let's quit for a minute," Glennie suggested.

26 "We might as well, until the peanut gallery shuts up," Monk said.

27 They went over and sat cross-legged in the shade of the tree. Scho looked down between his legs and saw them on the dim, spotty ground, saying nothing to one another. Glennie soon began abstractly spinning his glove between his palms; Monk pulled his nose and stared out across the lawn.

28 "I want you to mess around with your nose, Monk," said Scho, giggling. Monk withdrew his hand from his face.

29 "Do that with your glove, Glennie," Scho persisted. "Monk, I want you to pull up hunks of grass and chew on it."

30 Glennie looked up and saw a self-delighted, intense face staring down at him through the leaves. "Stop being a dope and come down and we'll catch for a few minutes," he said.

31 Scho hesitated, and then said, in a tentatively mocking voice, "That's what I wanted you to say."

32 "All right, then, nuts to you," said Glennie.

33 "Why don't you keep quiet and stop bothering people?" Monk asked.

- 34 "I made you say that," Scho replied, softly.
- 35 "Shut up," Monk said.
- 36 "I made you say that, and I want you to be standing there looking sore. And I want you to climb up the tree. I'm making you do it!"
- 37 Monk was scrambling up through the branches, awkward in his haste, and getting snagged on twigs. His face was furious and foolish, and he kept telling Scho to shut up, shut up, shut up, while the other's exuberant and panicky voice poured down upon his head.
- 38 "Now you shut up or you'll be sorry," Monk said, breathing hard as he reached up and threatened to shake the cradle of slight branches in which Scho was sitting.
- 39 "I want—" Scho screamed as he fell. Two lower branches broke his rustling, crackling fall, but he landed on his back with a deep thud and lay still, with a strangled look on his face and his eyes clenched. Glennie knelt down and asked breathlessly, "Are you O.K., Scho? Are you O.K.?" while Monk swung down through the leaves crying that honestly he hadn't even touched him, the crazy guy just let go. Scho doubled up and turned over on his right side, and now both the other boys knelt beside him, pawing at his shoulder and begging to know how he was.
- 40 Then Scho rolled away from them and sat partly up, still struggling to get his wind but forcing a species of smile onto his face.
- 41 "I'm sorry, Scho," Monk said. "I didn't mean to make you fall."
- 42 Scho's voice came out weak and gravelly, in gasps. "I meant—you to do it. You—had to. You can't do—anything—unless I want—you to."
- 43 Glennie and Monk looked helplessly at him as he sat there, breathing a bit more easily and smiling fixedly, with tears in his eyes. Then they picked up their gloves and the ball, walked over to the street, and went slowly away down the sidewalk, Monk punching his fist into the mitt, Glennie juggling the ball between glove and hand.
- 44 From under the apple tree, Scho, still bent over a little for lack of breath, croaked after them in triumph and misery, "I want you to do whatever you're going to do for the whole rest of your life!"

from
Iron and Silk
by Mark Salzman

Mark Salzman is an American author who published a collection of essays about his experiences teaching English in China.

1 I spoke some Cantonese and hoped to keep it up while I was in China, since Cantonese is useful in southern China and in most overseas Chinese communities, where people may understand Mandarin but not be able to speak it. The two dialects are so different that, while visiting Guangdong Province where Cantonese is the native language, northern Chinese traveling through the province often asked me to translate for them. There were several Cantonese families living in our danwei, or unit, so I passed word around that when they saw me they should speak Cantonese to force me to practice. The Cantonese, who are in general very proud of their language and distinct customs, were all too happy to fulfill my request. One man, a physiology teacher, offered to tutor me regularly in exchange for English lessons. We prepared some materials and agreed to meet once a week for two hours.

My notes about what I am
reading

2 Mr. Gong was patient, generous, and extremely polite; I had warm feelings for him, but our friendship was very formal and therefore a bit exhausting. During our conversations I sat up straight in my chair to seem fully attentive, and since he always smiled, I always smiled as well. When he spoke about his experiences during the Second World War and the Cultural Revolution he leaned forward and indicated that I should lean forward too, so that he could whisper into my ear. During these tragic stories he continued to smile, making me self-conscious—it was difficult to maintain an expression of concern or sympathy when he was smiling, yet I could not smile at his misfortune.

3 He especially liked to tell me about the countryside, where he had lived for several years when he was “sent down” for ideological reform. Although that was certainly a time of hardship for him, he spoke fondly of the

impoverished villagers with whom he had lived and seemed to have great respect for their courage and sincerity. Once, a young boy from a neighboring village ran a high fever. Mr. Gong heard about the boy and went to see if there was anything he could do. He managed to keep the fever under control and the boy recovered, but the boy's father was deeply ashamed that he did not have even a piece of cloth to offer as a token of gratitude.

- 4 Thirteen years later this same peasant, having traveled more than one hundred miles on foot and on the backs of trucks, appeared at the gate of Hunan Medical College with three baskets of eggs. When he found Mr. Gong he said, "At last I have something to give you." Then he left, too ashamed of his appearance to visit Mr. Gong's home.
- 5 One day Mr. Gong asked me what I liked to do in my spare time. Among other things, I mentioned that I liked taking walks. From that time on he insisted that we have our lessons on foot, and he led me to most of the parks, zoos, museums and monuments in Changsha. These walks lasted two or three hours, and whenever we passed a food stand or restaurant he would treat me to candies, beer or noodles, no matter how I might protest. As good as his intentions were, walking through the noisy streets of Changsha was trying, especially while learning a language. When I suggested that we go back to having lessons in my room, he thought I was only being polite, so I asked instead if we could have our lessons in his home.
- 6 I thought I saw him wince, but he agreed right away and assured me that it would be no trouble at all for him or his family. I was to come one evening the next week.
- 7 As soon as I entered his home I realized that it had been considerable trouble for him and his family, for not only was the entire three-room apartment spotlessly clean, but a nine-course banquet was waiting for me on the dinner table. My heart sank with guilt, but I made myself register surprise and delight at the elaborate meal that I had virtually forced them to prepare.
- 8 Mr. Gong's household consisted of his mother, his wife and his two sons. The older boy was eighteen years old and went to college in the city, and the younger, twelve, was still in middle school. Though they all must have worked for days to get ready for my visit, they seemed genuinely excited that I had come and took great pride in introducing each of the dishes—all Cantonese specialties—to me.

9 The older son had to leave early to get back to his college, so we all walked him to the bus stop and saw him off. When we got back to the apartment, attention shifted to the younger son, and Mr. Gong asked him to show me his drawing pad. The boy looked embarrassed but obediently produced a sketch pad filled with pencil drawings of Japanese soldiers beheading Chinese peasants. As he handed it to me, I noticed that he wore exceptionally thick glasses.

10 "My boy is very near-sighted," Mr. Gong said, putting his hand on his son's head. "He will not be able to go to college because he cannot pass the eye examination. We all hope he will learn a trade soon so that his future will not be so uncertain. We keep telling him he must get serious and take responsibility for his future. So far, his only interest seems to be drawing." The boy looked at the ground as his father spoke, then silently retrieved his pad from me and disappeared into the bedroom.

11 The next day I stopped by Mr. Gong's house to distribute some gifts I had chosen for him and his family that morning. They were very ordinary gifts, except for the one I gave to the younger son. I had been moved by the story of his interest in drawing and had decided to give him the watercolors, brushes and charcoals that I had brought from America.

12 Not long after, Mr. Gong and his son appeared at my door. After a gentle nudge from his father, the trembling boy thanked me for the gift. After another gentle nudge, he asked me with utmost humility if I would be so generous as to teach him to draw. His request was so charming I felt I could not refuse; on the other hand, I did not want to take full responsibility for his career as an artist. I fumbled for words, and at last agreed to come three or four times to show him how to use the materials.

13 I went to their home that Sunday night after dinner and they had a three-course "snack" waiting. Then the table was cleared and Mr. Gong and his wife reverently placed my watercolors and charcoals on it. Five stools were placed at the table, and the boy sat to my right, with his father, mother and grandmother huddled around him. I thought I would explain how to use the charcoal first, to see if he understood the principles of three-point perspective, before going on to the watercolors. I set a piece of paper in front of him and one in front of me, handed him a charcoal

stick, and told him to imitate me. I drew a broad line across the paper using the side of the stick, showing him how to change the width of the line as he liked with his wrist. Nervously he began his line, but he pressed too hard, breaking the delicate stick. His parents and grandmother gasped and quietly scolded him, "Look what you did, you broke it!", and Mr. Gong apologized to me for his son's clumsiness. The boy's face reddened but showed no emotion. I quickly explained that a broken charcoal stick is as useful as a whole one. To put him at ease, I broke my own with a comic gesture and showed him how to use the different-sized pieces to advantage. He did not seem particularly amused, but neither did he seem too upset to go on.

14 I put a teacup in front of us and suggested that we each try to draw it; that way I could give him some tips as we went along. His every move met with his parents' gentle but firm criticism: "You see the way Uncle Mark did it? Yours doesn't look the same. Imitate Uncle Mark, that's why he has come here." "Why are you making trembly, crooked lines? Concentrate, don't just play—Uncle Mark's time is very precious, don't waste it." I tried to make him feel better by pointing out that trembly, crooked lines can be expressive, and used them to draw a cartoon of a frightened pig to show him what I meant. I thought I saw him smile, but his parents reminded him that I was only being kind, and that he should remember to concentrate next time.

15 Any American twelve-year-old would have exploded in embarrassment or resentment, but the boy did not protest or even frown. He stoically continued to draw, showing no signs of either exasperation or pleasure.

16 At last I could bear the gravity no longer, so I leaned back and said to the boy that the most important thing was that he should enjoy learning to draw.

17 "Are you having fun?" I asked him, praying that he would answer yes.

18 "Aren't you having fun? Tell him!" his parents said at once, smiling.

19 "Yes," he replied, with neither irony nor joy.

20 And then it occurred to me what a burdensome affair this must be for the child, obliged to relieve the anxieties of his parents by displaying sober, concentrated effort, and to

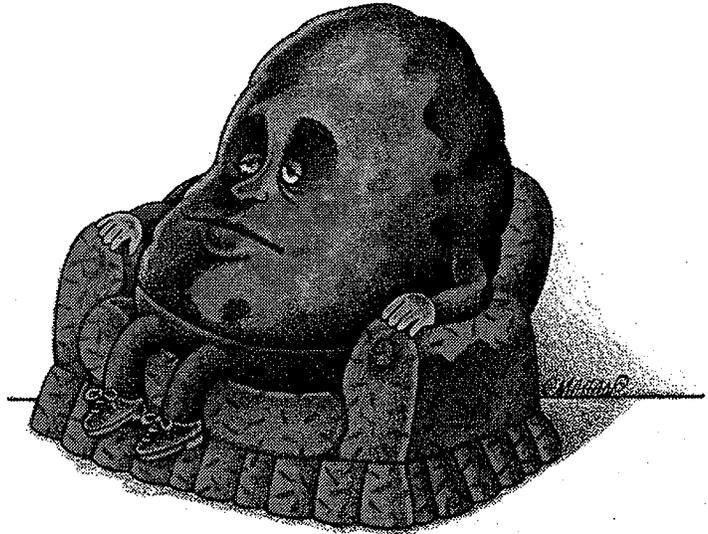
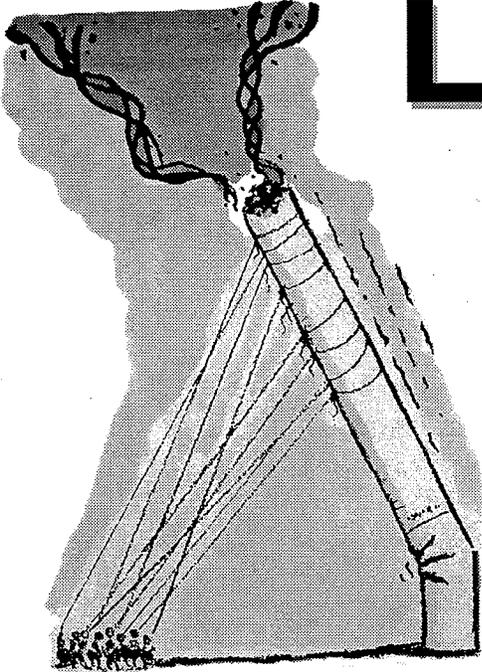
please the American, who demanded that he enjoy himself. He met the situation bravely, looking only at the paper and charcoal in front of him—as if the rest of us were too far away to be quite in focus—and maintaining an expression vague enough to allow for interpretation.

21 A few weeks after I had taught him how to use all the materials, I happened to bump into him walking to the market with his father. I asked about his progress, but he only looked down. His father sighed and patted him on the head.

22 “Aiya,” he sighed, “my foolish boy. He has stopped drawing and seems to have become interested in sports. What will we do with him?”

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SHORT ANSWER ITEMS

Rubrics and Sample Responses

Objective 2 – Literary Selection

In “A Game of Catch,” do you think Scho gets what he wants? 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

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RG-1

In "A Catch of Bane" Scho gets what he wants because he finally makes friends and catches the ball. "Then Scho rolled away from them and sat partly up, still struggling to get his wind but forcing a species of smile onto his face." This shows that Scho was happy with the end results of what happened because he was happy and smiled.

Score Point: 0 – Insufficient

In this response the student draws an incorrect conclusion about Scho getting what he wants (he finally makes friends and catches the ball). The student attempts to support this idea; however, the text is irrelevant for this incorrect conclusion. The student offers additional analysis (Scho was happy...), but this is also a misinterpretation of the selection.

RG-2

No, I don't think Scho gets what he wants. The story says, "Scho, still bent over..." That shows that he is back where he started.

Score Point: 0 – Insufficient

The student attempts to address the question, but the response is too vague to determine whether it is reasonable or not (No...that shows he is back where he started). The student offers a partial quote of text, but it is unclear what idea this would support.

Scho realized that he should not insult others for the skill they have over him. If he does not have a certain ability another has he should not mock others for something he does not do as well.

Score Point: 0 – Insufficient

This student presents a response (Scho realized that he should not insult others...) that does not answer the question asked and offers no textual evidence.

All Scho wanted was for Glennie and Monk to do what they were going to do all their lives. To not let any one control them. After Scho fell out of the tree and said he meant for Monk to do it, Monk and Glennie left him there on their own free will

Score Point: 0 – Insufficient

In this response the student offers a conclusion that is incorrect (All Scho wanted was for Glennie and Monk...to not let any one control them). The student presents a paraphrase of text, but it is irrelevant for this incorrect response.

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

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RG-5

Scho does and doesn't get what he desires. At first he is rejected from playing catch because he isn't good enough. After being rejected, he plays mind games with Monk and Glennie by repeatedly say "I made you do that," to make them feel sorry for Scho. He succeeds, but only after falling from a tree.

Score Point: 1 – Partially Sufficient

The student draws a reasonable conclusion that Scho does and doesn't get what he desires. The student presents analysis to explain (first he is rejected from playing catch, he plays mind games . . . to make them feel sorry for [him]). Although the student includes a partial quote and a general text reference in the analysis, no textual evidence is offered for support.

RG-6

Scho does not get what he wants out of the situation because he wanted to play catch just like the other guys, but he did not have a glove to do it with. Then, later on he wanted to humiliate the two boys because they were not being fair to him, but it did not work.

Score Point: 1 – Partially Sufficient

This student presents a reasonable idea that Scho does not get what he wants (he wanted to play catch...but did not have a glove, he wanted to humiliate the two boys...but it did not work). However, the student offers no textual evidence for support.

In "A Game of Catch" I do believe Scho got what he wanted. You can tell by the things he says that he obviously wanted to irritate them. You see that Scho gets what he wants when Monk says, "We might as well, until the peanut gallery shuts up." In conclusion Scho does get what he wanted.

Score Point: 1 – Partially Sufficient

In this response the student reasonably concludes that Scho got what he wanted (he obviously wanted to irritate them); however, the quote offered is partial and does not clearly support the conclusion.

I don't believe that Scho gets what he wants. I believe that he wanted to play catch because "After a good while of this, Scho said, 'Isn't it five minutes yet?'" I believe that after waiting long enough, he just wanted to annoy Monk and Glennie because they didn't let him play. He also tried to make it look like he was having fun in the tree without them by saying "Yo-ho, heave-ho" in an exaggerated way."

Score Point: 1 – Partially Sufficient

The student draws a reasonable conclusion that Scho does not get what he wants, which is to play catch and then to annoy Monk and Glennie because they didn't let him play. However, the student's attempts to support this analysis with relevant text are partial ("Isn't it five minutes yet?") and weakly connected ("Yo-ho, heave ho" in an exaggerated way).

READING RUBRIC—LITERARY SELECTION
OBJECTIVE 2

SCORE POINT 2 — SUFFICIENT

In **sufficient** responses, the student

- must offer a reasonable theme, character trait, conflict, or change and support it with accurate/relevant textual evidence

- must offer a reasonable analysis of a literary technique or figurative expression and support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

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

Score Point 2 Guide Responses for Objective 2 – Literary Selection

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RG-9

Scho wants to play catch with Monk and Glennie but the boys exclude him. "Why don't Monk and I catch for five minutes, and then you can borrow one of our gloves." After a while Scho said "Isn't it five minutes yet?" Glennie and Monk never invited Scho to play catch and therefore Scho didn't get what he wanted.

Score Point: 2 – Sufficient

The student reasonably concludes that Scho does not get what he wants because Monk and Glennie exclude him from their game of catch. The student supports this conclusion by combining direct quotes of relevant text with paraphrase of text.

RG-10

No, Scho wanted acceptance. He had been taunting the other boys to get their attention, but it backfired after he fell out of the tree because it made the others leave. "Glennie and Monk looked helplessly at him... and went slowly away down the sidewalk..."

Score Point: 2 – Sufficient

In this response the student presents a reasonable conclusion that Scho does not get what he wants (acceptance) mostly due to his method (taunting the other boys to get their attention). This is clearly supported by a direct quote of relevant text ("Glennie and Monk looked helplessly at him... and went slowly away down the sidewalk...").

yes, I believe he did. Because it seems like the whole time all Scho wanted was a little attention and by taunting Monk and falling out of the tree he received that attention when the boys came rushing to his aid "Are you ok scho?" "Are you ok?" "They knelt beside him, pawing at his shoulder and begging to know how he was." "I sorry Scho I didn't mean to make you fall."
Paragraph 39 & 44

Score Point: 2 – Sufficient

This student draws a reasonable conclusion that Scho does get what he wanted (by taunting Monk and falling out of the tree he received attention). The student supports the conclusion with direct quotes of relevant text.

I don't believe Scho gets what he wants. In the beginning of the story, it is evident that Scho is interested in playing with Monk and Glennie. This is best seen in paragraph 2, "Scho crossed over and stood at the front edge of the lawn near an apple tree, watching." Once Scho requests for them to "throw him" some easy grounders" (44), he is included in their game, and he grows accustomed to it. This is best seen in #5 which states, "so the three of them formed a triangle and they passed the ball for about 5 minutes." However, when Monk and Glennie stop throwing the ball to Scho he feels left out. Though he taunts them, saying, "I can make you guys do whatever I want." (19), all he really wanted was to be included.

Score Point: 2 – Sufficient

In this clear and specific response, the student presents a summary of events supported by direct quotes of relevant text to reasonably conclude that Scho does not get what he wanted (to be included). The student would have to provide a more thoughtful or insightful analysis in order to achieve a higher score point.

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
October 2005

RG-13

Scho achieves his aim of getting Monk and Glennie's attention by annoying them and making them ask him, "Why don't you keep quiet and stop bothering people?" This is Scho's way of turning the tables on them in retribution for their gradual exclusion of him from the game. He enjoys the delusion that he is controlling the game, that "anything [they] do is what [he] wanted [them] to do." The irony is that Scho professes to control others, and they believe him, forgetting that he cannot even control his own reflexes. "I want—" Scho screamed as he fell "from the tree.

Score Point: 3 – Exemplary

This student draws a particularly insightful conclusion that Scho achieves his aim of getting Monk and Glennie's attention by deluding them into thinking he can control them along with the irony that he cannot even control what happens to himself. The student strongly supports this analysis with direct quotes of relevant textual evidence.

RG-14

Like Icarus falling from the sky when he gets too close to the sun, Scho falls from the branches when he goes too far in trying to control the other boys by telling them he can make them do whatever he wants. Ultimately, Scho does not get what he wants (to control Glennie and Monk). In the end, like Icarus, he lays crumpled on the ground and can only watch as the boys get their gloves and walk away from him.

Score Point: 3 – Exemplary

The student shows a depth of understanding by making a comparison between the failed flight of Icarus and Scho's lack of success in controlling the other boys. The student strongly supports this insightful response with a synopsis of relevant text.

In "A Game of Catch," the boy Scho ultimately gets what he wants, which is to get the undivided attention of Monk and Glennie. After Scho is intentionally excluded from his friends' game of catch, "one minute to go," said Monk with a grin; he literally places himself high above them by climbing up a tree. Scho's ceaseless taunting of "I made you say that," provokes Monk to climb the tree and indirectly cause Scho to fall. The two boys rush to his aid, "pawing at his shoulders and begging to know how he was." Scho's wish is fulfilled and he finds the audacity to continue his taunt, "I meant you to do it."

Score Point: 3 – Exemplary

In this exceptional response the student shows particular insight by presenting the extreme measures that Scho goes to in order to get the attention of Monk and Glennie. The student combines direct quotes and paraphrase of relevant text to create a strong synopsis.

Scho wants to feel superior to the boys who excluded and ignored him. He reasons that the only way to get the boys' attention is by climbing to a "Wonderful seat" at the top of a nearby tree and pretending to control the boys' moves as if they were ^{his} "puppets," "I can make you do whatever I want." Initially Scho's endless taunts create the desired effect, "Why don't you keep quiet and stop bothering people?" However, it also leads to his ultimate exclusion as the boys "went slowly away (from Scho) down the sidewalk."

Score Point: 3 – Exemplary

This student demonstrates a depth of understanding by concluding that Scho's attempt to feel superior and get the other boys' attention actually causes him to be excluded by them. The student strongly supports this analysis by combining direct quotes and paraphrase of relevant textual evidence.

Objective 3 – Expository Selection

How did the customs of the Gong family make the author of “Iron and Silk” feel? Support your answer and 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
October 2005

RG-17

at first they made him feel a little out of place but soon realized that many people customs are different and unique.

Score Point: 0 – Insufficient

The student attempts to address how the customs of the Gong family make the author feel, but the response is too vague to determine whether it is reasonable. In addition, no textual evidence is offered.

RG-18

The customs of the Gong family made him feel good. He felt good because he knew that Mr. and Mrs. Gong really cared about their son's future. So he gave him the watercolors, brushes, and charcoals as a gift, knowing that Mr. Gongs son was interested in drawing.

Score Point: 0 – Insufficient

This student attempts to address the question by stating that the customs made him feel good, which by itself is too general. The student tries to clarify this idea with further analysis (he knew that Mr. and Mrs. Gong really cared...So he gave him the watercolors...), but it is unclear what custom this refers to or how it makes the author feel good.

It made me feel as if they were too nice.
They made him a 4 course meal, now
I dont know where your from but I know here
That just isnt done.

Score Point: 0 – Insufficient

In this response the student does not answer the question asked; instead of addressing how the author felt, the student provides his/her own reaction.

In "Iron and Silk", the author wasn't accustom to their way of life because he is from America. "When we got back to the apartment, attention shifted to the younger son," so before they notice the older son and then the younger. "Look what you did, you broke it!", and Mr. Gong apologized. "The author didn't get mad like the father because Mr. Gong's son did do anything wrong. so the Author could have felt that in away the son was force to draw.

Score Point: 0 – Insufficient

This response lacks clarity. Although the student states that the author wasn't accustomed to their way of life, it is not clear how any of the family's customs made the author feel. The student includes a number of quotes from the text; however, it is not clear what idea about the author's feelings concerning the family's customs these quotes would support.

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
October 2005

RG-21

I believe that Mark felt very uncomfortable trying to teach Gong's son how to use the materials, when Gong and his family were pressuring the boy way to much on something the boy did for fun. It seems to bring the boy more problems when Mark trys to encourage him.

Score Point: 1 – Partially Sufficient

The student draws a reasonable conclusion that the author felt uncomfortable trying to teach the Gong's younger son how to use the art materials when the Gong family was pressuring the boy, which was their custom. However, the student offers no textual evidence for support.

RG-22

The customs of the Gong family in "Iron and Silk" made the author feel respected and appreciated. The family gave him respect by saying "Uncle Mark's time is very serious" and they want their son to learn from him. The author was also appreciative because the family went out of the way for him. "It was trouble for the family".

Score Point: 1 – Partially Sufficient

This student reasonably concludes that the customs of the Gong family made the author feel respected and appreciated, clarifying this statement with further analysis (they want their son to learn from him, the family went out of the way for him). The student offers two partial quotes of text ("Uncle Mark's time is very serious," "it was trouble for the family"), the first of which is inaccurate; the author's time was precious, not serious. The student would need to present more accurate/relevant textual evidence in order to achieve a higher score point.

The customs in the Gong family were so strict & overbearing that it made the author feel bad for the son. All he wanted to do was draw. "Look at what you did, you broke it."

Score Point: 1 – Partially Sufficient

In this response the student presents the idea that the Gong family's custom of being strict and overbearing toward their son made the author feel bad for the boy, which is a reasonable interpretation. However, the quote offered by the student is not clearly linked to the idea, causing a weak connection. More clear and specific textual evidence would be needed to achieve a higher score point.

The customs of the Gong family made the author of "Iron and Silk" feel very uncomfortable. He felt that the family was criticizing the young boy too much. "I tried to make him feel better by pointing out that tremble, crooked lines can be expressive..." Also, the author did not like the tense, serious atmosphere of the room. "At last I could bear the gravity no longer..." The customs of the Gong family were very different from those of the author.

Score Point: 1 – Partially Sufficient

The student draws a reasonable conclusion that the author felt uncomfortable because he thought the family was criticizing the young boy too much and because he did not like the tense, serious atmosphere of the room. The student offers a direct quote of relevant text to support the second part of the analysis ("At last I could bear the gravity no longer..."); however, the quote offered for the first part of the analysis ("I tried to make him feel better...") is only weakly connected.

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
October 2005

RG-25

The Customs of the Gong family made the author feel very unusual because the family treated him like a king. "a nine course banquet was waiting for me on the dinner table." The author felt very guilty for making the family go through all that trouble. When ever the author came to the house the family would prepare him lots of food. "I went to their home that Sunday night after dinner and they had a three course snack waiting." As one can see the family treated the author very special.

Score Point: 2 – Sufficient

The student draws a reasonable conclusion that the customs of the Gong family made the author feel very unusual because the family treated him like a king; direct quotes of relevant text clearly support this idea.

RG-26

The customs of the Gong family made the author of "Iron and Silk" feel uncomfortable. When the author taught the boy how to draw, the boy's "father, mother, and grandmother huddled around him." The atmosphere was tense when the boy was being taught how to draw. "The child was obliged to relieve the anxieties of his parents."

Score Point: 2 – Sufficient

This student reasonably concludes that the customs of the Gong family made the author feel uncomfortable due to the tense atmosphere that they created when he was trying to teach the boy to draw. The student offers two quotes of relevant text to support this analysis, making the response clear and specific.

The customs of the Gong family made the the author of "Iron and Silk" feel guilty and burdensome. In paragraph seven, he says "my heart sank with guilt, but I made myself register surprise and delight at the elaborate meal I had virtually forced them to prepare."

Score Point: 2 – Sufficient

In this response the student draws a reasonable conclusion that the customs of the Gong family made the author feel guilty and burdensome and supports this idea with a direct quote of relevant text ("my heart sank with guilt...at the elaborate meal I had virtually forced them to prepare").

The customs of the Gong family made Mark Salzman, author of "Iron and Silk" feel a little awkward at times. Mr. Gong was smiling the whole time he was telling the author about his experiences in the war and the Cultural Revolution. "During these tragic stories he continued to smile making me self-conscious..." This phrase lets the reader feel the way the author felt when he couldn't bring himself to smile.

Score Point: 2 – Sufficient

This student reasonably concludes that Mr. Gong's customary style of storytelling made the author feel awkward at times. The student offers both a paraphrase and a direct quote of relevant text to support this clear and specific response.

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
October 2005

RG-29

Mark feels somewhat anxious and perhaps guilty at being drawn into the family's Customary Critique of their child's performance. "His parents and grandmother gasped and quietly scolded him. Look what you did, you broke it!" Mark is uncomfortable with the "gravity" of the situation knowing that the child is "obliged to relieve the anxieties of his parents" and that Mark himself is part of the problem. "Are you having fun?" I asked him, praying that he would say yes."

Score Point: 3 – Exemplary

The student provides a particularly insightful analysis that the Gong family's criticism of the boy makes the author feel anxious and guilty. Direct quotes of relevant text are integrated with the analysis to create an exemplary response.

RG-30

Mark felt that the Gong's customs were a little too drastic, especially in the way they placed so much pressure on the youngest son to achieve. "We keep telling him he must get serious and take responsibility for his future." Mark agreed to teach the boy to draw; however, the boy's "every move met with his parents' gentle but firm criticism." It was then that Mark realized "... what a burdensome affair this must be for a child..." Mark realized that the boy felt so forced to please his parents that he lost interest in the thing that first pleased him. "He has stopped drawing and seems... interested in sports."

Score Point: 3 – Exemplary

In this response the student shows a clear depth of understanding by concluding that the author feels the Gong's customs are too drastic because they place so much pressure on their youngest son to excel at art that he ends up losing interest in it altogether. The student strongly supports this analysis with direct quotes of relevant text.

Mark feels himself to be a burden to the Gong family since their customs and cultural etiquette require them to exhibit flawless hospitality, "for not only was the entire three-room apartment spotlessly clean, but a nine-course banquet was waiting for me on the dinner table." As an American, Mark feels a twinge of "guilt" at having people sacrifice their time and money to clean and prepare so much for him, but attempts to be the gracious guest, "I made myself register surprise and delight at the elaborate meal that I had virtually forced them to prepare."

Score Point: 3 – Exemplary

This student shows particular insight by concluding that the customs of the Gong family cause the author to feel like a burden because as an American, he is not used to people going to such trouble to simply be hospitable. This in turn causes him to make an extra effort to be exceptionally grateful. The student strongly supports this analysis with direct quotes of accurate/relevant textual evidence.

SALZMAN FELT GUILTY FOR THE GONG'S EXCESSIVE HOSPITALITY. "MY HEART SANK WITH GUILT... AT THE ELABORATE MEAL THAT I HAD VIRTUALLY FORCED THEM TO PREPARE." BEING AN AMERICAN HE WAS OBVIOUSLY UNACUSTOMED TO A COMMON CANTONESE RITUAL FOR WELCOMING A FIRST TIME VISITOR TO ONE'S HOUSE, WHICH INVOLVES BOTH SACRIFICE AND CELEBRATION. "THOUGH THEY ALL MUST HAVE WORKED FOR DAYS TO GET READY FOR MY VISIT, THEY SEEMED GENUINELY EXCITED THAT I HAD COME AND TOOK GREAT PRIDE IN INTRODUCING EACH OF THE DISHES—ALL CANTONES SPECIALTIES—TO ME."

Score Point: 3 – Exemplary

In this response the student reveals a depth of understanding by concluding that the customs of the Gong family made the author feel guilty because he views their common ritual of hospitality as being excessive due to his lack of familiarity with the Cantonese culture. Direct quotes of relevant text are well integrated with the analysis to create an exceptional response.

Objective 3 – Literary/Expository Selection

Can Scho in “A Game of Catch” and Mark in “Iron and Silk” be seen as intruders in these selections? Explain your answer and support it 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
October 2005

RG-33

These two characters can be considered intruders. Scho was not invited to play catch, at first it was only Monk and Glennie. "Monk and Glennie were playing catch on the side of the lawn..." Mark wasn't invited to China either. "The Cantonese, who are in general very proud of their language... were all too happy to fulfill my request." He was an American in China.

Score Point: 0 – Insufficient

This response is insufficient because it is unreasonable. It is reasonable to interpret Scho as an intruder because he is not invited to play catch; however, it is not reasonable to conclude that Mark could be teaching in China without having been invited. In addition, the text offered (...were all too happy to fulfill my request) refers to the author's wish to practice speaking Cantonese, not to the author's reason for being in China.

In both selection I think that both were intruders.
"Olennie noticed Scho dawdling along the other side of
the street and called hello to him" (Wilburpar 2).
"Mark Salzman is an American author who
teach English in China" (Salzman). The two
were people who came and joined others in
the two selection.

Score Point: 0 – Insufficient

In this response the student concludes that both Scho and Mark were intruders because they came and joined others, which is too vague to determine whether it is reasonable. Although the student offers direct quotations of text, it is unclear how they would support the idea of Scho and Mark being intruders.

From in "A Game of Catch", & "Iron & Silk" Scho
and Mark can be seen as intruders. Scho joins
his friends Monk & Glen to play catch baseball.
Mark travels to China where he meets a man
named Mr. Gong who later becomes his
father.

Score Point: 0 – Insufficient

The student concludes that both Scho and Mark can be seen as intruders. However, the analysis that follows is too general to determine how it relates to the idea of being an intruder.

Actually both of these boys Scho and Mark
just wanted to reach something, just wanted
to do something, that they like. But they
couldn't do this. Scho just met the
wrong people, and Mark couldn't change
people's character - their behavior.

Score Point: 0 – Insufficient

This response does not answer the question asked. The student does not offer a clear indication of whether Scho and Mark are intruders.

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
October 2005

RG-37

I can see Scho as an intruder but not Mark. Mark was invited into the home of the Gong family and welcome, Scho was not. Scho's playmates were lenient to him when they were playing because he had no glove. When the five minutes passed and the boys did not say anything, this eventually led the reader to believe that they excluded Scho. With Mark, the Gong family wanted him to come, visit, and teach more. I have faith that the family didn't see Mark as an unwelcome guest because they seemed "genuinely excited" that he had come.

Score Point: 1 – Partially Sufficient

In this response the student reasonably concludes that Mark is not an intruder because he was invited and welcome, while Scho is an intruder because he was not. The student offers only general text references rather than specific textual evidence to support this interpretation.

No, Scho and Mark can't be seen as intruders in these selections because in the story "A Game of Catch" it says "Glennie noticed Scho dawdling along the other side of the street and called hello to him" and in "Iron and Silk" it also tells "One man, a physiology teacher, offered to tutor me regularly in exchange for English lessons" this tell us evidently that neither Scho nor Mark were intruders in both selections.

Score Point: 1 – Partially Sufficient

In this response the student draws the conclusion that Scho and Mark are not intruders but does not explain the answer. However, the textual evidence presented (Glennie noticed Scho dawdling...called hello to him; One man...offered to tutor me regularly) could support a reasonable interpretation.

SCHO IN "A GAME OF CATCH" AND MARK IN "IRON AND SILK" HAVE BOTH BEEN SEEN AS INTRUDERS. WHAT I MEAN BY INTRUDERS IS THAT SCHO FORCED HIMSELF TO GET ATTENTION, AND TO BE ANNOYING WITHOUT BEING ASKED AND MARK FORCED HIMSELF TO GET TO KNOW THE GONGY FAMILY A LITTLE BETTER AND TO HELP MR. GONG'S SON TO DRAW. SO, BOTH SCHO AND MARK HAVE BEEN SEEN AS INTRUDERS IN THIS SELECTION.

Score Point: 1 – Partially Sufficient

The student reasonably concludes that Scho and Mark are intruders because they both force themselves on others (Scho forced himself to get attention; Mark forced himself to get to know the Gong family...) but offers no textual support.