Grade 10
Scoring Guide for Reading and Written Composition

Make-Up Form
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.
Business at Eleven

by Toshio Mori

When he came to our house one day and knocked on the door and immediately sold me a copy of The Saturday Evening Post, it was the beginning of our friendship and also the beginning of our business relationship.

His name is John. I call him Johnny and he is eleven. It is the age when he should be crazy about baseball or football or fishing. But he isn’t. Instead he came again to our door and made a business proposition.

“I think you have many old magazines here,” he said.

“Yes,” I said, “I have magazines of all kinds in the basement.”

“Will you let me see them?” he said.

“Sure,” I said.

I took him down to the basement where the stacks of magazines stood in the corner. Immediately this little boy went over to the piles and lifted a number of magazines and examined the dates of each number and the names.

“Do you want to keep these?” he said.

“No. You can have them,” I said.

“No. I don’t want them for nothing,” he said. “How much do you want for them?”

“You can have them for nothing,” I said.

“No, I want to buy them,” he said. “How much do you want for them?”

This was a boy of eleven, all seriousness and purpose.

“What are you going to do with the old magazines?”

“I am going to sell them to people,” he said.

We arranged the financial matters satisfactorily. We agreed he was to pay three cents for each copy he took home. On the first day he took home an Esquire, a couple of old Saturday Evening Posts, a Scribner’s, an Atlantic Monthly, and a Collier’s. He said he would be back soon to buy more magazines.

When he came back several days later, I learned his name was John so I began calling him Johnny.

“How did you make out, Johnny?” I said.
"I sold them all," he said. "I made seventy cents altogether."

"Good for you," I said. "How do you manage to get seventy cents for old magazines?"

Johnny said as he made the rounds selling The Saturday Evening Post, he also asked the folks if there were any back numbers they particularly wanted. Sometimes, he said, people will pay unbelievable prices for copies they had missed and wanted very much to see some particular articles or pictures, or their favorite writers’ stories.

"You are a smart boy," I said.

"Papa says, if I want to be a salesman, be a good salesman," Johnny said. "I'm going to be a good salesman."

"That's the way to talk," I said. "And what does your father do?"

"Dad doesn't do anything. He stays at home," Johnny said.

"Is he sick or something?" I said.

"No, he isn't sick," he said. "He's all right. There's nothing wrong with him."

"How long have you been selling The Saturday Evening Post?" I asked.

"Five years," he said. "I began at six."

"Your father is lucky to have a smart boy like you for a son," I said.

That day he took home a dozen or so of the old magazines. He said he had five standing orders, an Esquire issue of June 1937, Atlantic Monthly February 1938 number, a copy of December 11, 1937 issue of The New Yorker, Story Magazine of February 1934, and a Collier’s of April 2, 1938. The others, he said, he was taking a chance at.

"I can sell them," Johnny said.

Several days later I saw Johnny again at the door.

"Hello, Johnny," I said. "Did you sell them already?"

"Not all," he said. "I have two left. But I want some more."

"All right," I said. "You must have good business."

"Yes," he said, "I am doing pretty good these days. I broke my own record selling The Saturday Evening Post this week."
“How much is that?” I said.

“I sold 167 copies this week,” he said. “Most boys feel lucky if they sell seventy-five or one hundred copies. But not for me.”

“How many are there in your family, Johnny?” I said.

“Six counting myself,” he said. “There is my father, three smaller brothers, and two small sisters.”

“Where’s your mother?” I said.

“Mother died a year ago,” Johnny said.

He stayed in the basement a good one hour sorting out the magazines he wished. I stood by and talked to him as he lifted each copy and inspected it thoroughly. When I asked him if he had made a good sale with the old magazines recently, he said yes. He sold the *Scribner’s* Fiftieth Anniversary Issue for sixty cents. Then he said he made several good sales with *Esquire* and a *Vanity Fair* this week.

“You have a smart head, Johnny,” I said. “You have found a new way to make money.”

Johnny smiled and said nothing. Then he gathered up the fourteen copies he picked out and said he must be going now.

“Johnny,” I said, “hereafter you pay two cents a copy. That will be enough.”

Johnny looked at me.

“No,” he said. “Three cents is all right. You must make a profit, too.”

An eleven-year-old boy—I watched him go out with his short-business-like stride.

Next day he was back early in the morning. “Back so soon?” I said.

“Yesterday’s were all orders,” he said. “I want some more today.”

“You certainly have a good trade,” I said.

“The people know me pretty good. And I know them pretty good,” he said. And about ten minutes later he picked out seven copies and said that was all he was taking today.

“I am taking Dad shopping,” he said. “I am going to buy a new hat and shoes for him today.”

“He must be tickled,” I said.
“You bet he is,” Johnny said. “He told me to be sure and come home early.”

So he said he was taking these seven copies to the customers who ordered them and then run home to get Dad.

Two days later Johnny wanted some more magazines. He said a Mr. Whitman who lived up a block wanted all the magazines with Theodore Dreiser’s stories inside. Then he went on talking about other customers of his. Miss White, the schoolteacher, read Hemingway, and he said she would buy back copies with Hemingway stories anytime he brought them in. Some liked Sinclair Lewis, others Saroyan, Faulkner, Steinbeck, Mann, Faith Baldwin, Fannie Hurst, Thomas Wolfe. So it went. It was amazing how an eleven-year-old boy could remember the customers’ preferences and not get mixed up.

One day I asked him what he wanted to do when he grew up. He said he wanted a book shop all his own. He said he would handle old books and old magazines as well as the new ones and own the biggest bookstore around the Bay Region.

“That is a good ambition,” I said. “You can do it. Just keep up the good work and hold your customers.”

On the same day, in the afternoon, he came around to the house holding several packages.

“This is for you,” he said, handing over a package. “What is this?” I said.

Johnny laughed. “Open up and see for yourself,” he said.

I opened it. It was a book rest, a simple affair but handy.

“I am giving these to all my customers,” Johnny said.

“This is too expensive to give away, Johnny,” I said. “You will lose all your profits.”

“I picked them up cheap,” he said. “I’m giving these away so the customers will remember me.”

“That is right, too,” I said. “You have good sense.”

After that he came in about half a dozen times, each time taking with him ten or twelve copies of various magazines. He said he was doing swell. Also, he said he was now selling Liberty along with the Saturday Evening Posts.

Then for two straight weeks I did not see him once. I could not understand this. He had never missed coming to
the house in two or three days. Something must be wrong, I thought. He must be sick, I thought.

One day I saw Johnny at the door. “Hello, Johnny,” I said. “Where were you? Were you sick?”

“No. I wasn’t sick,” Johnny said.

“What’s the matter? What happened?” I said.

“I’m moving away,” Johnny said. “My father is moving to Los Angeles.”

“Sit down, Johnny,” I said. “Tell me all about it.”

He sat down. He told me what had happened in two weeks. He said his dad went and got married to a woman he, Johnny, did not know. And now, his dad and this woman say they are moving to Los Angeles. And about all there was for him to do was to go along with them.

“I don’t know what to say, Johnny,” I said.

Johnny said nothing. We sat quietly and watched time move.

“Too bad you will lose your good trade,” I finally said.

“Yes, I know,” he said. “But I can sell magazines in Los Angeles.”

“Yes, that is true,” I said.

Then he said he must be going. I wished him good luck. We shook hands. “I will come and see you again,” he said.

“And when I visit Los Angeles some day,” I said, “I will see you in the largest bookstore in the city.”

Johnny smiled. As he walked away, up the street and out of sight, I saw the last of him walking like a good businessman, walking briskly, energetically, purposefully.

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Tough Cookie
by Alex Tresniowski, Kate Klise, and Lauren Comander

Things are hectic in the Kids Cafe kitchen, and the boss is in one of those moods. “Who got my file messy?” demands Ashlee Vann, after picking up a chocolate-splattered folder. “Wash your hands!” she barks at an arriving volunteer, exasperation etched on her face. Soon, though, the kitchen is running smoothly, and Vann’s drill sergeant dramas give way to gentility. “She’s manipulative, ornery and power hungry,” whispers the washed-hands volunteer, Michael Meyer, 26. “But after she’s done bossing me around, she’ll come and give me a hug.”

Vann began volunteering at the cafe last year to help ease one of the nation’s most shameful burdens. According to Second Harvest, more than 8 million children suffer daily from the effects of chronic hunger. Each day after her fifth-grade classes end at Weller Elementary School—and on some Saturday afternoons as well—Vann walks three blocks to the Kids Cafe, which has been in operation since 1997. There she helps cook and serve free dinners to 75 children a night (no minimum income is required, but most of the children come from disadvantaged families). “It’s fun,” says Vann, who must make sure that each child gets a square meal. “Sometimes the kids only want dessert,” she explains. “But they have to eat most of the dinner before they get dessert. I’m sorry, but that’s the rule.”

And rules, as Vann’s charges soon discover, are meant to be followed. “She knows how to take charge without being bossy,” says Linda Dickinson, one of the two or three adult volunteers Vann supervises each shift. “But she also knows how to be bossy when she has to be.” Just watch Vann dispensing food—and attitude—to indecisive diners. “Y’all gotta decide what you want,” she scolds one group of kids. “Ham or turkey, potato salad or cole slaw. Fine, you don’t want either? Okay, forget it!”

See Tough, page 2
Yet Vann doesn't see herself as some pint-size Leona Helmsley. "I'm not mean, I'm tough," she says. "I say 'please' and 'thank you.' But I get mad sometimes, because if you're lazing around, I have to say, 'I need help! I don't need lazing around!'" Nor does she cut the adult volunteers she supervises any more slack than the two or three children she oversees each day. "But," Vann admits, "it's much harder with the adults. They always want to do things their own way."

Ditto Vann. "Everything in this house is set up the way Ashlee thinks it should be," says Cassandra Vann, 30, a single mother who is raising Ashlee as well as son John, 10, in a three-bedroom rented house in Springfield. "I'll get eggs and put them in a bowl in the refrigerator, then she puts them back in the container." The older Vann smiles and rolls her eyes thinking about the hard-nosed daughter she calls Miss Ashlee. "We bump heads now," says Cassandra. "Can you imagine what it'll be like when she's 15?"

Probably not much different from when Ashlee was 4. "Even then, she carried a pencil and pen with her everywhere she went," marvels her grandmother Ora Benson, 50, who lives nearby and instilled a love of cooking in her granddaughter. These days, Ashlee routinely fixes dinner for her brother and mother and also keeps the household up and running. "Ashlee's always been my helper," says her mother, who recently lost her job in the human resources department of a local hospital and must rely on help from friends and family to make ends meet. "I probably lean on Ashlee too much. She washes clothes, cooks food. I wake up on a Saturday morning and hear the washing machine going and the Nintendo going, and I know Ashlee's awake."

Remarkably, Vann, who in April received a Gift of Time award (given to outstanding volunteers in Springfield), maintains a straight A average at school even as she juggles her housework, her Kids Cafe duties and her membership in a local children's dance group, the Nubian Queens. "She's very smart and very responsible," says her fifth-grade teacher, Janell Osborn, 25. "She has high expectations of her peers and of herself."

Last year, Vann ran for mayor of the Boys & Girls Club—and lost. "I was so mad," she recalls. "So I said, 'Fine, I want to cook then.'" The next day she was named coordinator at the Kids Cafe. On a typical afternoon, after making sure all her volunteers have shown up, Ashlee slips into the kitchen to whip up meals like macaroni and cheese, spaghetti and beef stew. (Unit director Stafford plans the menus, but Vann often goes along on weekly shopping trips to Ozarks Food Harvest—a food bank that supplies donated goods to the Kids Cafe for about 14 cents a pound.) Vann also wipes tables clean and keeps track of the volunteer schedule. "My mom told me," says Vann, "if you help people, someday they might help you back."

Not that Ashlee is taking any chances—she has her future all planned out. "I'd like to be a chef," she declares. "I'd like to open a restaurant and make fancy foods." And to make sure customers don't forget who's in charge, Vann has a plan. "I'm going to name my restaurant something weird," she explains, "something that only I can pronounce."

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1 Leona Helmsley, a former hotel owner, was known for being a demanding employer.
My First Million

by Noelia Gallego

10 Steps to Earning a Million Dollars Before You Turn 21

"Parents of babies and teens should stand up and salute Noelia Gallego and her baby-sitter’s boot camp. Gallego discovered a need and filled it. And in the process, she got rich. Her story will inspire teens everywhere."

—Stacy T. Bill / Wall Street Weekly

52 Weeks on the Bestseller List!
SHORT ANSWER ITEMS

Rubrics and Sample Responses
Objective 2 – Literary Selection

How would you describe the relationship between Johnny and the narrator in “Business at Eleven”? Support your answer with evidence from the selection.
READING RUBRIC—LITERARY SELECTION
OBJECTIVE 2

SCORE POINT 0 — INSUFFICIENT

In insufficient responses, the student

☐ may offer an incorrect theme, character trait, conflict, or change

☐ may offer a theme, character, conflict, or change that is too general or vague to determine whether it is reasonable

☐ may incorrectly analyze a literary technique or figurative expression

☐ may offer an analysis that is too general or vague to determine whether it is reasonable

☐ may present only a plot summary

☐ may not address the question in any way or may answer a different question than the one asked

☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
Score Point 0 Guide Responses for Objective 2 – Literary Selection

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The relationship was like 2 adults but at first it seems more like a mother and child.

Score Point 0 – Insufficient

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

I would describe their relationship as a good one that grew closer and closer everyday. They got along very well.

Score Point 0 – Insufficient

The student offers an idea that is too general to determine whether it is reasonable (I would describe their relationship a good one that grew closer and closer everyday).

Objective 2 – Literary Selection Guide responses are labeled RG-1 through RG-16.
John was 11 and he wanted magazines. The narrator told him she had some. John wanted to pay for the magazines. She starts to call him Johnny. She asks him personnel questions and he answers her. Johnny explains the situation and she wished him good luck.

Score Point 0 – Insufficient

In this response, the student presents only a plot summary of the story without offering an idea or text evidence.

they both want to be something, but things get in their way of reaching their goal.

Score Point 0 – Insufficient

The student offers a personal observation of the relationship between characters but does not answer the question asked.
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

I personally think that Johnny and the narrator have a good relationship in “Business at Eleven” because they know how to communicate with each other about different things, including trade and they both are very fond of each other.

Score Point 1 – Partially Sufficient

This student offers a reasonable idea (Johnny and the narrator have a good relationship…they know how to communicate…and they both are very fond of each other) but provides no textual evidence as support.

RG – 6

The relationship between Johnny and the narrator in “Business at Eleven” was a business relationship and a friendship. “It was the beginning of our friendship and also the beginning of our business relationship” according to the narrator.

Score Point 1 – Partially Sufficient

This student presents a reasonable analysis (The relationship…was a business relationship and a friendship), but this analysis and the textual evidence are virtually identical. Students must provide an analysis of the text that goes beyond merely repeating or paraphrasing the information in the quotation.
The relationship between Johnny and the narrator is professional, but the relationship is also a little personal.

Score Point 1 – Partially Sufficient

In this response the student presents a reasonable analysis (The relationship...is professional, but...also a little personal) but offers no textual evidence as support.

Johnny and the narrator of "Business at Eleven" have a business relationship. This is displayed in paragraph 16 when the narrator says "we arranged financial matters satisfactorily." Through this business relationship, Johnny and the narrator become friends. This friendship grows through their short conversations while Johnny looks through magazines, but is really exemplified through the narrator's concern in paragraph 74, when he asks "What's the matter?"

Score Point 1 – Partially Sufficient

This student offers two reasonable ideas (Johnny and the narrator...have a business relationship; Johnny and the narrator become friends). Only the first idea is supported with textual evidence in the form of a direct quotation (We arranged financial matters satisfactorily). The quotation provided to support the idea that Johnny and the narrator are friends (What’s the matter?) is partial and therefore only weakly connected to the idea.
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 – Sufficient

In this response the student presents a reasonable idea and clarifies it (a really strong relationship...seem really close...he was worried when Johnny didn’t show up for a while). This analysis is supported with direct quotations.

Score Point 2 – Sufficient

This student offers a reasonable analysis (they both cared for each other) and provides relevant textual evidence through paraphrase and direct quotation (the narrator offered to lower the price from 3 cents to 2 cents. Johnny refused his offer saying, “You must make a profit too.”).
I would describe their relationship as business, because when Johnny said: “I don’t want them [the magazines] for nothing. How much do you want for them?”, that is a business conversation. The narrator said: “We arranged the financial matter satisfactorily.”

Score Point 2 – Sufficient

In this response the student presents a reasonable idea (I would describe their relationship as business) and provides relevant textual support in the form of direct quotation (“I don’t want them...for nothing.....” We arranged the financial matter satisfactorily).

Johnny and the narrator’s relationship is one of friendship and business. As a friend, he asks Johnny, inquiring, “Where were you? Were you sick?” after a two-week period when Johnny had not visited. A business relationship also exists. The narrator establishes a business deal with Johnny, agreeing that Johnny is “to pay three cents for each magazine he takes home.”

Score Point 2 – Sufficient

This student presents two reasonable ideas (Johnny and the narrator’s relationship is one of friendship and business). Textual evidence consisting of direct quotations and relevant synopsis is provided for the friendship idea (the narrator cares for Johnny, inquiring, “Where were you? Were you sick?”) and for the business idea (The narrator establishes a business deal with Johnny, agreeing that Johnny is to pay three cents for each magazine he takes home).
READING RUBRIC—LITERARY SELECTION
OBJECTIVE 2

SCORE POINT 3 — EXEMPLARY

In exemplary responses, the student

☐ must offer a particularly thoughtful or insightful theme, character trait, conflict, or change and strongly support it with accurate/relevant textual evidence

☐ must offer a particularly thoughtful or insightful analysis of a literary technique or figurative expression and strongly support it with accurate/relevant textual evidence

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

Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.
Score Point 3 Guide Responses for Objective 2 – Literary Selection

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RG – 13

In "Business at Eleven" by Tosiuo Mori, the relationship between Johnny and the narrator can best be described as a friendly-business one. The narrator encourages Johnny by telling him he has a "good ambition... You can do it. Just keep up the good work and hold your customers." However, Johnny tries to maintain a business-like relationship by firmly requesting that the narrator allow him to pay for the magazines rather than receive them for free. Even at the peak of their relationship when the narrator offers to drop the price to two cents per magazine, Johnny says, "No. Three cents is all right. You must make a profit too."!

Score Point 3 – Exemplary

In this exemplary response the student offers an analysis (the relationship can best be described as a friendly-business one) with direct textual quotations combined with relevant, specific synopsis to support all facets of this analysis (The narrator encourages Johnny by telling him... “Just keep up the good work and hold your customers.” Johnny tries to maintain a business-like relationship... Even at the peak of their relationship... Johnny says, “No. Three cents is all right. You must make a profit too.”).

RG – 14

The narrator believes in Johnny and wants to encourage him. The narrator supports Johnny, saying "That is a good ambition. You can do it." when he hears Johnny's plan to own the biggest bookstore in the region. He acknowledges Johnny's good ideas for advertising too, saying "you have good sense." Later, when the narrator says to Johnny, "when I visit Los Angeles some day, I will see you in the largest bookstore in the city." it's clear that the narrator doesn’t wonder if Johnny will succeed, he is confident the boy will.

Score Point 3 – Exemplary

In this exemplary response the student provides an insightful idea that the narrator and Johnny have an encouraging, supportive relationship. The student offers textual support in the form of direct quotations that shows the student’s ability to strongly connect the textual evidence to the idea.
Although John and the narrator started out just as business partners, their relationship grows into something more. The narrator begins to see John as a surrogate father to Johnny. John begins buying old magazines in the narrator for 3 cents each. After John comes back later, the narrator tells John that he can have the mags for 2 cents, but John insists on buying them for 3 cents. Later after finding out John's dad has been out of a job and just stays at home, the narrator begins encouraging Johnny by telling him that his goal for owning a bookstore in SF is a good ambition. When John leaves, the narrator vows to visit him in LA. And when John walks away at the end of the story, the narrator, like a father, is proud of John who walks briskly away, like a businessman.

Score Point 3 – Exemplary

The student offers the insightful idea that the relationship between the narrator and Johnny progresses from being solely a business relationship to being a surrogate father-son relationship. The student provides a specific synopsis to support the progression of the relationship, helping to make this an exemplary response.

On one hand, the narrator is making an effort to encourage the boy while the boy wants to establish a business-only relationship. The narrator calls the boy Johnny, a friendlier version of John, after the boy comes back several days later. The narrator is curious about the boy's work, asking how the boy made out and how did he manage to get seventy cents for old magazines. He encourages Johnny, saying that he is a smart boy that his father is lucky to have a smart boy for a son. Johnny is business-like with each visit. At first, Johnny agreed to pay three cents for each magazine copy, but on the second visit, he took home a dozen more and explained his selling technique was to ask customers if there were any back numbers they wanted. He gathered 14 copies on the third visit and told the narrator that he had continued paying 3 cents a copy, commenting only that the narrator must make a profit, too.

Score Point 3 – Exemplary

The student presents the thoughtful idea that the narrator wants to encourage the boy, while Johnny only wants a business relationship with the narrator. Providing textual support in the form of specific synopsis, the student clearly indicates a depth of understanding.
Objective 3 – Expository Selection

Based on what you read in “Tough Cookie,” would you like to be supervised by Ashlee Vann? Explain your answer and support it 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 Grade 10 Make-up
Spring 2009

Score Point 0 – Insufficient

I wouldn't mind being advised by Ashlee Vann. My reason is that she sounds like a nice person and would be willing to let anybody have a chance.

Score Point 0 – Insufficient

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

Ashlee is 11 years old. She loves to volunteer on everything. She was chosen as the coordinator. She helps her mother to cook and clean the house. She gets along with everyone. She is loved. She is a wonderful little girl.

Score Point 0 – Insufficient

This student presents only a summary of the selection with no analysis or textual evidence offered.

Objective 3 – Expository Selection Guide responses are labeled RG-17 through RG-32.
I would not see any difference if Ashley Vann supervised me because a job is a job, and if I liked, I will have to support anything, good or bad.

Score Point 0 – Insufficient

The student does not address the question asked, which makes this an insufficient response.

I wouldn’t mind her being around. They didn’t like her, because they wanted to do what they wanted to do. When there was a mess they didn’t clean it up.

Score Point 0 – Insufficient

In this response the student attempts to answer the question but does not provide an analysis with textual support; instead, the student offers only general observations about the volunteers at the Kids Café.
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 Grade 10 Make-up
Spring 2009

RG – 21

I don't think I would like to be supervised by Ashlee Vann because she is pretty moody. In paragraph 1 for instance she goes from bossy to being kind. She just really anxious.

Score Point 1 – Partially Sufficient

In this response the student offers a reasonable interpretation (she is pretty moody; she goes from bossy to being kind). No textual evidence is provided as support.

RG – 22

Yes, because I love to help others, I think it's the priceless smiles you receive, that good feeling. I also feel in any business, there must be discipline and order, which is relevantly shown in paragraphs 7, 5 and 10. That is so true if you help people, someday they might help you back.

Score Point 1 – Partially Sufficient

The student begins by offering vague personal observations about community service that do not address the question asked (I love to help others; I think it's the priceless smiles you receive; that good feeling). The reasonable idea that addresses the issue of being supervised by Ashlee Vann (I feel in any business there must be discipline and order) is not supported because only paragraph citations are provided. The direct quotation (if you help people...) does not support the idea of discipline and order. Therefore, this response remains partially sufficient.
Yes, I would like to be supervised by Ashlee Vann because she is very responsible but at the same time bossy. "Things are hectic in the Kid's Cafe kitchen, and the boss is in one of those moods.

Score Point 1 – Partially Sufficient

The student presents a reasonable analysis (she is very responsible but at the same time bossy). However, the textual evidence offered is only weakly connected to the idea.

Yes, because she is strong willed, she is coverted her life to cooking; she's devoted, she is a team player, she get her work done and still plays, she would be an inspiring leader.

Score Point 1 – Partially Sufficient

In this response the student offers multiple ideas addressing why Ashlee Vann would be a good supervisor. However, no textual evidence is provided to support any of these ideas.
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 Grade 10 Make-up
Spring 2009

I would like to be supervised by Ashlee Vann because she is doing something good for the hungry kids. "She helps cook and serve free dinners to 75 disadvantaged families." So to me it would be a good thing to be supervised by Ashlee Vann.

Score Point 2 – Sufficient

In this response the student provides a reasonable interpretation (she is doing something good for the hungry kids); this idea is supported by relevant textual evidence.

Based on what I read in "Tough Cookie", I would like to be supervised by Ashley Vann, because even though she gets mad at you, she will be kind and gentle with you at the end. She screams at Michael Meyer by screaming at him, "Wash your hands!" and Michael Meyer says, "Liar!" after she's done bossing me around, she'll come and give me a hug. I think she does this just to have discipline but she is actually nice and gentle afterwards.

Score Point 2 – Sufficient

This student offers a reasonable analysis (even though she gets mad at you, she will be kind and gentle with you at the end). Relevant textual support is provided in the form of direct quotations.
No I wouldn't because I don't like to get bossed around or being told what to do, like in paragraph 1 when a volunteer came in and she demanded him to wash his hands with an exasperation etched on her face.

Score Point 2 – Sufficient

In this response the student offers the reasonable analysis that he/she would not like to get bossed around or told what to do like the volunteer in the story and then paraphrases relevant textual evidence from the selection.

I personally would not care to be supervised by Ashlee Vann even considering her award-winning leadership. Despite her credentials of being the Kids Cafe's only child leader, I find Ashlee too "bossy" and "power hungry" to be my leader. A good leader should be assertive, but being a "drill sergeant" is not what a business for children needs. This type of organization needs a leader that will be calm and placid, not "exasperated" or "bossy."

Score Point 2 – Sufficient

In this response the student offers the reasonable interpretation that he/she would not want to be supervised by Ashlee Vann, despite her leadership abilities and credentials. A series of direct quotations of relevant text supports the student’s analysis.
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 Grade 10 Make-up
Spring 2009

Score Point 3 – Exemplary

The student in this exemplary response offers the insightful idea that although Ashlee Vann seems like a military commander, she is also nice. The student provides direct quotations from the selection that support both aspects of Ashlee’s personality. This response shows not only the student’s depth of understanding but also an ability to strongly connect textual evidence to the analysis.

Score Point 3 – Exemplary

In this exemplary response the student offers an insightful analysis (She…doesn’t take bull from anyone, and she expects a lot out of people) that is strongly supported by textual evidence in the form of a specific synopsis. The student’s use of strongly connected textual evidence shows a depth of understanding, helping to make this an exemplary response.
Vann may not be the easiest boss to work for, but I would certainly respect her because she has high expectations for her peers and herself and isn’t afraid to lead by example by keeping tables clean and keeping track of the volunteer schedule. I respect that she may get mad sometimes at lazy volunteers. “I need help! I don’t need lazing around.” She may have a drill sergeant demeanor at first, but she’s feeding free dinners to 75 children a night and she must be efficient with her time so that everyone can be fed. “Just watch Vann dispensing food…” attitude to indecisive diners. “Y’all gotta decide what you want,” she scolds on group of kids.”

Score Point 3 – Exemplary

The student provides insightful analysis (has high expectations for her peers and herself; she’s feeding free dinners to 75 children a night and she must be efficient with her time so that everyone can be fed). This analysis is strongly supported by paraphrased text and direct quotations.

Vann demonstrates several characteristics that I admire in a supervisor. She “wants and takes responsibility” and has the same high expectations for others. Her direct style also leaves no room for confusion about where she stands. When she needs help, she will say so and will call people out for “lazing around.” I also like that no job is too small for the boss. She is hands-on and does everything from wiping tables to keeping track of volunteers and making sure they do what needs to be done. One of the volunteers says it well: “After she’s done bossing me around, she’ll come and give me a hug.”

Score Point 3 – Exemplary

In this exemplary response the student offers several insightful ideas (has...high expectations for others; direct style also leaves no room for confusion; no job is too small for the boss). The student provides textual support by using a combination of direct quotations and paraphrased text.
Objective 3 – Literary/Expository Selection

What is one personality trait that Johnny in "Business at Eleven" and Vann in "Tough Cookie" share? 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.
Johnny and Vann share the common interest of business. Johnny volunteers to pay three-cents for each magazine for business profits and Vann takes her business seriously by not cutting any volunteer slack in their job.

Score Point 0 – Insufficient
In this insufficient response the student offers a general statement (Johnny and Vann share the common interest of business) that does not address the question asked.

Johnny and Vann both have jobs. Johnny works with selling magazines, and Vann works with helping people. They both know what their plans are. Johnny and Vann are eleven years old. Most of all they love helping people.

Score Point 0 – Insufficient
In this response the student makes several general statements (Johnny and Vann both have jobs; Johnny and Vann are both eleven years old) that do not identify a personality trait. The student does offer that they both know what their plans are, but this idea is too general to determine whether it is reasonable. No textual evidence is provided.

Objective 3 – Literary/Expository Selection Guide responses are labeled RG-33 through RG-48
The two similarities in the short stories is they both want to get the work done. By doing so make a little profit on the way.

Score Point 0 – Insufficient
In this insufficient response the student offers a general idea (they both want to get the work done) and attempts to develop it with an idea that is incorrect for Ashlee Vann (By doing so make a little profit). No textual support is provided.

They share the same thing as being 11 years old and also that they like to do what they do best.

Score Point 0 – Insufficient
The student in this response states that both Johnny and Ashlee Vann are 11 years old, which is not a personality trait. The student then goes on to state that they both like to do what they do best, which is an idea that is too general to determine whether it is reasonable.
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.
Johnny and Vann both have their futures planned out.

Score Point 1 – Partially Sufficient
In this response the student offers an idea (Both Johnny and Vann have their futures planned out) that can be supported by text from both selections and is therefore considered reasonable. However, no textual support has been provided.

Johnny and Ashlee both work there hardest at what they do, and set their minds to accomplishing their goals. Johnny wants to own a book store and Ashlee wants to own a restaurant, so they both volunteered in the environment they want to work in when they’re older.

Score Point 1 – Partially Sufficient
This student offers a reasonable idea (Johnny and Ashlee both work their hardest at what they do and set their minds to accomplishing their goals) and then provides explanations in terms specific to each selection (Johnny wants to own a bookstore, and Ashlee wants to own a restaurant). The final idea (they both volunteered in the environment they want to work in when they’re older) is not accurate for Johnny but is still acceptable for a partially sufficient response.
One personality trait that both Johnny and Vann attain is they are both independent. Johnny displays this trait by the business he is involved in. Johnny’s independence and success is shown when he says, “I sold 167 copies this week”, which is a big achievement for an eleven year old. Vann is clearly independent when her mother admits, “I probably lean on Ashlee to much. She washes clothes, cooks food.” While she maintains an “A” average, is on a dance team and still manages her job.

Score Point 1 – Partially Sufficient
This student offers the reasonable idea that Johnny and Vann are both independent. This idea is clearly supported for Vann with a direct quotation from her mother and with specific synopsis. However, the text support for Johnny (“I sold 167 copies this week”) is only weakly connected to the idea of independence.

Johnny and Vann show alot of responsible at the age of 11. Johnny wants to own a bookshop “Paragraph 10”, While Vann wants to open up her a restaurant “Paragraph 11”. So they get jobs that relates to their career to gain knowledge and experience that is need to accomplish their goal.

Score Point 1 – Partially Sufficient
The student offers a reasonable idea (Johnny and Vann show a lot of responsibility at the age of 11) and goes on to provide additional analysis (Johnny wants to own a bookshop…Vann wants to open up a restaurant…so they get jobs that relate to their career). The student attempts to support the ideas with citations. However, students may provide textual evidence only in the form of direct quotations, paraphrase, or specific synopsis.
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.
Johnny and Vann are both optimistic and determined. Johnny, after hearing he’s going to move to Los Angeles, decides to not let it stand in the way of his goal and says “I can sell magazines in Los Angeles.” Vann runs for mayor of the Boys’ and Girls’ Club and loses, but she too doesn’t let it stand in her way and says “Fine. I want to cook then.”

Score Point 2 – Sufficient
In this response the student offers a reasonable analysis that Johnny and Vann are optimistic and determined, and the student offers explanations specific to each selection (Johnny, after hearing he’s going to move to Los Angeles, decides not to let it stand in the way of his goal; Vann runs for mayor… and loses, but she doesn’t let it stand in her way). Relevant direct quotations from each selection provide textual support.

Both Ashlee and Johnny share the trait of being very ambitious. They both already know what they want to do when they are older and they are working to reach that goal at a young age. For example, Johnny wants to open a book store and he started selling magazines at age 6. Ashlee wants to be the chef of her own restaurant and she works at the kids’ cafe preparing meals for needy children.

Score Point 2 – Sufficient
The student offers a reasonable idea (Both Ashlee and Johnny share the trait of being very ambitious) and explains this idea further (They both already know what they want to do when they are older and they are working to reach that goal at a young age). Paraphrase of text from each selection provides relevant text support.
Both Johnny in "Business at Eleven" and Zann in "Tough Cookie" share the personality trait of a hardworking person.

In "Business at Eleven", Johnny says, "I sold 167 copies this week," he said. "Most boys feel lucky if they sell seventy-five or one hundred copies. But not for me." In "Tough Cookie" it says, "... Zann walks three blocks to the kids' cafe... Then she helps cook and serve free dinners to 75 children a night..." Both these children have proved to be hard workers.

Score Point 2 – Sufficient
This student presents the reasonable idea that Johnny and Ashlee share the personality trait of being hard-working. The student then provides relevant direct quotations from each selection to support this idea.

Both Johnny and Ashlee share the personality trait of determination and confidence. Both know what they want and work hard to achieve their goals. Both at age eleven are hard working "businessmen." Johnny even walks "like a good businessman, walking briskly, energetically, purposefully." Ashlee "wants and takes responsibility." They both also enjoy helping other people, especially their families. Johnny takes his father shopping to buy "a new hat and shoes for him." Ashlee "washes clothes, cooks food... and maintains a straight A average!"

Score Point 2 – Sufficient
In this response the student presents the reasonable idea that Johnny and Ashlee share the personality trait of determination and confidence. Some analysis is offered (Both at age eleven are hardworking "businessmen"), and direct quotations from each selection provide textual support. A second reasonable idea is then offered (They both also enjoy helping other people, especially their families) and is also supported with direct quotations from each selection.
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 – Exemplary
The student in this exemplary response offers that both Johnny and Vann are determined kids. The student then goes on to provide an insightful analysis explaining how each is determined (They not only run their own businesses, but they also have to care for out-of-work parents). The student provides textual support from each selection in the form of direct quotations and paraphrased text, showing an ability to strongly connect textual evidence to the analysis.

Score Point 3 – Exemplary
The student in this response offers an insightful idea (Both share a self-assuredness that allows them to thrive under harsh upbringing). The student goes on to support all aspects of this insightful idea by providing specific synopsis of text and a direct quotation that is strongly connected to the analysis.
Johnny and Ashlee are both driven to succeed in business. Despite their young ages, they have clear ideas about what they want to do and what it will take to get there. Johnny wants to own a bookstore and knows that he needs to learn how to attract and keep customers. He thinks creatively about how to do so and comes up with ideas such as offering handy things like book stops to loyal customers. Ashlee wants to own a restaurant and knows that she needs to be able to manage every aspect of the business. She is already gaining the skills she needs by working at the cafe, cooking meals like mac and cheese, planning menus, shopping at Ozark's Feed & Harvest, and managing her volunteers' work schedules.

Score Point 3 – Exemplary
In this response the student provides an idea that both Johnny and Vann are driven to succeed in business. The student then goes on to insightfully explain how this idea applies to each (Johnny wants to own a bookstore and knows that he needs to learn how to attract and keep customers; Ashlee wants to own a restaurant and knows that she needs to be able to manage every aspect of the business). The student provides textual evidence in the form of paraphrased text, helping to make this an exemplary response.

Both of those kids seem really self-motivated. You don't really see parental encouragement in either story. Johnny's dad only gives his son superficial advice, "If you're going to be a salesman, be a good salesman." And then he's up and moves to some strange, freezing Johnny to attend his flourishing business. His dad got married to a woman he didn't know. And once they went moving to San Angelo. But Johnny doesn't give up. He decides that "I can sell magazines in Los Angeles," and even in the face of that obstacle, he walks "like a good business man," briskly, energetically, purposefully. While Ashlee's mom isn't exactly negligent, she certainly isn't a dominant force on Ashlee. Everything in this house is set up the way Ashlee thinks it should be. She is the single mom. Ashlee also seems self-motivated. Since she walks to the cafe everyday after school and on some Saturday afternoons, no one reminds her, no one drops her off, she walks on her own.

Score Point 3 – Exemplary
In this response the student offers the insightful idea that both Johnny and Vann are self-motivated despite the lack of parental involvement. The student fully and strongly supports this idea by providing textual evidence in the form of a carefully selected series of direct quotations for the literary selection and a direct quotation and paraphrased text for the expository selection.