Grade 10
Scoring Guide
for Reading
and
Written
Composition

Make-Up Form

Spring 2006
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 other 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 typically linked to the three reading selections. In this way, students have a built-in context that they can 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.

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<tr>
<th>Objective 4</th>
<th>The student will, within a given context, produce an effective composition for a specific purpose.</th>
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<td>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.</td>
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<th>Objective 5</th>
<th>The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.</th>
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<td>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.</td>
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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.
The Girl Who Can

by Ama Ata Aidoo

1 They say I was born in Hasodzi; and it is a very big village in the central region of our country, Ghana. They also say that when all of Africa is not choking under a drought, Hasodzi lies in a very fertile lowland in a district known for its good soil. Maybe that is why any time I don't finish eating my food, Nana says, “You Adjoa, you don't know what life is about... you don't know what problems there are in this life...”

2 As far as I could see, there was only one problem. And it had nothing to do with what I knew Nana considered as “problems,” or what Maami thinks of as “the problem.” Maami is my mother. Nana is my mother’s mother. And they say I am seven years old. And my problem is that at this seven years of age, there are things I can think in my head, but which, maybe, I do not have the proper language to speak them out with. And that, I think, is a very serious problem because it is always difficult to decide whether to keep quiet and not say any of the things that come into my head, or say them and get laughed at. Not that it is easy to get any grown-up to listen to you, even when you decide to take the risk and say something serious to them.

3 Take Nana. First, I have to struggle to catch her attention. Then I tell her something I had taken a long time to figure out. And then you know what always happens? She would at once stop whatever she is doing and, mouth open, stare at me for a very long time. Then, bending and turning her head slightly, so that one ear comes down towards me, she’ll say in that voice: “Adjoa, you say what?” After I have repeated whatever I had said, she would either, still in that voice, ask me “never, never, but NEVER to repeat THAT,” or she would immediately burst out laughing. She would laugh and laugh and laugh, until tears run down her cheeks and she would stop whatever she is doing and wipe away the tears with the hanging edges of her cloth. And she would continue laughing until she is completely tired. But then, as soon as another person comes by, just to make sure she doesn’t forget whatever it was I had said, she would repeat it to her. And then, of course, there would be two old people laughing and screaming with tears running down their faces. Sometimes this show continues until there are three, four, or even more of such laughing and screaming tear-faced grown-ups. And all that performance for whatever I’d said? I find something quite confusing in all this. That is,
no one ever explains to me why sometimes I shouldn’t repeat some things I say; while at other times, some other things I say would not only be all right, but would be considered so funny they would be repeated so many times for so many people’s enjoyment. You see how neither way of hearing me out can encourage me to express my thoughts too often?

4 Like all this business to do with my legs. I have always wanted to tell them not to worry. I mean Nana and my mother. It did not have to be an issue for my two favorite people to fight over. I didn’t want to be told not to repeat it or for it to be considered so funny that anyone would laugh at me until they cried. After all, they were my legs... When I think back on it now, those two, Nana and my mother, must have been discussing my legs from the day I was born. What I am sure of is that when I came out of the land of sweet, soft silence into the world of noise, the first topic I met was my legs.

5 That discussion was repeated very regularly.

6 Nana: “Ah, ah, you know, Kaya, I thank my God that your very first child is female. But Kaya, I am not sure about her legs. Hm... hm... hm...”

7 And Nana would shake her head.

8 Maami: “Mother, why are you always complaining about Adjoa’s legs? If you ask me...”

9 Nana: “They are too thin. And I am not asking you!”

10 Nana has many voices. There is a special one she uses to shut everyone up.

11 “Some people have no legs at all,” my mother would try again, with all her small courage.

12 “But Adjoa has legs,” Nana would insist; “except that they are too thin. And also too long for a woman. Kaya, listen. Once in a while, but only once in a very long while, somebody decides—nature, a child’s spirit mother, an accident happens, and somebody gets born without arms, or legs, or both sets of limbs. And then let me touch wood; it is a sad business. And you know, such things are not for talking about everyday. But if any female child decides to come into this world with legs, then they might as well be legs.”

13 “What kind of legs?” And always at that point, I knew from her voice that my mother was weeping inside. Nana never heard such inside weeping. Not that it would have stopped Nana even if she had heard it. Which always surprised me. Because, about almost everything else apart from my legs, Nana is such a good grown-up. In any case,
what do I know about good grown-ups and bad grown-ups? How could Nana be a good grown-up when she carried on so about my legs? All I want to say is that I really liked Nana except for that.

14 Nana: “As I keep saying, if any woman decides to come into this world with her two legs, then she should select legs that have meat on them; with good calves. Because you are sure such legs would support solid hips. And a woman must have solid hips to be able to have children.”

15 “Oh, Mother.” That’s how my mother would answer. Very, very quietly. And the discussion would end or they would move on to something else.

16 Sometimes, Nana would pull in something about my father:

17 How, “Looking at such a man, we have to be humble and admit that after all, God’s children are many . . .”

18 How, “After one’s only daughter had insisted on marrying a man like that, you still have to thank your God that the biggest problem you got later was having a granddaughter with spindly legs that are too long for a woman, and too thin to be of any use.”

19 The way she always added that bit about my father under her breath, she probably thought I didn’t hear it. But I always heard it. Plus, that is what always shut my mother up for good, so that even if I had not actually heard the words, once my mother looked like even her little courage was finished, I could always guess what Nana had added to the argument.

20 “Legs that have meat on them with good calves to support solid hips . . . to be able to have children.”

21 So I wished that one day I would see, for myself, the legs of any woman who had had children. But in our village, that is not easy. The older women wear long wrap-arounds all the time. Perhaps if they let me go bathe in the river in the evening, I could have checked. But I never had the chance. It took a lot of begging just to get my mother and Nana to let me go splash around in the shallow end of the river with my friends, who were other little girls like me. For proper baths, we used the small bathhouse behind our hut. Therefore, the only naked female legs I have ever seen are those of other little girls like me, or older girls in the school. And those of my mother and Nana: two pairs of legs which must surely belong to the approved kind; because Nana gave birth to my mother and my mother gave birth to me. In my eyes, all my friends have got legs
that look like legs, but whether the legs have got meat on them... that I don't know.

22 According to the older boys and girls, the distance between our little village and the small town is about five kilometers. I don't know what five kilometers mean. They always complain about how long it is to walk to school and back. But to me, we live in our village, and walking those kilometers didn't matter. School is nice.

23 School is another thing Nana and my mother discussed often and appeared to have different ideas about. Nana thought it would be a waste of time. I never understood what she meant. My mother seemed to know—and disagreed. She kept telling Nana that she—that is, my mother—felt she was locked into some kind of darkness because she didn't go to school. So that if I, her daughter, could learn to write and read my own name and a little besides—perhaps be able to calculate some things on paper—that would be good. I could always marry later and maybe...

24 Nana would just laugh. "Ah, maybe with legs like hers, she might as well go to school."

25 Running with our classmates on our small field and winning first place each time never seemed to me to be anything about which to tell anyone at home. This time it was different. I don't know how the teachers decided to let me run for the junior section of our school in the district games. But they did.

26 When I went home to tell my mother and Nana, they had not believed it at first. So Nana had taken it upon herself to go and "ask into it properly." She came home to tell my mother that it was really true. I was one of my school's runners.

27 "Is that so?" exclaimed my mother. I know her. Her mouth moved as though she was going to tell Nana, that, after all, there was a secret about me she couldn't be expected to share with anyone. But then Nana herself looked so pleased, out of surprise, my mother shut her mouth up. In any case, since they heard the news, I have often caught Nana staring at my legs with a strange look on her face, but still pretending like she was not looking. All this week, she has been washing my school uniform herself. That is a big surprise. And she didn't stop at that, she even went to Mr. Mensah's house and borrowed his charcoal pressing iron. Each time she came back home with it and ironed and ironed and ironed the uniform, until, if I had been the uniform, I would have said aloud that I had had enough.
28 Wearing my school uniform this week has been very nice. At the parade, on the first afternoon, its sheen caught the rays of the sun and shone brighter than anybody else's uniform. I'm sure Nana saw it too, and must have liked it. Yes, she has been coming into town with us every afternoon of this district sports week. Each afternoon, she has pulled one set of fresh old clothes from the big brass bowl to wear. And those old clothes are always so stiffly starched, you can hear the cloth creak. But she walks way behind us schoolchildren. As though she was on her own way to some place else.

29 Yes, I have won every race I ran for my school, and I have won the cup for the best all-round junior athlete. Yes, Nana said that she didn't care if such things are not done. She would do it. You know what she did? She carried the gleaming cup on her back. Like they do with babies. And this time, not taking the trouble to walk by herself.

30 When we arrived in our village, she entered our compound to show the cup to my mother before going to give it back to the headmaster.

31 Oh, grown-ups are so strange. Nana is right now carrying me on her knee, and crying softly. Muttering, muttering that: "saa, thin legs can also be useful..." that "even though some legs don't have much meat on them... they can run. Thin legs can run... then who knows?..."

32 I don't know too much about such things. But that's how I was feeling and thinking all along. That surely, one should be able to do other things with legs as well as have them because they can support hips that make babies. Except that I was afraid of saying that sort of thing aloud. Because someone would have told me never, never, but NEVER to repeat such words. Or else, they would have laughed so much at what I'd said, they would have cried.

33 It's much better this way. To have acted it out to show them, although I could not have planned it.

34 As for my mother, she has been speechless as usual.

From The Girl Who Can and Other Stories by Ama Ata Aidoo. Reprinted by permission of Harcourt Education.
My Daughter the Hoopster
by John Edgar Wideman

I love my daughter and love the game of basketball, and the intersection of these two grand passions astounds, exhausts, and tickles me. One of the most difficult adjustments I've been forced to make in my mid-50s is to admit to myself that my basketball-playing days are over. Without Jamila to watch, I might not have survived the transition. Rooting for her older brothers and now her, I've learned an even higher level of appreciation for hoops, and I've experienced the natural, inevitable progression of passing the game on rather than giving it up.

If you have children, you know the rush of pride and excitement that hits when you watch your kids do anything well. Now imagine the Charlotte Coliseum filled with 23,000 spectators and your little girl (who happens to be 20 years old and not exactly your little girl anymore but a superbly conditioned athlete—healthy, intelligent, independent, fiercely competitive) leading her Stanford Cardinal team onto the floor to play in the semifinals of the NCAA women's national basketball tournament. If you're me, you can't sit still. You're jumping up and down, yelling, waving a sign, skywriting with red and white pom-poms, behaving like those nuts whose antics amazed and appalled you when you were a player checking out the stands during warm-ups.

If you're me, engulfed in the knee-buckling roar greeting the entrance of the opposing teams, you're also scared. The huge arena, the din of the joyful event recede. Dissolve. In the cavernous silence of a corner of my mind I hear a slow drip. Drip, dripping, each echoing drop weighted with an ambiguous message of life or death. It's the sound of blood draining into a calibrated glass container in a hospital operating room where our newborn daughter has been cut from my wife's belly. And both lives hang by the thinnest of threads. I can't help being in that place and all the precarious places between then and now as I watch my daughter make music on the court.

Some stories are haunted forever by the dire consequences of what might have been, even though, after teetering on the edge of disaster, things turned out well. Such stories remembered or retold remind
you how split second close good fortune is to calamity. How near things always are to turning out differently. This simple truth—nothing is given without the threat it may be taken away—is reaffirmed for me by Jamila's presence at the other end of the long distance call or sitting across the dinner table.

There's nothing morbid in this bittersweet truth, this double-visioned awareness that is also profound gratitude. In fact it often heightens the pleasure of having Jamila around. Her premature birth, the unexpected, nearly fatal complications of an arduous cesarean delivery, are facts of Jamila's life, necessary parts of the story of her being here with us today. Her mother, Judy, is as much a hero in this story as her daughter. While I sat gowned and masked in the delivery room, unable to do anything but wring my hands and listen to blood leave her body, Judy risked her life to preserve the infant she'd been able to carry only six months.

After our two sons and five years of no new babies in the house, Jamila arrived as a sort of welcome shock. We'd wanted another kid, but nature wasn't cooperating, so we had more or less resigned ourselves to doing without. Still, we occasionally daydreamed out loud about a daughter. Judy said she missed the support of female company in the house and regretted never having the chance to shop for frilly little-girl clothes. I was more than curious about the differences between raising boys and raising a girl. Then surprise, surprise. We got what we'd been asking for and lots more—a female child with a mind and plans of her own who, as soon as she was able to mount an articulate protest,

refused to wear dresses: a gym rat who tagged along on every trip to play ball—determined to prove as soon as she was able to lift a basketball that she could put it through the net as well as her big brothers. A 5-year-old who, when fed up with hearing her father fuss about traffic stalling the family car on a bridge, said: "John, John, why don't you hush up? Don't you know you're just traffic to all those other people?"

At seven, Jamila broke the gender barrier at Takajo, her grandfather's summer camp, where she became the only female among 350 campers. Not only did she compete with the boys but she also regularly whipped most of them in track, soccer, tennis, swimming, and basketball. Sitting in the stands with Kevin, my basketball buddy of 20 years, as his son Brian and my daughter, Jamila, the starting guards for the Takajo team, strolled onto the court, slapping each other on the back and chattering encouragement to their mates, I couldn't help giving Kevin a look that said, "Things sure have changed since we came up, haven't they?"

As a scrawny seventh-grader, Jamila started at point guard on the Amherst High varsity. Six years, one state championship, and a Kodak All-American Award later, we were entertaining coaches and recruiters from the nation's top college-basketball programs in our living room. Looking back now, it took only a moment: from birth to basketball to prom night, Jamila practicing in the driveway where she'd launched a million jump shots
and mastered the art of walking in high heels.

Beginning when she was a 90-pounder still attending junior high, and in high school games, Jamila's signature was a flying ponytail. She scooted, skittered, sprinted up and down the court, trailed by that hank of hair punctuating every move. There didn’t seem to be much more to her than hair, knee pads, and nerve. Hair and nerve are all I see today when she drives in among the large bodies that patrol the lane in pro ball. And I’m still holding my breath.

Even though she plays as big as she needs to, Jamila hasn’t found a way to grow taller than five feet six inches. Speed’s her game—speed and attitude. She plays with a coach’s grasp of the multitude of factors relevant at any given moment. She’s acutely conscious of what’s happening, and she possesses a chess player’s concentration and focus, enabling her to anticipate what’s coming next, the invisible game flowing instantaneously for the one everybody else can see. It’s that mental quickness as much as any physical asset that distinguishes her play, her spirit.

She has said to us that a basketball court is her stage, a medium that allows her to express herself in a fashion no other activity approaches. She worries about losing basketball. Wonders if she’ll discover anything else demanding the same uncompromising commitment of mind and body.

I know exactly what she means. The world remains a hard, unyielding place. Too often it requires more than we have, more than we know. Or stunningly less. Unless you have something or someone you love. Then you become as alive as that dancing ponytail. You sacrifice your body, scrambling for loose balls, pushing on in spite of pain and injury. Tears and hollers of joy escape before you know they’ve arrived. You have no choice but to give of yourself, do your best, win or lose, when you love something or someone.

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Find your favorite sport:
Something old or something new, there's a sport just right for you!

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Plus:
Is your family physically fit?
Take this Quiz

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SHORT ANSWER ITEMS

Rubrics and Sample Responses
Objective 2 – Literary Selection

What is one major conflict for Adjoa in “The Girl Who Can”? 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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One major conflict for Adjoa is her Grandmother.
In the story, her grandmother doesn't think that
Adjoa is capable of anything.

Score Point: 0 – Insufficient

In this response the student presents the idea that one major conflict for Adjoa is her grandmother because she doesn’t think Adjoa is capable of anything. This analysis is too general and somewhat inaccurate. No textual evidence is offered.

Adjoa was happy when she got selected to play sports in her school.
I didn't know how the teachers decided to let me run for the junior section of our school in the district games. She wanted to play really bad for her school.

Score Point: 0 – Insufficient

This student presents analysis (Adjoa was happy when she got selected to play sports in her school) along with textual evidence. However, the response does not address the question of a major conflict for Adjoa.

Objective 2 – Literary Selection Guide responses are labeled RG-1 through RG-16.
In the story, Maami and Nana are on opposite sides when it comes to Maami's husband. Nana thinks he is "such a man" that "we have to be humble" while Maami loves him and sees him for what he is on the inside.

Score Point: 0 – Insufficient

The student presents analysis about a conflict between Adjoa’s mother and grandmother (Maami and Nana are on opposite sides when it comes to Maami’s husband). However, it is unclear from the response how this is a major conflict for Adjoa.

One of her conflict is that her grandmother does not have faith in her doing and playing sports like the other girls, because of her legs but shows her what she can really do.

Score Point: 0 – Insufficient

In this response the student states that Adjoa’s major conflict is that her grandmother does not have faith in Adjoa playing sports like the other girls, which is incorrect.
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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One major conflict for Adjoa is that at seven years of age, these are things that she can think in her head but she doesn't have the proper language to say them. She thinks it's a problem because it's difficult to decide whether to keep quiet and not say any of the things or say it and get laughed at.

Score Point: 1 – Partially Sufficient

The student provides a paraphrase of relevant text that would support a major conflict for Adjoa. However, the student does not present any analysis for that conflict, causing the response to remain partially sufficient.

One major conflict for Adjoa in "The Girl Who Can" is being able to explain her feeling to an adult about how she feels. "Oh, grown-ups are so strange," is one of the reasons she couldn't talk to an adult in a serious way because they wouldn't listen.

Score Point: 1 – Partially Sufficient

This student presents a reasonable analysis of a major conflict for Adjoa, her inability to communicate her feelings to adults. However, the text evidence, which refers to the grandmother's emotional reaction to Adjoa's athletic success, does not provide relevant support for the analysis.
One conflict that Adjoa has is with herself. She often fights with herself because she doesn’t know when to speak up or shut up.

Score Point: 1 – Partially Sufficient

In this response the student presents a reasonable conflict for Adjoa. However, the student offers no textual evidence to support this analysis.

A major conflict that Adjoa faces is that she is trying to understand why her grandmother is so insensitive towards her. Nana pulls that Adjoa’s legs are “too long for a woman...” but Adjoa does not have any “woman’s legs” to compare her own to, so she does not understand what her grandmother means. Adjoa wants her grandmother to realize that her legs are good enough.

Score Point: 1 – Partially Sufficient

The student presents a reasonable analysis of a major conflict for Adjoa, which is her grandmother’s insensitive criticism of her legs and Adjoa’s desire to make her grandmother realize that her legs are good enough. The student incorporates partial text references into the analysis but these do not provide adequate text support for the conflict.
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**

A major conflict in "The Girl who Can" is getting her grandma to approve of her legs. "Legs that have meat on them with good calves to support solid hips to be able to have children." That's what her nana wanted, but Adjoa had long, skinny legs.

Score Point: 2 – Sufficient

The student presents the analysis that one of Adjoa's major conflicts is getting her grandmother to approve of Ajoa's long, skinny legs. The student supports this conflict with relevant text that illustrates what kind of legs the grandmother believes are suitable.

**RG-10**

One of Adjoa’s major conflicts in "The Girl who Can" is that she is afraid to say what is on her mind because of the responses she had received in the past. "And that, I think, is a very serious problem because it is always difficult to decide whether to stop quite and not say any of the things that come into my head, or say them and get laughed at." (Paragraph 2)

Score Point: 2 – Sufficient

In this response the student presents a reasonable idea that one of Adjoa’s major conflicts is being afraid to say what’s on her mind because of past experiences. This analysis is supported with a direct quote of relevant text.
One conflict Adjoa faces in “The Girl Who Can” is that her Nana always tells her how horrible her legs are. In paragraph 12, Nana rambles on about Adjoa’s legs saying, “The biggest problem you got later was having a granddaughter with spindly legs that are too long for a woman, and too thin to be of any use.”

Score Point: 2 – Sufficient

The student presents analysis to show that one of Adjoa’s major conflicts is that her grandmother is very critical of her legs. The student supports this analysis by providing a direct quote of relevant text.

Adjoa struggles to communicate her thoughts to grown-ups, like her Nana. “…I have to struggle to catch her attention… and then—she would either ask me ‘never never but NEVER to repeat THAT’ or she would immediately burst out laughing.” This kind of negative response discourages Adjoa from expressing her thoughts to her family because of her shy quiet nature.

Score Point: 2 – Sufficient

In this response the student presents the idea that one of Adjoa’s major conflicts is to communicate her thoughts to grown-ups, which is made even harder because of the negative reactions she gets from her grandmother. Direct quotes of relevant text support this analysis.
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.
Adjoa in "The Girl Who Can," struggles with speaking her mind. She internally battles with herself on whether she should "keep quiet and not say any of the things that come into her mind, or say them and get laughed at." This constant conflict makes Adjoa reluctant to express her thoughts, and confused when people find humor in them. Adjoa's mind now questions itself, resulting in her inability "to express [her] thoughts too often." It comes down to taking the risk or not, and the taunts of her ideas leave her taciturn.

Score Point: 3 – Exemplary

This student presents an in-depth analysis of Adjoa's conflict with communicating her thoughts and the confusion she has to struggle with because of the puzzling reactions when she speaks her mind. The student strongly supports this analysis with direct quotes of relevant text, causing this response to be highly effective.

I think out of the many conflicts in Adjoa's life, the biggest conflict is one she deals with internally. In paragraph 2 when Adjoa states, "... It is always difficult to decide whether to keep quiet or not say any of these things that come into my head, or say them and get laughed at," it is made clear that Adjoa is too intimidated by her Nana to actually speak her mind. Her fears are probably made greater when she has to witness her mother also being put down by Nana. The fact that not even adults can reason with Nana makes it clear to Adjoa that speaking her mind would be doing silly and pointless. This is proved later on in the story when the author writes, "Nana has many voices. There is a special one she uses to shut everyone up." I truly believe that if Nana has more sensitive to people's opinions, Adjoa would not have a problem with speaking her mind.

Score Point: 3 – Exemplary

In this response the student shows a deep understanding of Adjoa's internal conflict with speaking her mind and how it is clearly a result of the insensitivity that her grandmother shows, not only for Adjoa's opinions, but for everyone's. The student proceeds to strongly support this analysis with a combination of direct quotes and paraphrase of relevant text, creating a particularly thoughtful response.
ADJOA'S FAMILY IS DYSFUNCTIONAL. NANA IS CRITICAL OF ADJOA'S "SPINDLY LEGS THAT ARE TOO LONG FOR A WOMAN AND TOO THIN TO BE OF ANY USE," WHICH CAUSES NANA AND MAAMI TO FIGHT. WHEN MAAMI ASKS NANA WHY SHE THINKS THIS, NANA INSENSITIVELY REPLIES, "THEY ARE TOO THIN AND I AM NOT ASKING YOU." ADJOA UNDERSTANDS THAT NANA'S VIEW OF HER MAKES HER MOTHER FEEL DISEMBARCED. NANA IS UNAWARE OF THE EFFECT OF HER NEGATIVITY, BUT ADJOA UNDERSTANDS WHAT IS HAPPENING. "I KNEW FROM HER VOICE THAT MY MOTHER WAS WEEPING INSIDE. NANA NEVER HEARD SUCH WEEPING."

Score Point: 3 – Exemplary

This student demonstrates a thorough understanding of one of Adjoa's major conflicts (Adjoa's family is dysfunctional). The student weaves analysis with direct quotes of relevant text to create a highly effective response.

RG-16

Adjoa's most intense conflict is her fear of expressing herself. Because she's a child, she doesn't understand why her attempts to communicate are the subject of ridicule and humiliation. No one explains to her why sometimes she shouldn't repeat some things she say and why other things she say would be considered so funny. "You can tell she has this mindset when she refers to her birth as coming out of "the sweet soft silence into the yelling of noise." Even at the end of the story, she remains silent about her accomplishment, thinking it was better to have acted it out to show them than to have talked about it.

Score Point: 3 – Exemplary

The student presents a particularly insightful analysis about Adjoa's ongoing conflict with communication and how to express not only her ideas, but herself and who she is; at the end of the story, Adjoa finds that she can express herself through her actions. Strong support is provided by direct quotes and paraphrase of text.
Objective 3 – Expository Selection

Do you think that Jamila is courageous in “My Daughter the Hoopster”? Explain your answer and support it with evidence from the selection.
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

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[Boxed text]

I think Jamila is a very talented woman. According to the passage, Jamila is "healthy", intelligent, and an independent woman. Her intelligent skills and the passion of basketball will make her progress to a smarter level.

Score Point: 0 – Insufficient

This student presents an analysis that does not address the question asked.

[Boxed text]

Jamila, in "my daughter the hipster", is very courageous. She is not only encouraged and supported by her family, but is also encouraged by her teammates, friends, and people that are watching the game. "Sitting in the stands with Kevin, my basketball buddy of 20 years as his son Brian and my daughter, Jamila, the starting guards for the Takaio team, strolled onto the court."(2). Even though she is very courageous, she still encouraged by "...her spirit"(3).

Score Point: 0 – Insufficient

In this response the student states that Jamila is very courageous, but both the analysis and the text support address encouragement, not courage.

Objective 3 – Expository Selection Guide responses are labeled RG-17 through RG-32.
Yes, Jamila is courageous. "She plays with a coach's grasp of the multitude of factors relevant at any given moment."

Score Point: 0 – Insufficient

The student does not offer an analysis of whether Jamila is courageous and provides only irrelevant text (she plays with a coach's grasp of the multitude of factors relevant at any given moment).

Jamila is courageous in the story My Daughter the Hoosier. She has given up basketball which is something that is for someone that is dear to her. For example when she said "My basketball days are over."

Score Point: 0 – Insufficient

The student offers an interpretation (Jamila is courageous because she has given up basketball) that is not reasonable because the analysis and the text provided as support (my basketball days are over) refer specifically to her father, not to Jamila.
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

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Score Point: 1 – Partially Sufficient

Yes, I do think Jamila is courageous. The story states that she was determined to prove, as soon as she could, that she could lift a basketball, that she could put it through the net. This is why I think that Jamila is courageous.

Score Point: 1 – Partially Sufficient

This student provides relevant text from the selection (she was determined to prove as soon as she could lift a basketball that she could put it through the net) but offers no analysis.

Jamila is courageous in "My Daughter the Hoopster." She faced the challenge of being the only girl in a boys' camp and proved she was as good as anyone else. She is shorter than most basketball players, yet she still competes against them. She faces fearsome obstacles, but courage is not the absence of fear, but rather being afraid and still trying.

Score Point: 1 – Partially Sufficient

This student defines courage (being afraid and still trying) and offers a clear analysis of the selection and how Jamila shows her courage. However, no text support is offered for these ideas.
I think that Jamila is courageous because when she went to camp she was the only female. "Now imagine the Charlotte Coliseum filled with 23,000 spectators and your little girl leading her Stanford Cardinal team onto the floor to play in the semi-finals of the NCAA women's national basketball tournament."

Score Point: 1 – Partially Sufficient

The student offers the reasonable interpretation that Jamila is courageous because when she went to camp, she was the only female. However, the text provided does not support Jamila’s camp experience and is, therefore, only weakly linked to the idea.

In "My Daughter the Hoopster" Jamila is described as courageous because she shows talent and determination for what she wants, "...enabling her to anticipate what’s coming next...". Jamila also is a symbol of strength for all women out there that have a talent and haven’t shown it.

Score Point: 1 – Partially Sufficient

This student presents the reasonable interpretation that Jamila is courageous because she shows talent and determination for what she wants, but the text offered (enabling her to anticipate what’s coming next) is not clear and specific support for the analysis. The last sentence of the response is an added thought that does not directly relate to the question.
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 – Sufficient

The student provides the reasonable analysis that Jamila is courageous because she dared to be different and supports this idea with accurate, relevant textual evidence (she refused to wear a dress; she became the only female among 350 campers).

Score Point: 2 – Sufficient

This response provides the reasonable analysis that as a measly seventh grader, Jamila had the courage to play on her high school’s varsity team and today leads her team in front of a roaring crowd without fear. Relevant text support is woven throughout the response.
In “My Daughter the Hoopster,” I think Jamila was courageous. This is proven in the quote, "Even though she plays as big as she was, Jamila hasn’t found a way to grow taller than five feet nine inches. She plays her game—speed and attitude." (10) Jamila, even though she’s very short, finds a way to compete in a game where being tall is almost a necessity.

Score Point: 2 – Sufficient

The student presents the reasonable idea that Jamila, even though she’s very short, finds a way to compete in a game where being tall is almost a necessity. Relevant text evidence supports this analysis.

In “My Daughter the Hoopster,” Jamila is courageous because she has to overcome many obstacles. Growing up with two “big brothers,” she was determined to “put [a basketball] through the net as well as her big brothers.” This was her first obstacle: to break away from the stereotypical girl and become just as strong as the boys. Another obstacle she had to overcome was her height. Although she was only “five feet six inches” tall, she learned to “play” as big as she needs to.

Score Point: 2 – Sufficient

In this response the student offers the reasonable interpretation that Jamila is courageous because she has to overcome many obstacles. The student then analyzes two specific obstacles (to break away from the stereotypical girl and become just as strong as the boys; her height) and supports these ideas with relevant textual evidence.
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

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RG-29

Jamila is not a courageous person because she only does what she feels is natural. "A gym rat who tagged along on every trip to play ball - determined to prove that she could put it through the net as well as her big brothers." Jamila is not courageous because to be courageous you must stand strong in a time where you are scared. Jamila was never afraid to take on the boys; she revelled in the challenge and apparently found it easy - "Not only did she compete with the boys but she also regularly whipped most of them in track, soccer, tennis, swimming, and basketball."

Score Point: 3 – Exemplary

This student presents the thoughtful analysis that Jamila is not a courageous person because she only does what she feels is natural and was never afraid to take on the boys. This analysis is strongly supported with accurate, relevant text.

RG-30

In the passage "My Daughter the Hoopster" Jamila shows a lot of courage because even though she was frail at birth, she never let that stop her from doing what she loved. Jamila, "plays as big as she needs to" not letting the fact that she's five feet six inches bother her. "Speed and attitude" are what made Jamila such a daring basketball player. "It's that mental quickness as much as any physical asset that distinguishes her play, her courage. "She sacrificed her body, scrambling for loose balls, pushing on in spite of pain and injury."

Score Point: 3 – Exemplary

In this response the student insightfully observes that Jamila shows a lot of courage because even though she was frail at birth, she never let that stop her from doing what she loved. The student continues to interweave additional analysis of Jamila's determination to play basketball well with relevant textual evidence.
Jamila is driven not by courage but steadfast determination. Whereas courage is a well to overcome fear, Jamila never has, and “whips” most boys in competition. She has “plans of her own” and trains with discipline, making “a million jumps” and “sprints” in the driveway. Her “uncompromising commitment of mind and body” show that far from having to overcome reluctance, she is all about attitude, and it is this disciplined self-confidence that has taken her so far.

Score Point: 3 – Exemplary

In this response the student concludes that Jamila is not driven by courage but by her sheer determination and skillfully interweaves specific textual evidence to strongly support this analysis. This thoughtful response reflects an in-depth understanding of the selection.

Jamila’s father’s loving story “My Daughter the Hoopster” is undeniable proof of Jamila’s unbreakable courage and determination, and their lasting effects on those around her. Not only do we admire what Jamila has become—one of the most inspirational women in college basketball, “female, intelligent, independent, [and] fiercely competitive”—but through her father’s memories we see that even at birth she had great obstacles to overcome, beginning with a six-months premature cesarean section. Yet, she has put all hardship with overwhelming strength for her small size, “breaking the gender barrier” to play with the boys at summer camp and being a “scrawny seventh-grader” on the Amherst High varsity team. College scouts were attracted not by her height but by the “speed and attitude.” She exhibited while facing those many girls on the court who were bigger than her. She had the courage to give herself, all of herself, win or lose to her ultimate love of basketball.

Score Point: 3 – Exemplary

This thorough response combines direct quotation and synopsis to effectively describe and support Jamila’s courage and determination and their lasting effects on those around her. The student recounts the father’s memories of the obstacles Jamila had to overcome and offers strong text support.
Objective 3 – Literary/Expository Selection

Are Adjoa in “The Girl Who Can” and Jamila in “My Daughter the Hoopster” supported by their family members? 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.
Adjoa and Jamila are not that much supported what a family has to give. Family are like a backbone of yourself. I think that these two families have differences between a boy and a girl born in their family. In both cases of Adjoa and Jamila, their family think that a girl is like of no use. I mean that people think that it's better to have no child rather than having a girl and the same thoughts what this family follows. I think that these two families must forget everything and support their daughters.

Score Point: 0 – Insufficient

This student's attempts at analysis are either vague and unclear or incorrect (In both cases of Adjoa and Jamila, their family think that a girl is like of no use). In addition, instead of providing text, the student offers irrelevant opinions about how families should behave.
Adjoa and Jamila are not supported by their family numbers because they don't see or try to see what Adjoa and Jamila can do. They think that they are different because Adjoa has long legs and Jamila is short and they think they can't do anything. But they were wrong.

Score Point: 0 – Insufficient

In this response the student states that Adjoa and Jamila are not supported by their family members because they don't see or try to see what Adjoa and Jamila can do. This analysis is too vague to determine whether it is reasonable for "The Girl Who Can," and it is incorrect for "My Daughter the Hoopster."
Yes, they are both supported by their family but at the beginning Adjoa had a “problem” her grandma would tell her “legs that have meat on them with good calves to support solid hips... to be able to have children, then at the end they supported her. Jamilla was supported all the way through.” Surprise, surprise we got what we had been asking for - a female child with a mind and plans of her own.”

Score Point: 0 – Insufficient

The student offers an analysis of when, in these selections, family members support Adjoa (at the end) and Jamila (all the way through). This analysis addresses a different question from the one asked.
In The Girl who can adjoa isn't at first until she wins the race. Her grandmother finally realizes that just because she has thin legs doesn't mean anything. In My Daughter the hopster her parents believed in her always. She was always being like her older brothers Basketball can be played by boys or girls.

Score Point: 0 – Insufficient

The student attempts to answer the question (Adjoa isn't at first until she wins the race; [Jamila's] parents believed in her always) but does not explain how family members support Adjoa and Jamila. The references to the text do not clarify the analysis.
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.
Yes, they are both supported by family. We are informed in "The Girl Who Can" found in Paragraph 28, it states, "Yes, she has been coming into town with us every afternoon of this district sports week." Also in "My Daughter the Hooper" Paragraph 2 states, "You've jumping up and down yelling, waving a sign and skywriting with red and white pom-poms." Support is very important, so just try it.

Score Point: 1 – Partially Sufficient

This student provides relevant text from each selection but offers no analysis or explanation of the support received from family members.
Adjoa in 'The Girl Who Can' is not supported by her grandmother at first because she says "having a granddaughter with spindly legs that are too long for a woman & too thin be be of any use." When Adjoa's grandmother realises that Adjoa is a great runner, she changes her mind. In 'My Daughter the Hoopster,' Jamila has her father's full support, leading her Stanford Cardinal team. He is proud of her for becoming such a strong player.

Score Point: 1 – Partially Sufficient

This student offers two reasonable ideas from "The Girl Who Can" (Adjoa is not supported by her grandmother at first, she [grandmother] changes her mind) but only provides text support for the first idea. The student then states that Jamila has her father's full support and that he is proud of her for being such a strong player; however, the text evidence (leading her Stanford Cardinal team) is partial and only weakly connected to the idea.
Both Adjoa and Jamila's families are very different in supporting them. Jamila's family has been supportive of her since the day she was born. Her dad uses words such as "pride" and "excitement" during his story. While it seemed to me all Adjoa's family did was ridicule her differences such as saying she had "spindly legs." In the end they both had loving families but the amount of support given in their everyday lives was very different.

Score Point: 1 – Partially Sufficient

The student offers an analysis of the differences in the support the two receive (Jamila has been supported since the day she was born; all Adjoa's family did was ridicule her differences), but the textual references in the form of words and phrases (pride, excitement, spindly legs) are not enough to support the ideas.
Both Adjoa and Jamila receive support from their family for their athletic achievements. However, Adjoa has to earn deference from Nana unlike Jamila, whose father supported her from the beginning. Only after Adjoa proves that her thin legs can come to use does Nana start to support her. Luckily, Jamila never had to instigate her father to believe in her since he knew the extent of her accomplishments.

Score Point: 1 – Partially Sufficient

This student presents a reasonable analysis for both selections (Adjoa has to earn deference from Nana unlike Jamila, whose father supported her from beginning). However, the student offers no text to support the analysis.
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.
Both Adjoa and Jamila are supported by their families in their accomplishments. Adjoa’s Nana does not seem to like her for the longest time until Adjoa starts to run track. “All this week, she has been washing my school uniform herself. That is a big surprise.” - paragraph 2. Jamila’s family was supportive from birth. Her father goes to most of her games and loves to see her play. “If you’re me, you can’t sit still. You’re jumping up and down, yelling, waving a sign, sky-writing with red and white pom-poms....” - paragraph 2. Both Adjoa and Jamila’s families have a great deal of love and respect in what sport they do.

Score Point: 2 – Sufficient

The student provides a reasonable analysis about how the families support Adjoa and Jamila, offering relevant text support for each selection.
Adjoa and Jamila are both supported by their family members although, Adjoa was not well encouraged at first. In "The Girl Who Can," after Nana realizes that her granddaughter is talented with her legs, she supports Adjoa. "Yes, she has been coming into town with us every afternoon of this district sports week." Jamila in "My Daughter, the Hoopster!" was also well supported by her family including when colleges went after her. "...we were entertaining coaches and recruiters from the nation's top college-basketball programs in our living room." Both talented young women were well supported by their families.

Score Point: 2 – Sufficient

This response offers the reasonable analysis that Adjoa's grandmother supports her after she realizes her granddaughter is talented with her legs and Jamila's family supported her well, including when colleges recruited her. The student supports the analysis with relevant direct quotations from both selections.
In the final stages of Adjoa's adventure, Nana supports Adjoa. Nana realizes that skinny legs may not be able to support large hips, but that they can move at a higher rate of agility. Nana finally understands that there is a positive side to all things. "Even though some legs don't have much meat on them... they can run." Jamila's father has been supportive from her birth. "If you have children, you know the rush of pride and excitement that hits you when you watch your kids do anything well." Jamila's dad just wants her to be successful and feel the pride from that. Eventually, both athletes receive full support from their families.

Score Point: 2 – Sufficient

The student presents the reasonable idea that Nana realizes that Adjoa's legs have advantages and that Jamila's father has been supportive from her birth. The student offers relevant textual support in the form of direct quotations.
the support these two girls receive from their families is very different. For most of "The Girl Who Can," Nana is not supportive of Adjoa because of her appearance. Nana thinks Adjoa's legs are too long and skinny and will not support solid hips, which she needs to have children. Only after Adjoa wins the race does Nana show her support and pride by "carrying the gleaming cup on her back!" In "My Daughter the Hoopster," Jamila is clearly supported. John Wide man doesn't make a distinction between his daughter and sons, "rooting for her older brothers and now her." He believes in her from the beginning, attending all her games to prove it. He says, "Hair and nerve are all I see today when she drives in among the large bodies that patrol the lane... And I'm still holding my breath."

Score Point: 2 – Sufficient

In this response the student offers a reasonable analysis of Nana's changing attitude toward Adjoa and supports it with a specific synopsis. The analysis for Jamila's father is supported by quotations of relevant text.
READING RUBRIC
LITERARY/EXPOSITORY CROSSOVER
OBJECTIVE 3

SCORE POINT 3 — EXEMPLARY

In exemplary responses, the student

- must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections

- must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student’s depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

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

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Score Point: 3 – Exemplary

This student presents the thoughtful analysis that Nana cannot articulate her support for Adjoa until after Adjoa wins the cup, while Jamila’s father supports her by allowing her to articulate her feelings. The student combines paraphrase and direct quotations from the text to strongly support the analysis.
Adjoa is both supported and not supported by Nana. She grows up in a house where Nana has been a totally dominating figure. When Adjoa gains the courage to take a risk and say something serious to Nana, she is either told to never say such things again or Nana would begin to laugh at her. But when Adjoa makes the school team, Nana washes Adjoa’s clothes and even irons them so she will look good in the parade celebrating the district sports week. And when Adjoa wins the cup for best all-around athlete, Nana carries the cup on her back like a baby. On the other hand, Jamila is supported throughout the story by Wideman. He is proud and revels in the fact that his daughter is playing basketball in front of 23,000 fans and that she plays basketball with a coach’s grasp of the game. Her mental quickness and spirit distinguish her play.

Score Point: 3 – Exemplary

The student offers a particularly insightful analysis of how Adjoa is both supported and not supported by Nana, while Jamila is supported throughout the story by her father. These ideas are strongly supported by relevant textual evidence presented through specific synopses, effectively demonstrating the student’s depth of understanding.
Score Point: 3 – Exemplary

In this response the student skillfully interweaves insightful analysis (Nana supported Adjoa in becoming “The Girl Who Can” by changing her own view about Adjoa’s spindly legs; Jamila’s father supported her by acknowledging the significance of basketball in his daughter’s life) with specific textual evidence.
Adjoa and Jamila receive support from family members in different ways. Adjoa seemingly has to earn encouragement and support from her grandmother, Nana, because she is born with "spindly legs" that appear to be useless in a society where they can only be used for childbearing. It is not until Adjoa wins the best all-around junior athlete cup that Nana openly displays her support when she proudly carries Adjoa and mutters "thin legs can be useful...they can run." Conversely, Jamila appears to inherently have emotional support from her father. Perhaps it is the resonance of each echoing drop of blood at Jamila's difficult birth that enables Wideman to fully express his "roar of pride and excitement" as he watches his pony-tailed girl and his love of basketball collide on the court.

Score Point: 3 – Exemplary

In this particularly thoughtful response, the student insightfully suggests that while both Adjoa and Jamila receive support from family members, Adjoa seemingly has to earn that support from her grandmother, in contrast to the inherent emotional support Jamila has always received from her father. This analysis is strongly supported by a combination of specific synopses and relevant direct quotations from both selections.