

FCAT Sample Reading Test

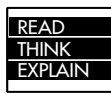
Scoring Guide and Answer Key: Grade 10



Multiple-choice items are scored by awarding one point for each correct answer.

Answers to Short-Answer and Long-Answer “Read, Think, and Explain” questions are scored with two-point and four-point rubrics respectively. There is often more than one acceptable response. Partial credit is given for accurate but incomplete answers. The overall characteristics of top-score and partial-credit responses for each type of question are given in the general rubrics below.

Each “Read, Think, and Explain” item also has a specific rubric containing an example of a top-score response for that item. (See answers to items 5, 7, 12, and 14 in the sample test book.)



Rubric for Short-Answer Questions

- | | |
|----------|--|
| 2 points | The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based. Any extensions beyond the text are relevant to the task. |
| 1 point | The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted. |
| 0 points | The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task. |



Rubric for Long-Answer Questions

- 4 points The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based. Any extensions beyond the text are relevant to the task.
- 3 points The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.
- 2 points The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that may include information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.
- 1 point The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.
- 0 points The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Passage: *The Tree*

- 1** The correct answer is D (The children in this family pull together when they feel they should).

Type of Passage: Literature

Benchmark: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is D because the author shows the children helping the father even though they told him reasons they couldn't help.

- 2** The correct answer is I (Her comments about the tree's history help the children understand its importance).

Type of Passage: Literature

Benchmark: LA.E.2.4.1 Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

The correct answer is I because the mother's comments relate the history of the tree to the history of the children growing up.

- 3** The correct answer is B (to portray how family members relate to each other).

Type of Passage: Literature

Benchmark: LA.A.2.4.2 Determines the author's purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

The correct answer is B because the author's purpose is to give an account of what family members say to each other and then what actions they take.

4 The correct answer is H (Family interactions are motivated by complex feelings).

Type of Passage: Literature

Benchmark: LA.A.2.4.2 Determines the author’s purpose and point of view and their effects on the text. (Includes LA.A.2.4.5 Identifies devices of persuasion and methods of appeal and their effectiveness.)

The correct answer is H because the story shows each family member reacting in a different way. Some may have been motivated by guilt or sympathy, while others may have been motivated by feelings of obligation or love.

5 Scoring Rubric

Type of Passage: Literature

Benchmark: LA.E.2.4.1 Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

(Four-point scoring rubric)

Top-score response

A top-score response will show whether the father’s voice and actions are authoritative throughout the story AND support the answer with details and information from the story.

Interpretations of the father’s voice and actions may vary.

Example of a top-score response

- I think the father’s voice and actions are authoritative throughout the story. The way everyone looks at him shows that they consider him the “boss” of the family. Joe is nervous when he explains why he cannot help move the tree. When the father responds to Mickey, he points out that Saturday is his day off, too, even though he says “all right.” After he listens to all the children’s reasons (or excuses), he says, “All right, I’ll do it myself” rather than trying to find a time when they could do it together. At the end of the story, he smiles, but it is not clear if he is smiling because he is happy they want to help him, or if he is smiling because he got what he wanted.

Some of the main points may include:

Father remains authoritative.

- When Diane speaks, Father does not acknowledge her, but turns to the narrator to ask, “What about you?”

- When Mickey talks about fairness, that it is his day off, Father says that it is his day off also.
- When the narrator has an excuse, Father says, “All right. I’ll do it myself.”
- After everyone speaks, he says, “Saturday I’ll move the tree.”
- Father insists at the beginning that the children help, and when they do, he doesn’t look up or say anything.

OR

Father becomes less authoritative.

- When Joe says that he will not be available on Saturday, Father nods.
- When Mickey talks about fairness, that it is his day off, Father says that it is his day off also, “but all right.”
- Father backs down by saying “All right.”
- Father is silent.
- Father smiles at the end.

6 The correct answer is A (She realizes her sister wants to cover up a lie).

Type of Passage: Literature

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text.
(Applies to fiction, nonfiction, poetry, and drama.)

The correct answer is A because Diane has realized that her sister is also trying to get out of helping their father move the tree, and has made up a story about Joanne.

7 Scoring Rubric

Type of Passage: Literature

Benchmark: LA.E.2.4.1 Analyzes the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions.

(Two-point scoring rubric)

Top-score response

A top-score response will give an explanation of the problem and resolution AND support the answer with details and information from the story.

Example of a top-score response

- The problem is that the father wants to transplant a tree from the back yard and wants his children’s help, but they all say they have plans for Saturday and tell their father that they cannot help.

- The resolution is that the father decides to do it himself, but on the day of transplanting, the children decide independently to put aside their other desires and obligations and help their father.

Passages: *No Opportunity Gets Eclipsed!, Get Serious! Eclipse Research, and Measuring the Sun's Diameter*

- 8** The correct answer is A (Eclipses offer important opportunities for scientific investigation).

Type of Passage: Informative

Benchmark: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is A because the articles focus on scientific research that is conducted to take advantage of conditions that occur only during eclipses.

- 9** The correct answer is F (Scientists studying eclipses photograph the streamers extending from the corona).

Type of Passage: Informative

Benchmark: LA.A.2.4.4 Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement. (Includes LA.A.2.4.6 Selects and uses appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.)

The correct answer is F because the streamers are only visible during an eclipse and can only be photographed then. This is stated in the second article and supported by the photograph in the first article.

10 The correct answer is C (the brightness of the sun makes such objects hard to see).

Type of Passage: Informative

Benchmark: LA.A.1.4.2 Selects and uses strategies to understand words and text, and to make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

The correct answer is C because the first article implies that the sun is brighter than the objects researchers want to see and study except during an eclipse.

11 The correct answer is I (the solar wind).

Type of Passage: Informative

Benchmark: LA.A.2.4.1 Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written material.

The correct answer is I because the second article states that comparisons of Reardon's and Slater's images of the solar plumes will help astronomers understand what drives the solar wind.

12 Scoring Rubric

Type of Passage: Informative

Benchmark: LA.A.2.2.7 Recognizes the use of comparison and contrast in a text.

(Two-point scoring rubric)

Top-score response

A top-score response will compare John Parkinson's and Kevin Reardon's research methods and goals using details from the articles. A full and complete response will make comparisons and include some of the following details:

Reardon

- focused research on solar wind, what drives it
- worked with Soft X-ray Telescope (SXT) aboard a satellite
- asked an amateur astronomer to work with him on the 1995 solar eclipse
- used contemporary data from animation of solar plume images
- additional data from Slater's black-and-white photographs
- goal was to compare white light and X-ray images of solar plumes

Parkinson

- focused research on sun's diameter
- used data from 1715 to 1983
- school children participated in gathering data
- goal was to determine whether the sun's diameter is constant

Example of a top-score response

- Reardon focused his research on the solar wind. He compared observations from the SXT telescope with photos taken by an amateur photographer to see if the same number of solar plumes could be observed. Parkinson researched changes in the sun’s diameter using data collected from 1715 to 1983. School children collected data for Parkinson.

13 The correct answer is A (The corona appears distorted).

Type of Passage: Informative

Benchmark: LA.E.2.2.1 Recognizes cause-and-effect relationships in literary text. (Applies to fiction, nonfiction, poetry, and drama.)

The correct answer is A because the various elements of Earth’s atmosphere distort perception of eclipses when viewed from Earth’s surface. This is implied in both the first and second articles.

14 Scoring Rubric

Type of Passage: Informative

Benchmark: LA.A.2.4.8 Synthesizes information from multiple sources to draw conclusions.

(Four-point scoring rubric)

Top-score response

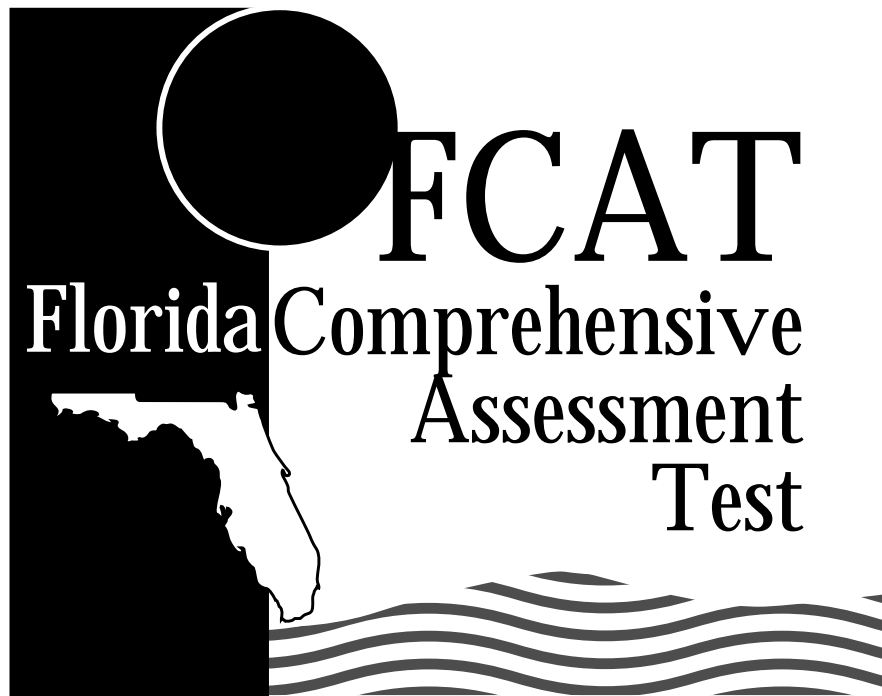
A top-score response will note the preparations needed to observe an eclipse AND support the answer with details and information from the article. A full and complete response will include some or all of the following elements:

- deciding what role will be taken, such as amateur observer or scientist
- choosing site of observation along the eclipse path and determining whether to watch from the ground, from an airplane, or by satellite equipment
- choosing equipment, such as telescopes (e.g., SXT, Celestron 90), or other tools, such as a special filter or lens, spectrograph
- researching what to look for and expect, such as solar flares or prominences; what there is to see
- choosing to work alone or with other people
- determining the types of observations—visual, X-ray, etc.

Example of a top-score response

- If the path of the next eclipse falls across the Mauna Kea Observatory in Hawaii, I will be there. I will make sure that astronomers from around the world are there with me to make observations using telescopes and other instruments. I will be able to observe motion within the sun’s corona and compare my observations with those made in 1991. I expect to be able to observe the motion of gases at several points in the corona. Before the eclipse occurs, I will work with other astronomers to predict changes in the sun’s corona. I will gather data on how the corona gets so hot.





Sample Reading Test Scoring Guide and Answer Key

Grade  10

The FCAT Sample Reading Test and the Scoring Guide and Answer Key were produced to prepare students for taking the test. Teachers may use these materials in a variety of ways. It is suggested that the sample test be administered under simulated test conditions (30–45 minutes). The Scoring Guide and Answer Key may be used by the teacher to explain responses to students or may be shared with students in a classroom setting.

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The Administrator
Student Assessment Services
Florida Department of Education
Turlington Building, Room 414
325 West Gaines Street
Tallahassee, Florida 32399-0400

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