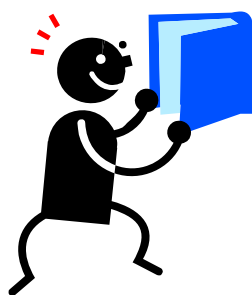




DELAWARE

STUDENT TESTING PROGRAM

2006
Reading
Item Sampler



Grade 2

INTRODUCTION

This Reading Item Sampler includes a passage followed by questions that reflect the variety of items found on the reading portion of the DSTP. Each reading question has accompanying information including the performance indicator being tested, and when appropriate, the scoring rubric. Every attempt has been made to include a variety of item types and stances. Anchor papers and commentaries are included for each constructed response item.

Suggestions for Using the Sampler in Your Classroom:

Day 1

- Select a grade appropriate sampler.
- Direct students to use active-reading strategies such as:
 - Circling
 - Underlining
 - Margin notes
 - Questions
 - Connections
- Ask students to read the passage silently and respond to the questions individually.
- Allow all students sufficient time to complete the questions.

Days 2-3

- Reviewing Responses to Multiple Choice Questions:
 - Discuss the answers selected and why specific answers were chosen.
 - Identify text support for the correct answer and discuss why other options are incorrect.
- Review Responses to Constructed Response Items:
 - Use the accompanying sample papers to teach and reinforce strategies for responding to the text and answering constructed response questions.
 - Before scoring student work, show students sample papers **without** scores and commentaries one item at a time
 - Ask students to assign a score to each sample response and write a brief reason for assigning that score
 - Discuss the reasons for assigning scores (whole class)
 - Share the assigned scores and commentaries with students
 - Discuss how papers differ at each of the score points
 - Invite students to revise their initial responses based on classroom discussion
 - Score work and provide students with individual feedback

Additional Suggestions:

- Ask questions using all three stances (Determining, Interpreting, and Extending Meaning)
- Use and discuss student work to help students understand what makes a “good” reading response
- For lesson plans that utilize the item sampler passages, items, and student work, link to: http://www.drwp.udel.edu/teachresource_01.html

ACKNOWLEDGEMENTS

We wish to thank everyone who participated in the Item Sampler project. Many of you field tested the passages and items, some of you participated in scoring workshops, and some of you also provided us with helpful comments about passages, items, student work, and/or the scoring annotations. We think the result is a much-appreciated (and long-awaited) product that will provide Delaware teachers with a worthwhile instructional tool.

Bonnie Albertson

Darlene Bolig

Denise Weiner

Martha Hodgkins

Delaware Department of Education: Additional thanks go to Terry Kreer and Jeff Fleming for their clerical and technological assistance.

COMMENTS

We welcome your comments about this Item Sampler. Let us know what you think, or share some instructional strategies you have used based on the Item Sampler.

Submit your ideas and/or comments to: bonniea@udel.edu.

How Bear Got a Short Tail

Directions: Read the passage and then answer the questions that follow.



Once Bear had a long, bushy tail.

"Isn't my tail beautiful?" asked Bear.

Fox looked at Bear. Fox thought his own tail was more beautiful. "I will play a trick on Bear," he thought.

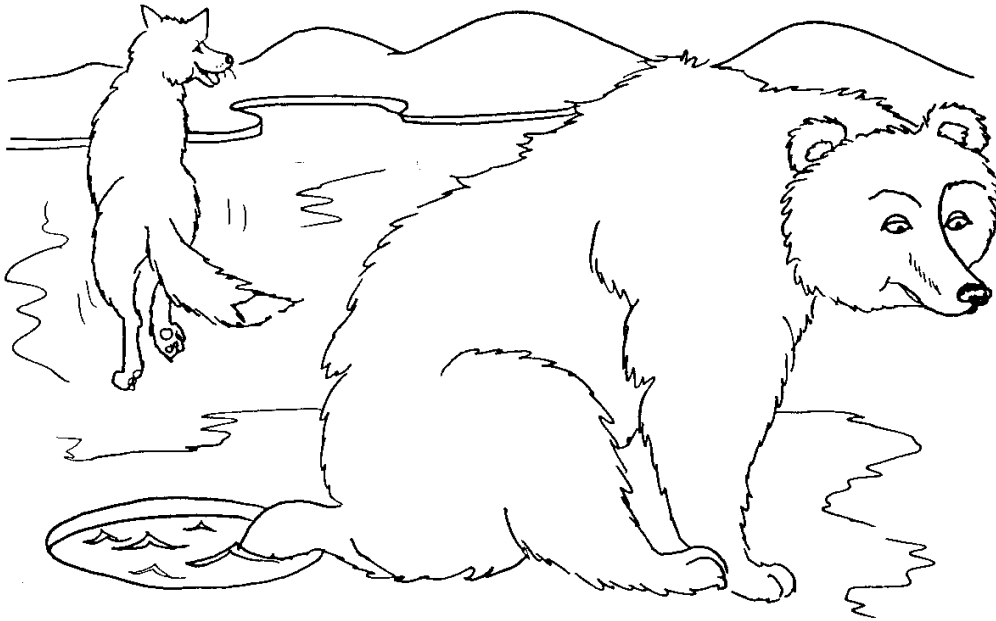


Even though it was a cold winter day, Fox went down to the lake. He took a rock and made a hole in the ice. He reached down into the hole and caught a big fish.

Bear walked by and saw Fox. "What are you doing, Fox?" he asked.

"I am catching my dinner," Fox answered.

"I am hungry too," said Bear. "I will catch a fish for my dinner." Bear started to reach down into the hole.



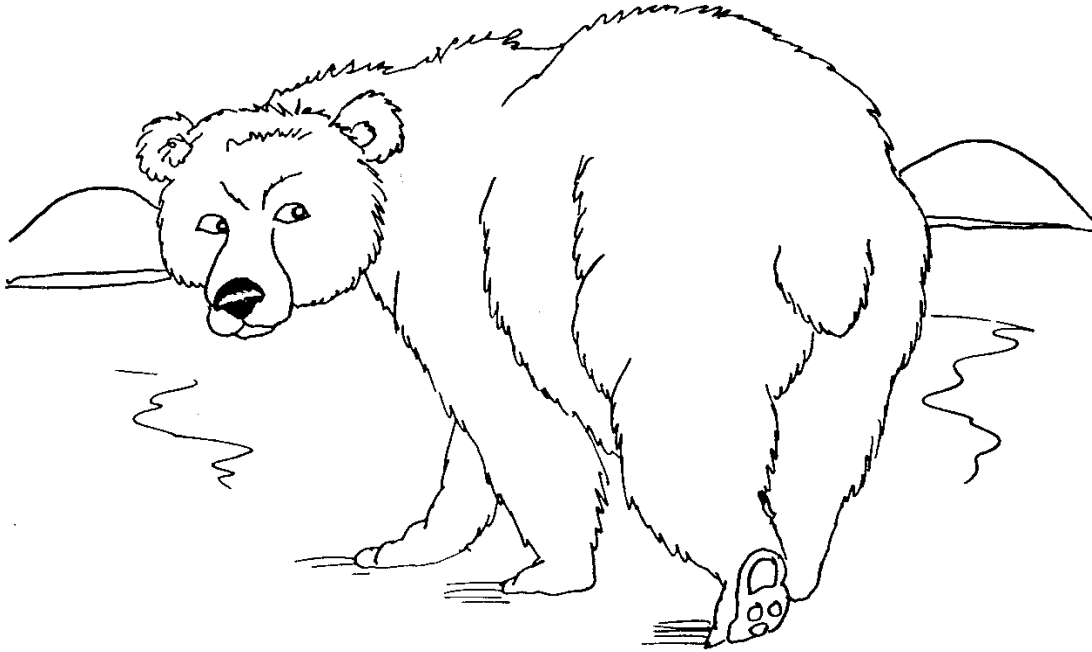
"Oh, no, not like that!" shouted Fox. "You cannot catch a really big fish with your paw."

"How do you catch a really big fish?" asked Bear.

"You have to use your tail, of course," answered Fox.

Bear sat down by the hole. He dipped his tail into the cold water below the ice.

"Now wait," said Fox. "Soon a big fish will grab onto your tail." Bear was thinking so hard about the big fish he would catch that he did not hear Fox laugh as he ran off.



Bear waited and waited. At last he felt something grab his tail. "I have caught a big fish," he thought. When Bear tried to pull his tail out of the hole, it was stuck. He turned and looked at his tail. The ice had frozen around his tail.

Bear pulled again. When nothing happened, he pulled even harder. That is when his tail broke off. Bear's big, bushy tail was gone. That is why today Bear has a short tail.

How Bear Got a Short Tail
Grade 2

MULTIPLE CHOICE

Directions: The following multiple choice questions have only **one** correct answer. Choose the **best** answer for each question.

1. Read the sentences in Boxes 1 and 3.

1.	2.	3.
Fox makes a hole in the ice		Bear puts his tail in a hole in the ice

Which sentence goes in Box 2?

- A. Fox goes to the lake
- B. Bear's tail breaks off
- C. Fox catches a fish
- D. Bear's tail sticks to the ice

Correct Answer: C

[Determining Meaning]

2. Another good title for this story would be —

- A. "Winter Games"
- B. "Not a Good Friend"
- C. "Animals Homes"
- D. "Never Fish on Ice"

Correct Answer: B

[Extending Meaning]

SHORT ANSWER

Directions: Answer the following questions using the space provided.

3. a. What word would you use to describe Bear in the story?
b. What did Bear do in the story that caused you to choose this word?

[Determining Meaning]

Score	Description
2	Response is an identification of an appropriate word to describe Bear with an adequate explanation about what Bear did in the story to make that word an appropriate choice.
1	Response is an identification of an appropriate word to describe Bear with or without an attempted explanation OR response is an attempted explanation, but no identification of an appropriate word to describe Bear.
0	Response is irrelevant or incorrect for this question.
Exemplar	a. Bear is trusting (or some other appropriate word). b. Bear listens to Fox when he tells him to fish with his tail (something from the story that supports the word choice).

Response #1

a. find wat

b. I chose this word because it is
good in the story.

Score Point 0

Scoring Comment: It is not clear what the word choice is and the explanation is too vague.

Response #2

a.

b. Bear get a fish he pell and pell as
hred us he coed.

Score Point 0

Scoring Comment: There is no descriptive word chosen and the "explanation" is not correct.

Response #3

a. I think Bear was thinking a is tail
is peaty.

b. He said look at my tail is't it
beautiful.

Score Point 1

Scoring Comment: The use of the descriptive word "pretty" and the attempted explanation show enough understanding to move this response into the 1 category.

Response #4

a. tail because he has a tail.

b. His tail was stuck and then he

pulled and pulled an then his bushy

tail broke off bear.

Score Point 1

Scoring Comment: Tail does not really describe bear, but it is a relevant word and the "explanation" show enough understanding of the story to move this response to the 1 level.

Response #5

a. It would be big angry.

b. Bear used his tail to caech a

fish.

Score Point 1

Scoring Comment: "Angry" is a logical word choice based on picture clues, but the explanation does not support that word choice.

Response #6

a. I would use the word tricful.

b. Because he was very easy to

be tricked and he was not

thinking.

Score Point 2

Scoring Comment: A word is identified and is adequately supported by the text.

Response #7

a. I would use happy in the beging of the

story a mad at the end of the stor.

b. I think happy because he was smiling.

And mad becasse his face was arinkaly.

Score Point 2

Scoring Comment: The response relies on picture clues to support comprehension. Based on the visual text, the explanation does match the words chosen.

Response #8

a. I would describe Bear as dum.

b. Bear thought that you had to catch a fish

with your tail even though you he knew

that you should catch a fish by your paws.

Score Point 2

Scoring Comment: The explanation is thorough with specific text-based information to support the word choice.

EXTENDED RESPONSE

6. Why did Fox laugh when he ran off? Use ideas from the story in your answer.

[Interpreting Meaning]

Score	Description
4	Response is a thorough explanation of why Fox laughed when he ran off with sufficient, specific, and relevant ideas from the story.
3	Response is an adequate explanation of why Fox laughed when he ran off with some relevant ideas from the story.
2	Response is a limited explanation of why Fox laughed when he ran off with mostly general references to the story.
1	Response is an attempted explanation of why Fox laughed when he ran off with mostly vague references to the story.
0	Response is incorrect or irrelevant for this question.
Exemplar	Fox was jealous of Bear's tail so he wanted to trick him. He tricks Bear into fishing with his tail in a hole in the ice. Fox runs off laughing when he knows his trick will work and Bear's tail will freeze and break off when it sticks to the ice.

Response #1

He laugh at bear's tail.

Score Point 0

Scoring Comment: This response offers an inaccurate reason (fox left before bear's tail got stuck and broke off).

Response #2

because he had to go to a other lacke
to catch Biger fish to eat for is little
denner at is little home in the woods.

Score Point 0

Scoring Comments: This response is incorrect for this question.

Response #3

Because he had a buitifuter tail than
bear.

Score Point 1

Scoring Comment: The response attempts to answer the question, but the explanation is incomplete.

Response #4

The fox fell very happy Because he
didnot like him.

Score Point 1

Scoring Comment: The response is an attempted explanation with vague references. In addition, the pronouns cause confusion.

Response #5

Cose he now wate was gowing to do.

Score Point 2

Scoring Comment: The response (cause he knows what [bear] was going to do) provides a correct answer, but the explanation is too general.

Response #6

Fox laugh when he ran because he
tricked bear.

Score Point 2

Scoring Comment: This response gives a limited explanation for why Fox laughed.

Response #7

Fox laughed because he thought that
is was going to be funny when he see's
bear's tail.

Score Point 2

Scoring Comment: This response offers an explanation based on a logical inference, but the general references to the story keep the response at the 2 level.

Response #8

Fox ran off laughing because, Baer's tail was going to get frozen, and broke off, and Baer didn't have a tail. I think thus because when you laugh it sometimes is funny but this time I think it is a little like a tricker voce.

Score Point 3

Scoring Comment: This response offers a literal explanation of what happened and demonstrates an understanding of the difference between a joke ("funny") and a trick. The text support is insufficient to move beyond a 3.

Response #9

Because he wanted to play a trick on bear So his tail can be longer than Bear's tail that broke of.

Score Point 3

Scoring Comment: This brief response shows an understanding of the fox's motivation, which explains his laughter, but the support from the story is insufficient to move this beyond the 3 level.

Response #10

Becase he was lying, and he new that
Bears tail was going to come off in the ice.
And he just wanted to have the
beautifulest tail.

Score Point 4

Scoring Comment: This response gives a complete explanation that shows a thorough understanding of why Fox laughed.

Response #11

Fox ran off laughing because he knew his
trick worked and a fish wouldn't come
before the ice froze and catch Bear's tail.
Then when the ice was frozen, it would
have Bear's tail and Bear's tail would be
short.

Score Point 4

Scoring Comment: This response shows a complete understanding of Fox's trick supported with relevant ideas from the story to explain why Fox laughed.