

PIRLS
2016

APPENDIX H

Restricted Use Passages, Questions, and Scoring Guides

PIRLS

- *Macy and the Red Hen*
- *The Green Sea Turtle's Journey of a Lifetime*

PIRLS and PIRLS Literacy

- *Flowers on the Roof*

PIRLS Literacy

- *The Pearl*
- *African Rhinos and Oxpecker Birds*

PIRLS 2016 INTERNATIONAL RESULTS
IN READING

PIRLS
Literacy
2016

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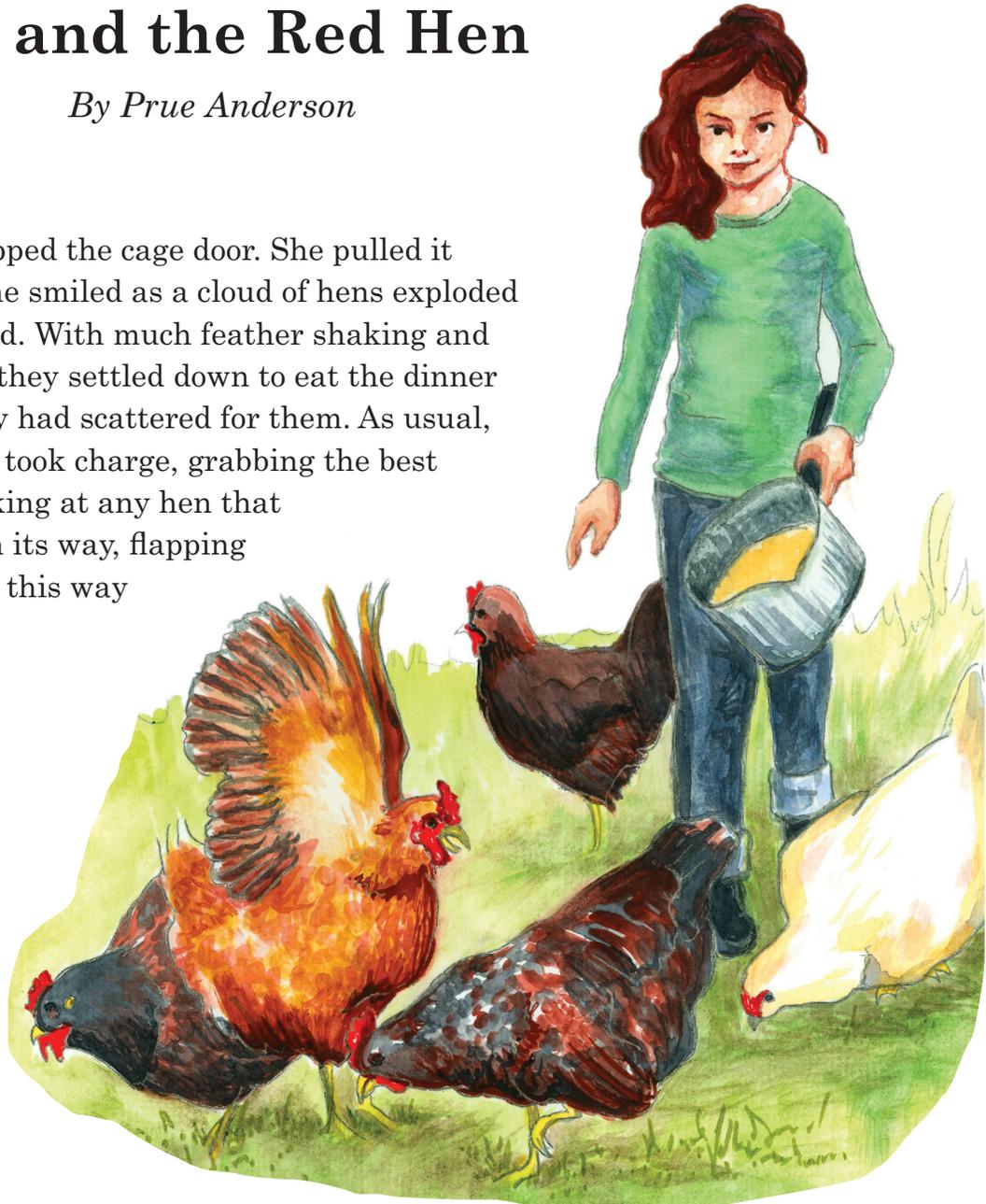
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International Study Center
Lynch School of Education
BOSTON COLLEGE

Macy and the Red Hen

By Prue Anderson

Macy unclipped the cage door. She pulled it open and she smiled as a cloud of hens exploded into the yard. With much feather shaking and squawking they settled down to eat the dinner scraps Macy had scattered for them. As usual, the red hen took charge, grabbing the best scraps, pecking at any hen that dared get in its way, flapping and fussing this way and that.



“Why do the other hens let the red hen boss them like that?” Macy had asked her mother.

“Hens have a pecking order,” her mother explained. “The bravest and strongest hen is in charge. She can peck all the other hens, but no one can peck her. The next hen in the pecking order can peck everyone except the top hen and so it goes all the way down, so you feel really sorry for the poor hen at the bottom. Hens like a bossy leader.”

But Macy had a different view. Every night she had to lock the hens back in their cage so that foxes and owls did not get them. This was her job. Everyone in her large family had jobs. By the time it was getting dark, all the hens were happy to go back into their cage. That is, all except the red hen. She would pretend to walk towards the cage door, and at the last minute would suddenly rush to the side and wait for Macy to chase her.



Another trick was to sit in the middle of the yard. As soon as Macy got close enough to bend down and pick her up, the hen would flap her wings really hard so Macy could not grab her, then she would run off again. Eventually, after the red hen had decided that Macy had chased her enough, she would calmly walk into the cage by herself, her little red eyes gleaming in triumph as Macy slammed the cage door behind her.

Macy had tried to lure the red hen by putting her favorite food inside the cage at night, but the hen would not be bribed. Macy had tried banging pot lids together to frighten the red hen, but she scared the other hens so much they did not lay any eggs for two days.



Macy went to find her father. “I need to teach that red hen a lesson,” she said. “I’m going to leave her out all night to fight the foxes and the owls. That will teach her to go in her cage when I say.”

“Macy,” said Dad, as he turned to look at her. “A hen cannot fight an owl or a fox and we need our hens. We need all the eggs we can get.”

He smiled. “Besides, it would not solve your problem, because the next hen in the pecking order would just take the red hen’s place.” He turned back to his work.

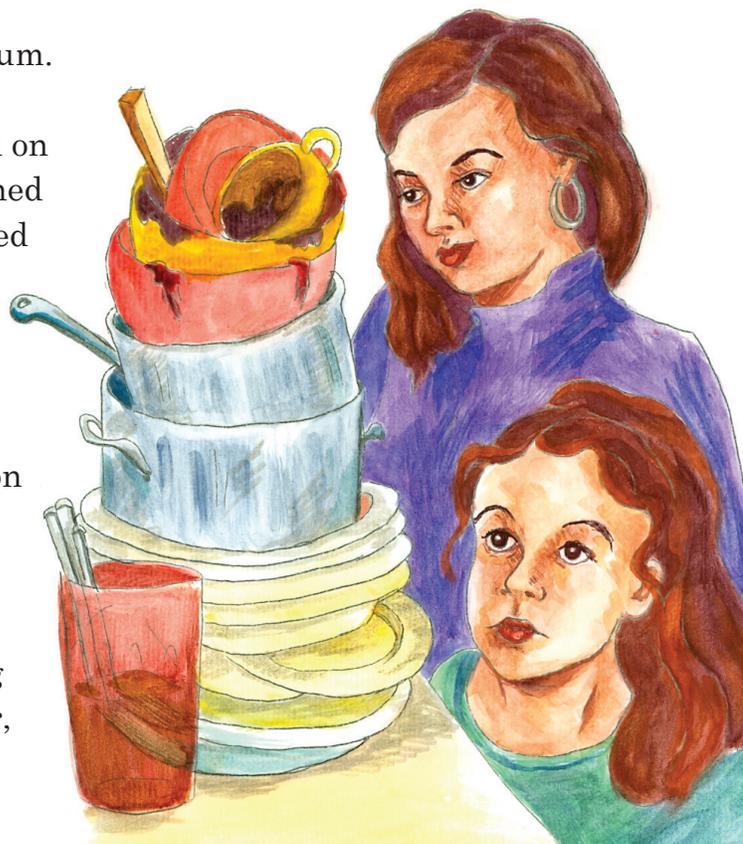
Macy stomped to the kitchen. “Mum, I don’t like my job, I need a different job.”

“Well that’s easy,” said Mum. “You can cook dinner.” Macy looked at the huge pile of food on the bench that had to be cleaned and chopped and stirred to feed all of her family.

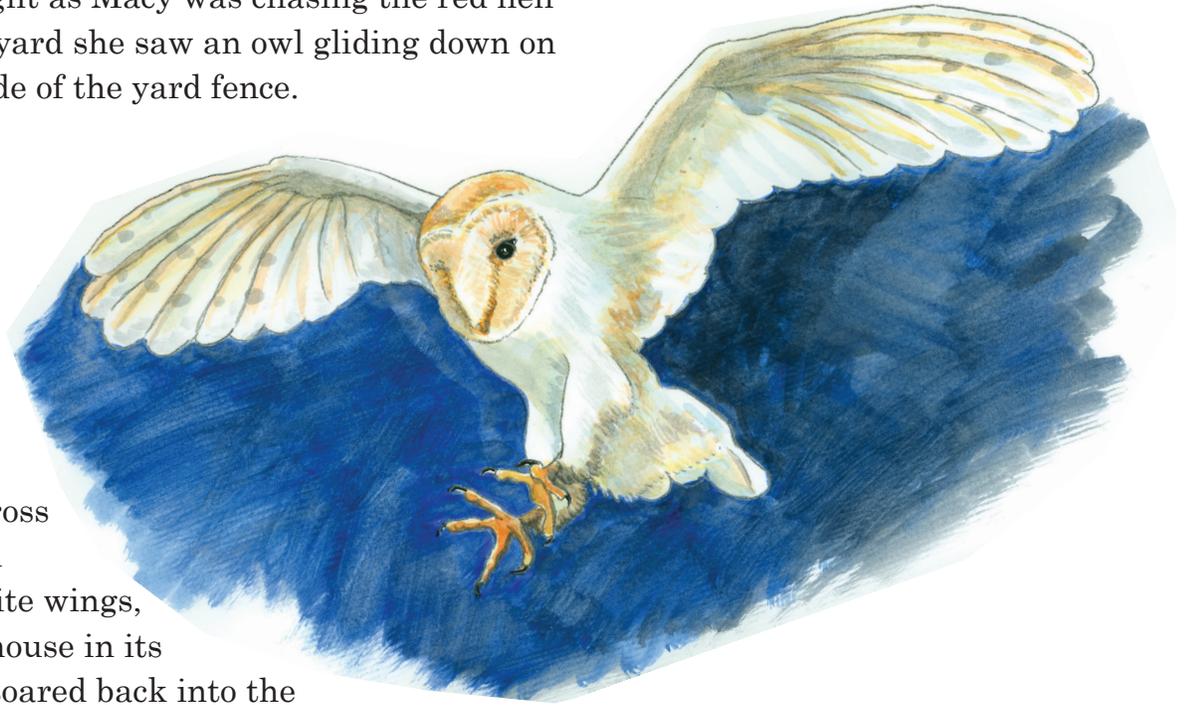
“You can wash the dishes.” Macy looked at the stack of dirty pots and pans from last night still piled up on the sink.

“You can look after the baby.” Macy looked at her little sister happily squashing banana into her face, her hair, and her clothes.

Macy retreated out the kitchen door. “I would like your job,” her mother called after her.



That night as Macy was chasing the red hen around the yard she saw an owl gliding down on the other side of the yard fence.



The owl swooped across the grass on its huge white wings, grabbed a mouse in its claws, and soared back into the shadows. This gave Macy an idea. The next day Macy got wire and some white cloth and made two big wings on the end of a long pole. She explained her plan to her brother Sam.

That night when Macy was chasing the red hen as usual, Sam stepped into the yard with the pole that Macy had made. He made the wings swoop down towards the red hen. The hen stopped running and fluffed up her feathers, squawked furiously and beat her wings, ready to face her attacker, but the white wings kept coming closer and closer. The red hen's squawking faded away. She crouched down low on the ground, her beak pointing up ready to peck if she got the chance. Suddenly, Macy stepped in.



Macy shouted at the white wings. She hit the wings with her hands and pushed the wings away. Her brother lifted the wings upwards. Down they came again and Macy fought them off. The red hen's beady little eyes watched it all as she crouched at Macy's feet. Finally, the terrifying wings gave up and flew away.

Macy bent down and put out her hands. The red hen rushed into them and gently laid her beak on Macy's arm. Macy could feel the hen's little heart pounding in her feathery chest as she carried her back to the cage. She cuddled the hen until its heart slowed down then gently put it in the cage and smiled at Sam.

"Now you are the top of the pecking order," laughed Sam.

Questions Macy and the Red Hen

1. What is Macy doing at the start of the story?

- (A) catching a hen
- ★ (B) feeding the hens
- (C) looking for eggs
- (D) collecting feathers

2. How does the author show you what the red hen is like?

- (A) by describing what the red hen looks like
- (B) by describing the red hen's favorite food
- (C) by describing where the red hen lives
- ★ (D) by describing how the red hen behaves

3. Why does Macy's mother feel sorry for the hen at the bottom of the pecking order?



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★ **Correct Answer**

4. Why does the red hen play tricks on Macy?



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5. Why does Macy slam the cage door?

- ★ (A) Macy is angry.
- (B) The door is hard to close.
- (C) A fox is coming.
- (D) The red hen is escaping.

6. Macy wants the red hen to go into the cage.

What are two things Macy does that **do not** work?



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★ Correct Answer

7. Why does Dad object to Macy's idea?
- (A) The red hen might hurt itself.
 - (B) The red hen would stop laying eggs.
 - ★ (C) Dad thinks the red hen would be killed.
 - (D) Dad wants to teach the hen a lesson.

8. Dad says the next hen in the pecking order would just take the red hen's place.

What does he mean?



9. Why does Mum say, "I would like your job"?
- (A) Mum feels sorry for Macy.
 - (B) Macy should do more jobs around the house.
 - (C) Mum really likes looking after hens.
 - ★ (D) Macy should understand Mum has harder jobs.

★ Correct Answer

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10. How does Macy get her idea?

- (A) Macy's brother, Sam, tells her the plan.
- ★ (B) Macy sees an owl catch a mouse.
- (C) Macy's Dad tells her about owls.
- (D) Macy sees wire and some white cloth.

11. Why does Macy make white wings on a pole?

- (A) to look like hen's feathers
- (B) to make a decision
- ★ (C) to look like an owl
- (D) to impress Sam

12. Macy "hit the wings with her hands and pushed the wings away."

What does Macy want the hen to think?

- ★ (A) that Macy is saving the hen
- (B) that Macy is angry with the hen
- (C) that Macy is terrified of the owl
- (D) that Macy is playing with the owl

★ **Correct Answer**

13. You learn what Macy is like from the things she does.

Describe what Macy is like and give two examples from the story that show this.



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14. Why is Macy at the top of the pecking order at the end of the story?

Use the information from the story to explain your answer.



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15. What do you think the red hen will do next time Macy puts the hens in their cage?



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16. Why would “Macy Finds a Way” be good as a different title for this story?

Give one reason.



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Macy and the Red Hen, Item 3

3. Why does Macy's mother feel sorry for the hen at the bottom of the pecking order?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates that all the other hens peck it, or it cannot peck anyone, or that it gets the worst conditions.

Examples:

- All the other hens can peck it.
- It cannot peck any other hens.
- He gets bossed around.
- The leader of the hens keeps bossing her around.
- Because it gets the worst scraps for dinner.

0 – Unacceptable Response

The response indicates misunderstanding of the pecking order or is vague, unrelated to the text, or repeats words in the question.

Examples:

- It might be sick.
- All the other hens sit on top of it.
- Because it is a long way to go to be the boss.
- Because hens like a bossy leader.

Macy and the Red Hen, Item 4

4. Why does the red hen play tricks on Macy?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the red hen is top of the pecking order, or the boss, or thinks she is better.

Examples:

- *The hen is top of the pecking order.*
- *The hen is bossy.*
- *It does not want to do what Macy says because it is the boss.*
- *Just to show she is better than Macy.*
- *The red hen thinks she's the best.*
- *The red hen thinks because it is the bravest and strongest it can play tricks.*

0 – Unacceptable Response

The response indicates misunderstanding of the red hen's intentions. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- *The hen does not like being in the cage.*
- *The hen wants to stay out all night.*
- *The hen is naughty.*
- *It does not like Macy.*
- *It does not want to go back in the cage.*
- *It does not want to do what Macy says.*
- *The hen wants Macy to chase it.*

Macy and the Red Hen, Item 6

6. Macy wants the red hen to go into the cage.

What are two things Macy does that do not work?

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response includes two of the following:

- Picking up the hen.
- Putting food inside the cage/luring the hen with food.
- Banging lids together/making noise (to scare the hen).
- Chasing the hen.

1 – Partial Comprehension

The response indicates one of the above.

0 – No Comprehension

The response indicates a successful strategy or is incorrect. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- Macy makes an owl and scares the red hen.
- Macy leaves the hen out all night.
- Sam helps Macy.
- She scares the hen.
- Uses the wings.
- Leaves it out at night.

Macy and the Red Hen, Item 8

8. Dad says the next hen in the pecking order would just take the red hen's place.

What does he mean?

Process: Evaluate and Critique Content and Textual Elements

1 – Acceptable Response

The response shows understanding that (even if the red hen is killed) the pattern will continue; Macy's problems will not be solved; the next hen will cause the same trouble/problem; or will behave/be annoying in the same way as the red hen.

Examples:

- *The cycle would continue and there is no point letting the fox get the hen.*
- *It means that even when the red hen is killed, the next hen in the pecking order will carry on doing the same thing.*
- *There will just be another hen to annoy Macy.*
- *He means the red hen would die and the next hen in the pecking order would still be like the red hen.*
- *The next hen in the pecking order would take the red hen's place and do the same.*
- *He means that the next hen will do exactly the same thing that the red hen did.*
- *Macy's problems would not be solved.*

0 – Unacceptable Response

The response may or may not refer to another hen replacing the red hen as the leader, but it **does not** show understanding that the pattern or problem will continue.

Examples:

- *The second hen will be the top hen.*
- *Another hen will take over as boss.*
- *It means the next hen in the pecking order will be in charge.*
- *If the red hen goes, it will be replaced by a new leader.*
- *The hen that is second bravest and strongest would take its place.*
- *It means the red hen will be killed.*
- *That this won't change anything (too vague)*
- *Dad is going to put another hen in charge.*

Macy and the Red Hen, Item 13

13. You learn what Macy is like from the things she does.

Describe what Macy is like and give two examples from the story that show this.

Process: Interpret and Integrate Ideas and Information

3 – Extensive Comprehension

The response shows understanding of what Macy is like by giving at least one trait, feeling, or attitude that is supported with two different, appropriate examples OR two traits/feelings/attitudes with an example for each. Possible attributes and actions are listed below, but Macy is a complex character and other responses may be acceptable if appropriately supported.

Examples:

- *Macy is determined because she does not give up when the red hen is naughty and she continues to try different ways to get the hen in the cage.*
- *Macy has a bad temper because she slams the hen's cage shut and she stomps angrily into the kitchen.*
- *She is clever because she comes up with the idea of wings and she tries putting the hen's favorite food in the cage to lure her in the cage.*
- *She is responsible because she makes sure the hens are safe and creative because she comes up with the plan to use the owl.*
- *Macy is smart because she got the hen in the cage. Macy does not give up because she tried 4 or 5 times.*

Possible attributes and actions

- Smart, clever, inventive: thinks of creative solutions to her problem.
- Determined, intolerant of failure: does not give up until she is successful; gets annoyed by hen's behavior.
- Conscientious: carries out her responsibilities each day.
- Curious, questioning: asks questions to understand the problem.

2 – Satisfactory Comprehension

The response shows understanding of what Macy is like by linking a trait/feeling/attitude with one appropriate example.

Example:

- *She is moody and angry at the hen. She wants the hen to do what it is told.*

1 – Minimal Comprehension

The response lists one or more of Macy's traits/feelings/attitudes: (e.g., determined, clever) with only a vague example or without an example. The response does not include contradictory traits or behaviors.

Examples:

- *She is clever and smart.*
- *She thinks of lots of good ideas.*
- *She keeps on trying and trying.*
- *She gets angry or frustrated.*

0 – Unsatisfactory Comprehension

The response does not describe a trait/feeling/attitude, it may list unrelated traits, be vague, unrelated to the text, or repeat words in the question.

Examples:

- *She is nice/kind/helpful/good. (too generic)*
- *She does lots of good things.*
- *She is caring, smart, pretty, kind, loving. (unrelated traits)*
- *She is angry and smiley. (contradictory)*
- *She is angry and happy. (contradictory)*
- *She likes what she does. (incorrect)*

Macy and the Red Hen, Item 14

14. Why is Macy at the top of the pecking order at the end of the story?

Use the information from the story to explain your answer.

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response refers to Macy's clever plan, the hen being saved/scared, or Macy scaring away the owl.

Examples:

- *She tricked the hen then the hen thought Macy was better.*
- *Macy pretended to save the hen.*
- *The red hen thinks Macy saved it.*
- *The hen thinks Macy is brave.*
- *She saved the red hen from the owl.*
- *She scared away the owl.*
- *She scared the red hen.*

0 – Unacceptable Response

The response is vague, unrelated to the text, or repeats words in the question. It may provide a literal definition of the pecking order.

Examples:

- *Macy is in charge.*
- *Macy is bossy.*
- *Because Sam said it.*

Macy and the Red Hen, Item 15

15. What do you think the red hen will do next time Macy puts the hens in their cage?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response indicates that the hen will behave.

Examples:

- *She will just sit down until Macy comes and picks her up.*
- *She will go in the cage and not make it difficult.*
- *She will follow the others into the cage.*
- *She will remember what she did and stay there.*
- *It will go in the cage with the others.*
- *It will go in straight away.*
- *It will be obedient.*

0 – Unacceptable Response

The response is vague, unrelated to the text, or repeats words in the question.

Examples:

- *She might do the same thing.*
- *Run away.*
- *The hen would get angry.*
- *She won't fall for Macy's trick.*
- *She wants Macy to chase her.*

Macy and the Red Hen, Item 16

16. Why would “Macy Finds a Way” be good as a different title for this story? Give one reason.

Process: Evaluate and Critique Content and Textual Elements

1 – Acceptable Response

The response indicates that Macy was able to solve her problem.

Examples:

- *She did find a way to make the hen do what she wanted.*
- *She tricked the red hen into doing what Macy wanted.*
- *She finds a way to teach the hen a lesson.*
- *She finds a way to get the hen in the cage.*
- *Because she finds a way for the hen to listen to her.*
- *She finds a way to get the hen in the cage without putting up a fight.*

0 – Unacceptable Response

The response is vague, unrelated to the text, or repeats words in the question.

Examples:

- *She did find a way.*
- *Because it is about her doing it.*
- *Macy found a way in the story.*
- *She wants to be friends with the hen.*

The Green Sea Turtle's Journey of a Lifetime

From *Turtle Travels*
By Gary Miller



Out From the Sand

It's a starry night in August. A nest of eggs lies buried in the sand more than two feet below the surface of a Costa Rican beach. The nest holds more than 100 green sea turtle eggs, each about the size of a golf ball.

One of the baby sea turtles begins to stir and hatch from her egg. The hatchling tears at the shell of her egg with the sharp point on her beak. Still buried beneath the sand, the baby sea turtle breaks free. Soon, the whole nest is alive with motion.

The baby turtle uses her flippers to climb up and up. It can take more than a day to reach the surface of the sand.

Into the Water

When the hatchling reaches the surface of the sand, she is drawn to the moonlight reflecting off the ocean. Luckily, there are no lights shining from a nearby street or house. These lights can confuse a baby turtle. They can make it go the wrong way, away from the sea.

The hatchling's journey to the water is a race for survival. She is no bigger than a walnut. Crabs and birds, such as night herons, snatch up some of the other baby turtles on the beach. This baby turtle makes it to the water.

The frothy surf pushes the baby turtle back. She fights to swim against the breaking waves. The hatchling continues to swim through the first day and night, and she does not slow down for two days.

Out to the Open Sea

The baby turtle's journey through the open sea is often called the "lost years." Scientists know little about this phase of a green sea turtle's life. She may move with the currents, floating with mats of seaweed.

The hatchling may snack on shrimp, small jellyfish, and snails that drift in and around the seaweed. Unfortunately, the sea also contains plastic and trash that people throw away. Eating them could be deadly for the turtle.



The sea has many other dangers, too. Predators such as sharks swim below the small turtle and large birds fly above. Fortunately, she gets some protection from the coloring of her shell. The bottom is almost white, so sharks swimming below may not spot her in the sunlight. The top of her shell is dark, so from above the turtle blends into the dark water.

Growing Up Green

After several years, she has become a juvenile. She is no longer a hatchling, but she is not yet an adult. Her shell has become about the size of a dinner plate. It is now time to leave the open sea for the warm coastal waters of Florida, USA.

With her larger shell she is safer than she was as a hatchling. Although she sometimes slurps up a jellyfish, now she mostly eats algae and sea grass.

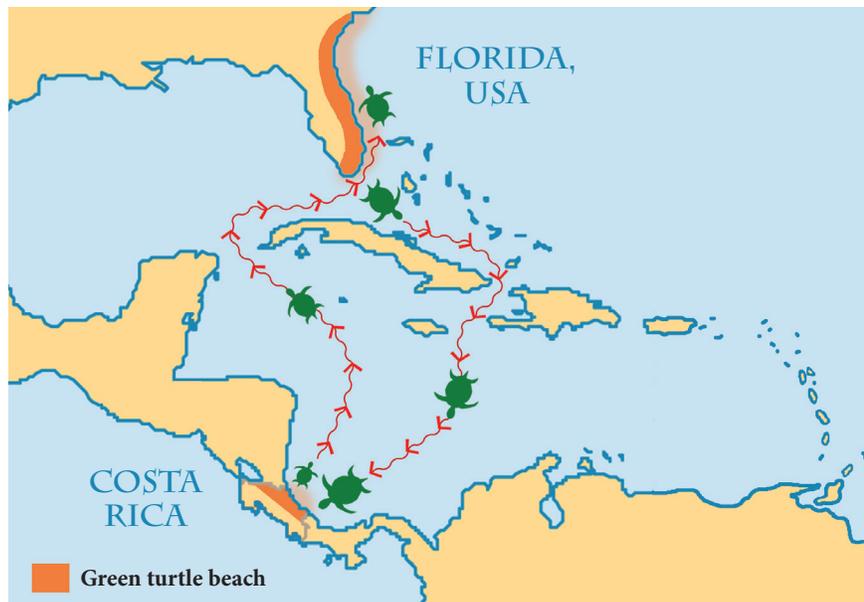
Years pass as she slowly grows. She moves farther off shore to feeding grounds where she becomes an adult.

At night, she rests in the water under rocks and ledges, holding her breath for up to five hours. Each day, she returns to the same patch of sea grass called turtle grass. Like a lawn mower, the turtle keeps this sea grass pasture cut short. Eating sea grass and algae turns her body fat a green color. In fact, this is how green sea turtles get their name!



Back to the Sand

When the turtle is about 26 years old, her adult shell is over 3 feet long and she weighs around 300 pounds. Now she sets out on a new adventure. She begins her long trek back to the beach where she was born. She is going to lay her own eggs.



The sea turtle may have to travel over 600 miles, but she is well equipped for the journey. Her flippers are like wings. She flies through the water.

Scientists are still learning how a sea turtle can find its way through the ocean. They think the turtles may sense changes in Earth's magnetic field. That may help the turtles create a kind of mental map. Their memory of chemicals or odors in the water also may help them find their way.

Once she returns to her birthplace, she finds a mate. A few weeks later, she waits until it is dark, and then climbs onto the beach.



The Next Generation

Out of the water, she struggles to move on land. She crawls to a place where high tides will not wash away her eggs. Using her front flippers, she digs a wide pit. This will become her nest. With her rear flippers, she scoops out a smaller hole inside the pit.

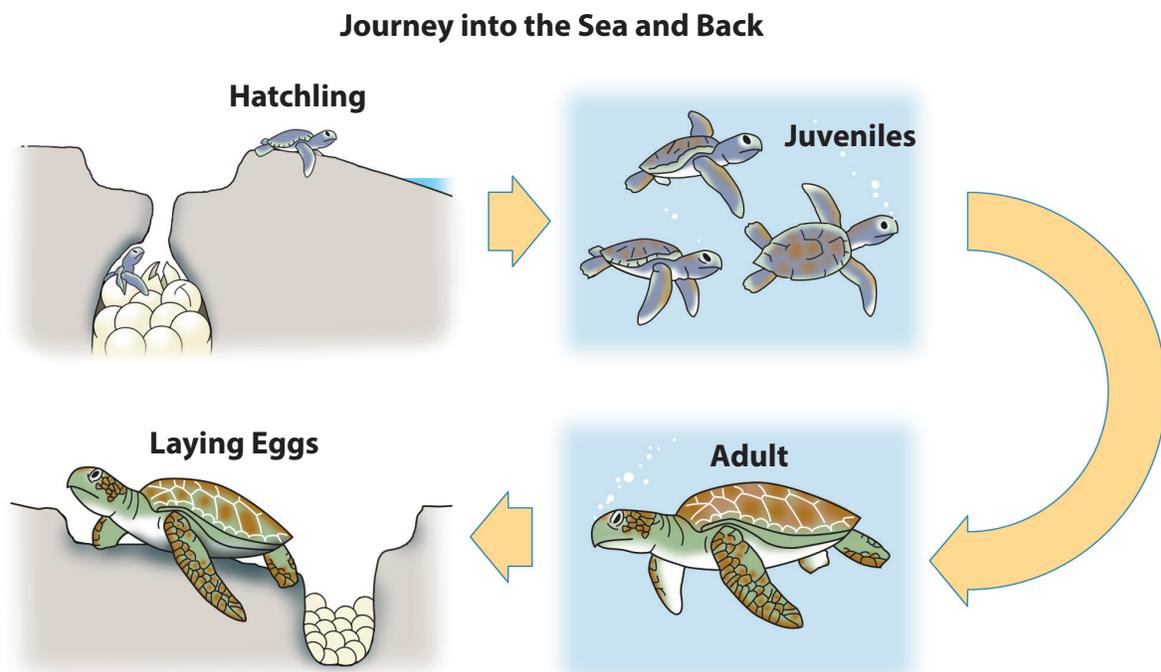
After two hours of hard work, she is ready to lay more than 100 leathery white eggs inside the smaller, deeper hole. She packs sand over them. Then she tosses sand over the whole nest.

During the following two months, she will dig and lay eggs in three more nests. After two months, the new hatchlings break out of their shells to begin their own journeys.

Turtles Live On

After laying all of her eggs, this adult sea turtle once again sets out for her feeding grounds off the coast of Florida. Every few years she and other adult turtles will return to this beach to lay more eggs.

Every green sea turtle does this throughout its entire life, which could last up to 80 years. Over this time, thousands of baby green sea turtles will be born and set out into the open sea.



Questions The Green Sea Turtle's
Journey of a Lifetime

1. What is the first section "Out From the Sand" about?

- (A) what different sea turtles look like
- (B) how sea turtles learn to swim
- (C) what sea turtles like to eat
- (D) how sea turtles' eggs hatch

2. "One of the baby sea turtles begins to stir and hatch from her egg."

Write the first two things the hatchling does next.

 1. _____

 2. _____

3. When the hatchling reaches the surface of the sand,
what helps her go the right way?

 _____

What can confuse the hatchlings?

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★ **Correct Answer**

4. Why is the hatchling's journey to the water a "race for survival"?

Use the text to explain your answer.



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5. What is the first thing the hatchling does when she finally gets past the breaking waves?

(A) searches for the other hatchlings

★ (B) keeps swimming far out to sea

(C) rests in the seaweed

(D) finds food to eat

6. According to the article, what is one way people have made the sea more dangerous for turtles?



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★ Correct Answer

7. The color of a hatchling's shell protects it from predators.

Give a way it is protected from birds.



Give a way it is protected from sharks.



8. When does a sea turtle hold its breath for up to 5 hours?



9. What does the article tell you about the feeding habits of an adult green sea turtle?

- (A) It looks for food under rocks and ledges.
- (B) It swims long distances to find food.
- ★ (C) It goes to the same place every day to eat.
- (D) It uses odors in the water to help it find food.

★ Correct Answer

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10. Why does a sea turtle's body fat become green?



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11. What information does the article provide about the sea turtle's size and food at each stage of its life?

Complete the table below.

Three have been done for you.



Stage of life	Size	Food
egg		The egg has its own food.
hatchling		
juvenile	dinner plate	
adult		algae and sea grass

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12. How old is a female green sea turtle when she first sets out to lay her eggs?

- (A) about 3 years
- (B) about 10 years
- ★ (C) about 26 years
- (D) about 80 years

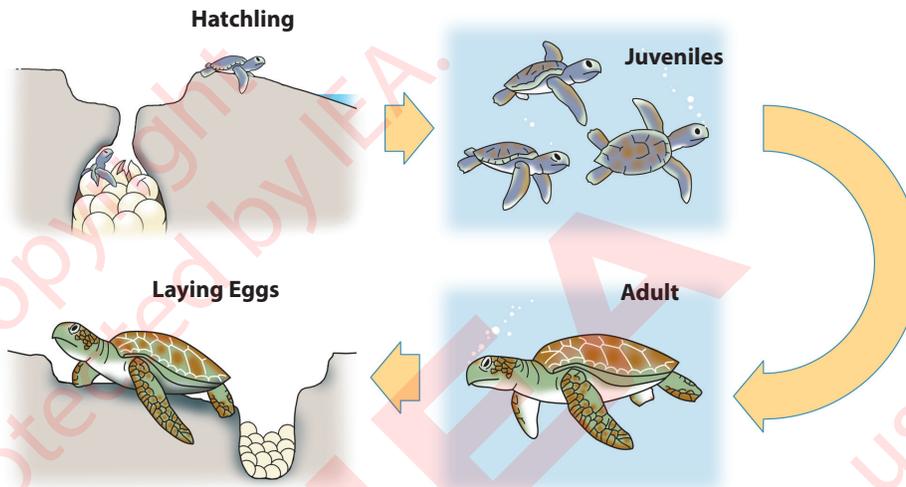
13. Which activity in an adult female green sea turtle's life is not fully understood by scientists?

- (A) how she can swim over 600 miles
- (B) how she makes a nest for her eggs
- (C) how she avoids being eaten by predators
- ★ (D) how she finds the right beach to lay her eggs

★ Correct Answer

14. A diagram from the article is shown below.

What does this diagram help you to understand?



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15. How does the writer show you that the green sea turtle is special?

- (A) by asking you to help to save it
- ★ (B) by telling you the amazing things it does
- (C) by describing how beautiful it looks
- (D) by warning you that few turtles are still alive today

16. The article is divided into sections with headings.

What does each section tell you about?

- (A) different dangers sea turtles face
- ★ (B) different life stages of a sea turtle
- (C) different kinds of sea turtles
- (D) different beliefs about sea turtles

Stop

End of this part of the booklet.
Please stop working.

★ **Correct Answer**

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The Green Sea Turtle's Journey of a Lifetime, Item 2

2. "One of the baby sea turtles begins to stir and hatch from her egg."

Write the first two things the hatchling does next.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response indicates two of the following: breaking the shell of the egg, getting out of the shell, digging/climbing out to the surface, or moving toward the water.

Examples:

- Breaking shell
 - *She opens the egg.*
 - *Tears at the shell.*
- Getting out of the shell
 - *She breaks out of the egg.*
 - *Breaks free from shell.*
- Digging out
 - *She climbs up and up.*
 - *She uses her flippers to get out.*
 - *Digs in the sand.*
 - *She digs out of the nest.*
- Moving toward the water
 - *She goes to the sea.*

1 – Partial Comprehension

The response gives one of the above points.

0 – No Comprehension

The response does not include any of the points listed above, or is vague, unrelated to the text, or repeat words in the question.

Examples:

- *Tears.*
- *Climbs.*
- *Digs.*
- *She swims.*
- *She makes a hole.*
- *She is alive with motion.*
- *Juveniles.*
- *Adults.*

The Green Sea Turtle's Journey of a Lifetime, Item 3

3. When the hatchling reaches the surface of the sand, what helps her go the right way?

What can confuse the hatchlings?

Process: Make Straightforward Inferences

2 – Complete Comprehension

The response shows understanding of both parts of the question.

- Helps: the hatchling is drawn to (moon) light reflecting off the sea/away from darkness.

Examples:

- Moonlight.
- Light from the moon.
- Reflection off the sea.
- The shiny sea.
- Moonlight reflecting on the ocean.

- Confuses: the hatchling is confused by artificial light inland.

Examples:

- Street lights.
- House lights.
- Lights from people.
- Car lights.

1 – Partial Comprehension

The response shows understanding of one part of the question.

0 – No Comprehension

The response does not show understanding of either part of the question. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- Sunlight.
- Light. (not clear if moonlight or street lights)
- Moon. (does not specify light)
- Waves.
- Water.
- Seeing water.
- Reflection on the moon

The Green Sea Turtle's Journey of a Lifetime, Item 4

4. Why is the hatchling's journey to the water a "race for survival"?

Use the text to explain your answer.

Process: Make Straightforward Inferences

1 – Acceptable Response

The response indicates the hatchlings have to avoid danger from predators.

Examples:

- *The crabs and birds and herons will snatch them up.*
- *Crabs and birds will kill them.*
- *They are likely to be eaten.*
- *Because birds can swoop down and eat them.*
- *Seagulls and crabs will take them.*
- *It is a race for survival because sea birds eat sea turtles.*
- *Because of the predators/enemies.*

0 – Unacceptable Response

The response indicates that the hatchlings need to move quickly but not why, refers to being eaten by sharks, is vague, unrelated to the text, or repeats words in the question.

Examples:

- *They have to run really fast.*
- *They have to race if they want to survive. (repeats stem)*
- *They are no bigger than a walnut.*
- *Sharks will eat them.*
- *They can be eaten by sharks and fish.*
- *There are crabs everywhere.*

The Green Sea Turtle's Journey of a Lifetime, Item 6

6. According to the text, what is one way people have made the sea more dangerous for turtles?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response gives one of the points listed below.

- Plastic.
- Trash/rubbish/garbage/litter/waste.
- Pollution.
- Lights/street lights/car lights.

0 – Unacceptable Response

The response refers to other dangers not included in the text. It may be vague, unrelated to the text, or repeats words in the question.

Examples:

- *People stand on them.*
- *Hunting.*
- *Net fishing.*
- *Sharks.*
- *Poison.*
- *Oil.*
- *Chemicals.*

The Green Sea Turtle's Journey of a Lifetime, Item 7

7. The color of a hatchling's shell protects it from predators.

Give a way it is protected from birds.

Give a way it is protected from sharks.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response gives an acceptable response for both protection from birds and protection from sharks.

- Protected from birds: The response recognizes that the dark shell color of the top conceals the turtle by blending in with the dark water.

Examples:

- *The dark color of the top part of the shell blends in with the dark water when viewed above.*
- *The top half is dark so the turtle blends in with the dark water.*
- *It is the same color as the sea.*
- *It blends in with the sea because its shell is black.*
- *It camouflages them.*
- *It blends into the sea.*
- *Her shell is dark so it blends in.*
- *Its shell blends in.*

- Protected from sharks: The response recognizes that the light shell color of the bottom conceals the turtle by blending in with the sunlight.

Examples:

- *The bottom is white so sharks may not spot her in the sunlight.*
- *The bottom of the shell underneath the turtle is white so a shark that is underneath the turtle thinks that the turtle is in the sunlight.*
- *It is the same color as the sunlight.*
- *The shell blends into the water.*
- *It camouflages itself.*

1 – Partial Comprehension

The response gives an acceptable response for protection from birds or protection from sharks.

0 – No Comprehension

The response does not fully recognize how the shell color conceals the turtle. It may give a partial explanation, be vague, unrelated to the text, or repeat words in the question.

- Protected from birds

Examples:

- *It is protected from birds with its dark topped shell.*
- *It is protected from birds because of its shell.*
- *It can camouflage itself in the grass.*
- *The top half of its shell is green so it blends in with grass and rocks.*

- Protected from sharks

Examples:

- *The bottom of her shell is white.*
- *It is protected from sharks because of its hard shell.*
- *It blends in with the sand.*



The Green Sea Turtle's Journey of a Lifetime, Item 8

8. When does a sea turtle hold its breath for up to 5 hours?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response indicates sleeping, resting, or at night.

Examples:

- *To sleep.*
- *Rest.*
- *At night/at night-time.*

0 – Unacceptable Response

The response indicates any activity other than those above. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- *To go under water.*
- *When they are juvenile/adult.*
- *To get food.*
- *Under rocks and ledges.*
- *On land.*
- *In danger.*

The Green Sea Turtle's Journey of a Lifetime, Item 10

10. Why does a sea turtle's body fat become green?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies that it eats green food.

Examples:

- Sea grass.
- The algae and seaweed it eats make it green.
- It eats seaweed.
- It eats food that is green.
- Grass.
- It eats plants.

0 – Unacceptable Response

The response does not identify a reason or is incorrect. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- It has green body fat.
- That is how they get their name.
- Becomes green from what she eats.
- It becomes an adult.
- Its fat is green because it is a green sea turtle.
- Because it is old.

The Green Sea Turtle's Journey of a Lifetime, Item 11

11. What information does the article provide about the sea turtle's size and food at each stage of its life?

Complete the table below.

Three have been done for you.

Stage of life	Size	Food
Egg		The egg has its own food.
hatchling		
juvenile	dinner plate	
adult		algae and sea grass

Process: Interpret and Integrate Ideas and Information

3 – Extensive Comprehension

The response correctly completes all 5 spaces. See bold text in the table on the following page for responses that are acceptable or not acceptable for each blank space.

Note to scorers: Do not credit responses that include any incorrect pieces of information alongside correct answers.

2 – Satisfactory Comprehension

The response correctly completes 4 out of the 5 spaces.

1 – Minimal Comprehension

The response correctly completes 3 out of the 5 spaces.

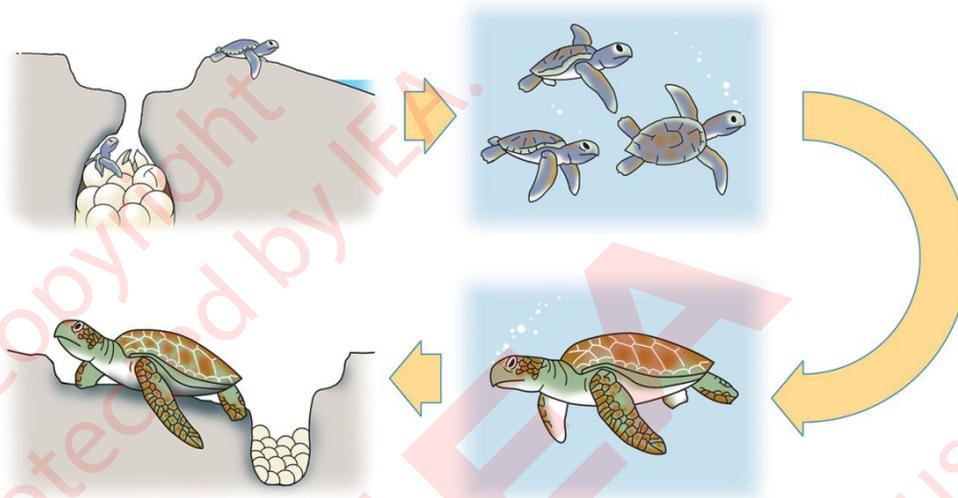
0 – Unsatisfactory Comprehension

The response correctly completes 2 or fewer of the spaces. It may be vague, unrelated to the text, or repeat words in the question.

Stage of life	Size	Food
Egg	golf ball NOT ACCEPTED ball golf	The egg has its own food.
Hatchling	walnut NOT ACCEPTED nut	Shrimp (accept crabs, prawns, shellfish) jellyfish snails/sea snails NOT ACCEPTED plastic seaweed or sea grass algae fish
Juvenile	dinner plate	algae sea grass/grass/turtle grass or seaweed jellyfish NOT ACCEPTED lawn pasture fish
Adult	3 feet 300 pounds NOT ACCEPTED 3 300	algae and sea grass

The Green Sea Turtle's Journey of a Lifetime, Item 14

14. A diagram from the article is shown below.



What does this diagram help you to understand?

Process: Evaluate and Critique Content and Textual Elements

1 – Acceptable Response

The response indicates the life cycle or stages in a turtle's life.

Examples:

- What all the parts of the life cycle are.
- The different stages in its life.
- It shows the order of the stages.
- The (life) cycle of a turtle.
- The circle of life for turtles.
- This helps us know how they grow up/develop.
- What they turn into as they get older.
- The turtle's lifetime.
- The turtles hatch and crawl into the water and come back to lay their eggs.
(must describe all stages)
- What parts the sea turtles are going through.
- Journey of life/life journey/path of life.

0 – Unacceptable Response

The response does not indicate the life cycle or stages in a turtle's life. It may be vague, unrelated to the text, or repeat words in the question.

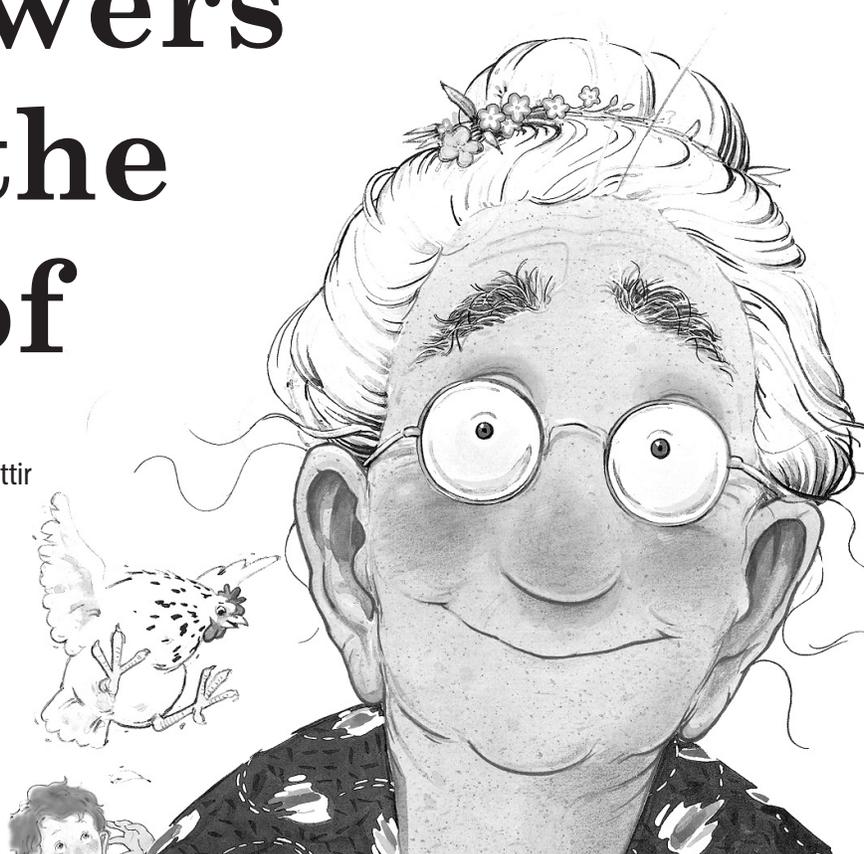
Examples:

- *It looks interesting.*
- *It is about the turtle's life.*
- *How they hatch. (not all the stages)*
- *Helps you understand what a turtle does. (too vague)*
- *Helps you understand the journey of a sea turtle.*
- *How they make their nest.*
- *"Journey into the Sea and Back." (need to go beyond title)*



Flowers on the Roof

by Ingibjörg Sigurdardóttir



Shall I tell you about a granny I know? She's a really strange old lady, and so full of life! Her real name is Gunnjona, but I call her Granny Gunn. Before she moved into our block of flats she lived in the country. Her farmhouse was just like a doll's house. It had tiny little windows and the roof was covered with grass. And there were flowers growing on the roof too!

Granny Gunn had lived all on her own in the farmhouse but she was never lonely because she had many animals to play with: a cow, seven hens, two sheep and a cat.

One day Granny Gunn became ill.

“You aren’t seriously ill, but you should move into town,” the doctor had said. “It’s not very wise to live here all alone. Your cow can’t call me if you break your leg out in the yard!”

“I can look after myself!” Granny Gunn answered. But then she thought that maybe it would be fun to live in town.

“All right!” she said suddenly. “I’ll move to town.”

Soon she had sold her farm and bought an apartment in our block of flats.

But what was she going to do about the animals? She couldn’t take them to town with her, could she? Luckily, the people on the next farm kindly said that they would look after them. It was still very difficult for Granny Gunn to say goodbye to her animal friends. She was so sad that in the end she decided to take her cat, Robert, with her.



Granny Gunn packed all her things into a van and was soon on her way to her new home. She was very excited and really looking forward to seeing the town.

I was very excited, too! I couldn’t wait to see who was going to move into the apartment opposite ours. Perhaps it would be another little boy for me to play with. But it was Granny Gunn. Still, at least she had a cat.

Granny Gunn wasn't too happy when she looked around her new flat.

"This is just dreadful!" she said. "The walls are all smooth and white. And just look at those windows! They're far too big!" She became very quiet.

"I'm off back home!" she said, and turned to leave.

Then she suddenly gave a little scream. Robert the cat had jumped out of the window!

"Don't worry," I said quickly. "He's only jumped out onto the balcony. Look."

Granny Gunn rushed past me onto the balcony. But when she got there, she forgot all about Robert. The balcony was huge, and she could see the mountains far away and even a bit of the sea. Granny Gunn crouched down so that she couldn't see any of the rooftops—only the mountains and the sky. Granny Gunn decided to stay after all.

But the next day when I went around to help her unpack, she still looked very unhappy.

"Are you upset because all your animals are so far away?" I asked her.

"I do rather miss them," she sighed.

"Then why don't you go and fetch them?" I asked.



Granny Gunn winked at me and gave me a funny grin.

There was no one at home when I came to visit her the next day. Granny Gunn had taken the bus out into the country.

That night I woke up to hear a strange cackling sound coming up the stairs. What could it be? Of course! The hens! They must have been too frightened to go in the lift!

The next morning, I helped Granny Gunn feed the hens.

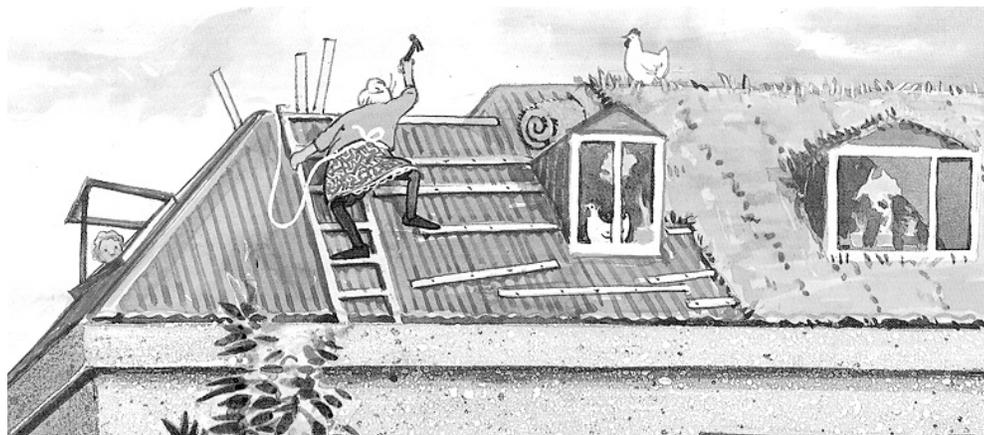


“I feel as if I’m back home,” she said. “The hens are cackling all around me, and if I squint, I can easily imagine that the mountains I see are those near my farm. All that’s missing is the smell of earth and grass.” Suddenly she opened her eyes wide and sat up. Granny Gunn had clearly thought of something new.

“Well now,” she said. “Don’t you think it would be rather nice to have some grass on the roof? I think we’ll have to go to town tomorrow!”

And that’s exactly what we did.

When we got home, Granny Gunn carried the pieces of turf up onto the roof. She laid them out carefully, and fixed them so that they wouldn’t fall off.



Granny Gunn is much happier now. She’s made a bit of countryside here in the town. She’s now as fond of her rooftop garden as she had been of her old farm. And there are flowers growing on the roof once more.

Granny Gunn is not like anyone else I know. She can do anything! There’s only one thing that bothers her now. How is she going to get the cow into the lift?!

Questions Flowers on the Roof

1. Who is telling the story?

- (A) a granny
- ★ (B) a child
- (C) a doctor
- (D) a farmer

2. Which of these is most like Granny Gunn's farmhouse?



3. Why did the doctor think that Granny Gunn should move to town?

- (A) because she was lonely without her friends
- (B) so she could live with her relatives
- (C) because she could not take care of her animals
- ★ (D) in case she needed someone to look after her

★ **Correct Answer**

4. Who offered to look after Granny Gunn's animals when she moved to town?

- ★ (A) the people on the next farm
- (B) the doctor
- (C) Granny Gunn's family
- (D) Robert

5. Granny Gunn did not like the walls and windows in her new flat. Why else was she unhappy?

- (A) She was ill.
- (B) She missed her cat.
- (C) She did not like the balcony.
- ★ (D) She felt homesick.

6. Why did Granny Gunn scream when the cat jumped out of the window?



★ Correct Answer

1
0
8
9

7. When Granny Gunn was on the balcony, she crouched down so that she could not see any of the rooftops—only the mountains and the sky. Why did she do this?



2
1
0
8
9

8. Find the part of the story by this picture of Granny Gunn:  . Why did Granny Gunn wink and grin at the little boy?



1
0
8
9

9. Write **two** ways in which Granny Gunn made her new flat feel like home.



1.



2.

2
1
0
8
9

10. At the end of the story, how did Granny Gunn feel about her new home?



1
0
8
9

11. The last line in the story is: ‘How is she going to get the cow into the lift?’

Why does the story finish with this question?

- ★ (A) to add a joke to the story
- (B) to explain the moral of the story
- (C) to make the story believable
- (D) to help the reader understand what happened

12. What were the little boy’s feelings about Granny Gunn when she first moved in and at the end of the story? Use what you have read to describe each feeling and explain why his feelings changed.



3
2
1
0
8
9

★ **Correct Answer**

13. Which of the following might you learn from this story?
- (A) Old people will never be happy if they change where they live.
 - ★ (B) You can make a new place feel like home if you bring familiar things with you.
 - (C) You can get used to living with animals, even though they are noisy.
 - (D) Children and old people do not make good friends.



Stop

End of this part of the booklet.
Please stop working.

★ **Correct Answer**

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Flowers on the Roof, Item 6

6. Why did Granny Gunn scream when the cat jumped out of the window?

Process: Make Straightforward Inferences

1 – Acceptable Response

These responses provide an appropriate inference for why Granny screamed.

Evidence:

The response demonstrates understanding that Granny did not know there was a balcony outside of her window. It may simply state that she did not know this.

Examples:

- *She did not know there was a balcony.*
- *Because she thought it was a long drop.*

Or, the response may focus on the fact that she was afraid her cat would be hurt, or could die.

Examples:

- *She thought the cat would fall.*
- *She was afraid he would get hurt.*

0 – Unacceptable Response

These responses do not provide an appropriate inference for why Granny screamed.

Evidence:

The response does not demonstrate understanding that Granny did not know there was a balcony outside of her window.

Examples:

- *She thought the cat was going to run away.*
- *It made her afraid.*
- *She loved her cat.*

Flowers on the Roof, Item 7

7. When Granny Gunn was on the balcony, she crouched down so that she could not see any of the rooftops – only mountains and the sky. Why did she do this?

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating ideas from across the text to interpret Granny's feelings about the mountains and sky.

Evidence:

The response provides a connection between Granny's view from the balcony and her home in the country. It may state that Granny was reminded of her home in the country when she saw the mountains and the sky.

Examples:

- *because they reminded her of the country*
- *She could easily imagine that the mountains were those that were near her farm.*
- *She was thinking about her farm and missing it.*

Or, the response may suggest that Granny could actually see the countryside where she had lived.

Example:

- *because she wanted to see the countryside where she had lived before*

1 – Partial Comprehension

These responses demonstrate partial comprehension of Granny's feelings about the mountains and the sky.

Evidence:

The response accurately describes Granny's feelings about the view from her balcony, or provides an appropriate explanation for why she did this. However, the response does not make a connection to her feelings about her home in the country.

Examples:

- *The mountains were beautiful.*
- *so she could see the countryside*
- *She didn't like the rooftops.*

0 – No Comprehension

These responses demonstrate no comprehension of Granny's feelings about the mountains and the sky.

Evidence:

The response does not accurately describe Granny's feelings about the view from the balcony, and does not make a connection to her feelings about her home in the country, or repeats question.

Examples:

- *because she was tired*
- *because she couldn't see over the rooftops*
- *to see only the mountains and the sky* (The response repeats question.)



Flowers on the Roof, Item 8



8. Find the part of the story by this picture of Granny Gunn: . Why did Granny Gunn wink and grin at the little boy?

Process: Make Straightforward Inferences

1 – Acceptable Response

These responses provide an appropriate inference for why Granny winked.

Evidence:

The response demonstrates understanding that Granny realized at that point that she could bring more of her animals to the city. It may simply state that she had an idea or a plan, or that she realizes the little boy had a good idea.

Examples:

- *Because the child gave her a good idea.*
- *She had a plan.*
- *She thought it was an unusual idea.* (NOTE: “Unusual” is an acceptable interpretation of Granny’s reaction to the idea since it does not imply that she rejects the idea.)

Or, the response may simply indicate that Granny agrees with the little boy’s idea.

Examples:

- *She was thinking yes, I will do that.*
- *because she agreed that it was a good plan*

Or, the response may describe that the idea was to bring more of her animals to the city.

Examples:

- *because she thought she could fetch her animals to town*
- *She decided to go get her hens.*

Or, the response may accurately describe the little boy’s idea that prompted her wink and grin.

Examples:

- *because he said, why don’t you go and get your animals*
- *because the little boy told her it was okay to bring her animals to town*

0 – Unacceptable Response

These responses do not provide an appropriate inference for why Granny winked.

Evidence:

The response does not demonstrate understanding that Granny had an idea or plan at that point in the story. It may only provide an inaccurate or vague explanation.

Examples:

- *She liked the little boy.*
- *She thought it was a bad idea.*
- *because she was happy*
- *She decided to put grass on the roof.* (NOTE: This is not the idea or plan that Granny had when she winked at the child.)
- *as if to say thanks*



Flowers on the Roof, Item 9

9. Write two ways in which Granny Gunn made her new flat feel like home.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

These responses demonstrate complete comprehension of Granny's actions to make her flat feel like home.

Evidence:

The response provides any two of the actions taken by Granny listed below.

Example:

- *Granny Gunn put grass on the rooftop and moved her chickens into the apartment.*
- *She brought her cat with her and then went to get her farm animals. (NOTE: Bringing her cat and bringing her animals are considered two different events.)*

1 – Partial Comprehension

These responses demonstrate partial comprehension of Granny's actions to make her flat feel like home.

Evidence:

The response provides only one of the actions taken by Granny listed below.

Examples:

- *She brought her cat to town.*
- *She put some grass and flowers on the roof.*
- *She put grass on the roof. She planted flowers on the roof. (Note: Putting grass and flowers on the roof are considered a reference to only one event.)*
- *She put flowers on the roof and could see the mountains when she crouched down. (Note: seeing the mountains is not an appropriate way).*

0 – No Comprehension

These responses demonstrate no comprehension of Granny’s actions to make her flat feel like home.

Evidence:

The response does not provide any of the actions taken by Granny listed below. It may describe other actions taken by Granny not related to making her apartment feel like home.

Example:

- *She moved to the city.*

Or, the response may provide only a vague or circular description of her attempt to make her apartment feel like home.

Examples:

- *She tried to make it look like her farm.*
- *She brought them back with her.* (Please note that “them” is too vague.)

Actions Taken by Granny to Make Her Apartment Feel Like Home

NOTE TO SCORERS: More than one example from any individual category is only counted as one way Granny made her apartment feel like home. To receive credit for “two ways” students must give one example from at least two different categories. Students may provide a reasonable paraphrase of these actions.

Actions related to her animals

- *She brought her animals.* (Students may or may not mention hens.)

Actions related to her cat

- *She brought her cat.* (This may be considered different from “bringing her animals” since the two events occurred at different points in the story.)

Actions related to her roof

- *She put grass/flowers on the roof.* (Both flowers and grass may be mentioned, but they are credited as only one action. This may also be phrased as a generalization, such as “Made the roof look like it had in the country.”)
- *She brought the smell of earth.*

Flowers on the Roof, Item 10

10. At the end of the story, how did Granny Gunn feel about her new home?

Process: Make Straightforward Inferences

1 – Acceptable Response

These responses provide an appropriate inference of Granny's feelings at the end of the story.

Evidence:

The response demonstrates understanding that Granny had a positive feeling about her new home at the end of the story.

Examples:

- *She felt like she was back home.*
- *She decided that she liked it after all.*

0 – Unacceptable Response

These responses do not provide an appropriate inference of Granny's feelings at the end of the story.

Evidence:

The response does not demonstrate understanding that Granny had a positive feeling about her new home at the end of the story. It may provide only inaccurate information.

Examples:

- *She doesn't like it.*
- *She felt homesick.*
- *unhappy because she missed her animals*

Or, the response may describe other aspects of the story without accurately describing Granny's feelings.

Example:

- *She put grass on the roof.*

Flowers on the Roof, Item 12

12. What were the little boy's feelings about Granny Gunn when she first moved in and at the end of the story? Use what you have read to describe each feeling and explain why his feelings changed.

Process: Interpret and Integrate Ideas and Information

NOTE TO SCORERS: Responses may describe the little boy's feelings about or impressions of Granny Gunn. Also, feelings about Granny Gunn before she moved in (e.g., excited) are not appropriate for a feeling when she moved in.

3 – Extensive Comprehension

These responses demonstrate extensive comprehension by integrating ideas from across the text to interpret the little boy's feelings about Granny Gunn when she first moved in and at the end of the story, as well as why his feelings about her changed.

Evidence:

The response describes the little boy's negative feelings when Granny Gunn first moved in and the positive feelings he had at the end of the story. In addition, the response explains why his feelings changed using appropriate and specific information from the story. Often, his feeling at the end will be implied through the explanation for why his earlier feelings changed.

Examples:

- *At first, he didn't like the idea of a Granny living in the opposite apartment. He started to like Granny when he saw how much fun it was to have animals around.*

Or, the response describes the child's plausible feelings of empathy for Granny Gunn when she first moved in and at the end of the story, rather than feelings about her, and explains why his feelings changed.

- *At first he was sad for Granny Gunn because she missed her animals, but then he was happy because she was happy. His feelings changed because she brought her animals and he saw that she was no longer homesick. [Note that the little boy's feelings of empathy are plausible given the story events. The reason for the change of feelings also is provided.]*

2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension of the little boy’s feelings about Granny Gunn and why they changed.

Evidence:

The response describes the little boy’s negative feelings when Granny Gunn first moved in and the positive feelings he had at the end of the story. However, it does not explain why his feelings changed or may include only a vague or general reason for the change.

Examples:

- *He was disappointed that children weren’t moving in but in the end he liked her.*
- *At first he was excited because he thought children were moving in. Then he was sad because it was Granny. At the end he was happy.*
- *He was sad she was moving in but then he liked her because he got to know her.* [“got to know her” is a vague explanation for why his feelings changed]

Or, the response describes one of his feelings (his negative feelings about Granny Gunn when she first moved in OR his positive feelings about her at the end of the story) and explains why his feelings changed. The response does not demonstrate understanding of the progression of negative to positive feelings. Often, these responses will describe and explain his feelings at the end only.

- *He thought she could do anything because she had made her new home like her farm.*
- *He liked her at the end of the story because she was happier with her new home.*
- *The little boy was disappointed because he was hoping that kids would move in, but his opinion changed because he saw that she could do anything.*

1 – Limited Comprehension

These responses demonstrate limited comprehension of the little boy’s feelings.

Evidence:

The response describes his negative feelings about Granny Gunn when she first moved in OR his positive feelings about her at the end of the story.

Examples:

- *He was disappointed when she moved in.*
- *At the end, he really liked her.*
- *At the beginning of the story the little boy thinks Granny is a strange old lady. Later in the book he says “She can do anything.” (NOTE: first part of the response is inaccurate but the response conveys understanding of a positive impression of Granny at the end of the story)*

Or, the response explains why his feelings changed but does not describe either feeling.

- *He saw she could do anything.*

0 – Unsatisfactory Comprehension

These responses demonstrate unsatisfactory comprehension of the little boy's feelings.

Evidence:

The response does not provide an accurate description of the little boy's feelings when Granny Gunn first moved in or at the end of the story, or explain why his feelings changed. Or, a feeling is named, but the response does not indicate if it is a feeling about Granny Gunn when she first moved in or at the end of the story.

- *The little boy first thought Granny was strange.*
- *The little boy felt bad for her.*
- *He was happy.* (NOTE: no association of the feeling with either part of the story)



The Pearl

By Mary Joslin

Illustrated by Meile So

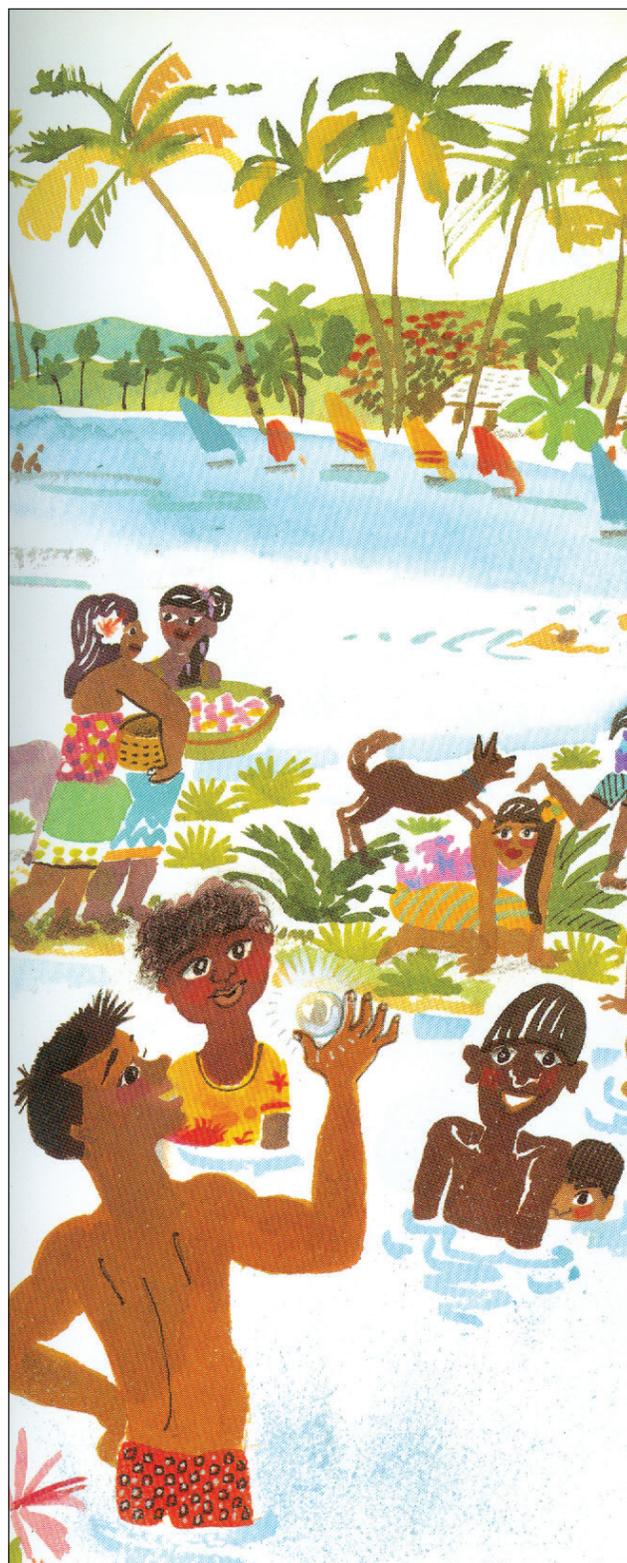
Down by the sea, the children used to play together. Rich or poor, they all joined in the same games.

One day, they went diving in the deeper water.

“Look!” cried a boy. “Look what I’ve found!”

“It’s a pearl,” said another. “It’s beautiful.”

The children gathered round to look. They were all eager to touch it, as they could see how perfect and gleaming it was. But who would dare to ask the one big question ...



1. Where does the boy find the pearl?

- Ⓐ on the beach
- Ⓑ beside the sea
- Ⓒ where they played games
- ★ Ⓓ in the deeper water

2. Why are the children all eager to touch the pearl?

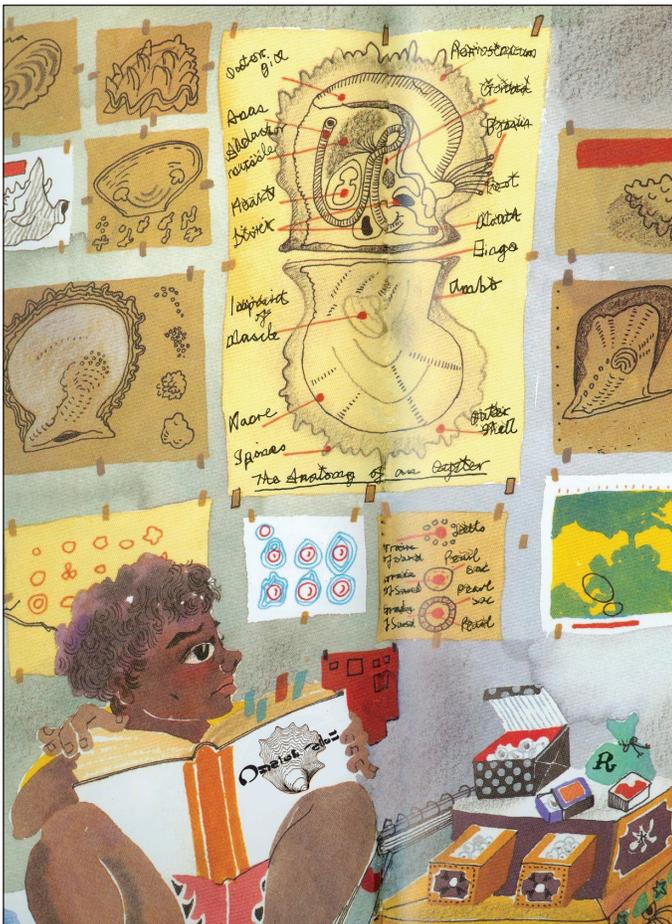
- Ⓐ They want to take it away.
- ★ Ⓑ They think it is special.
- Ⓒ They think the boy will drop it.
- Ⓓ They do not believe it is real.

★ Correct Answer

“Can I have it? Please. It’s so lovely.” It was a boy who spoke first.

“It really belongs to Josh. He found it,” said one of the girls.

“You can have it, Reuben,” said Josh, “because you really like it.”



From that day on, the other children saw less of Reuben. While they played outdoors, he stayed inside, reading about pearls. He learned how pearls grow inside oysters, a kind of shellfish that lives in the sea.

When his family asked him what he wanted for a present, he always asked for a pearl. “I shall be a pearl merchant when I grow up,” he said.

3. Why does the girl say the pearl really belongs to Josh?



1
0
8
9

4. Why does Josh say Reuben can have the pearl?



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5. What does Reuben do differently after he gets the pearl?

Write two things.



1.



2.

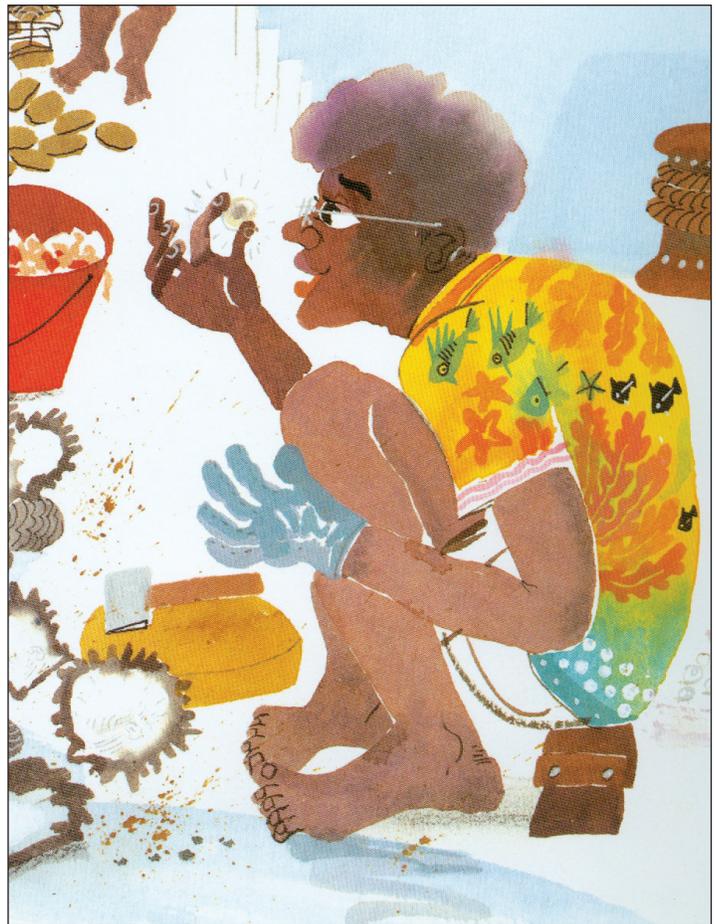
2
1
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And so he was. He left the seaside town that had been his home, waving goodbye to his childhood friends.

He travelled to the great city, where pearls were bought and sold.

He traded some of his smaller pearls for larger, finer ones.

He travelled to the ocean shore, where fishermen unloaded their nets, and he searched the oyster shells for new pearls. Now and then, he found one that was round and good.



6. Where does Reuben go when he leaves?



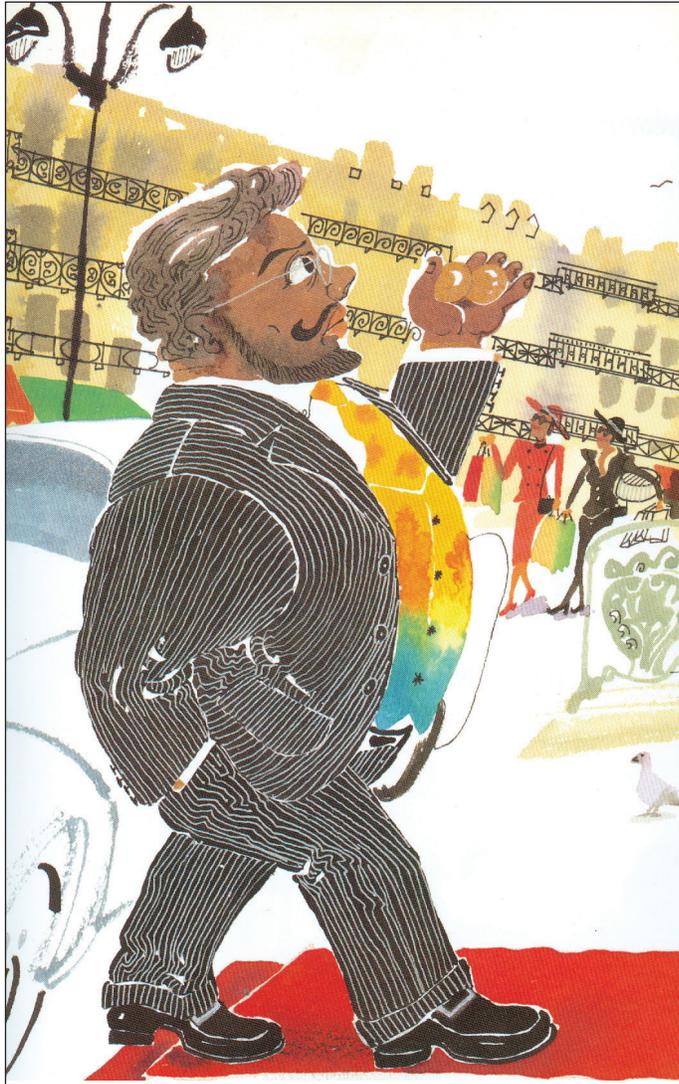
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7. Why does Reuben look for fishermen unloading their nets?

- (A) He wants to buy fresh fish.
- (B) He wants to go in their fishing boats.
- (C) He wants to trade his small pearls.
- (D) He wants to find pearls in oyster shells.

★ Correct Answer

Reuben travelled to the lands where pearl fishers went diving in the sea for the finest pearls – some silvery pale, others glowing rosy pink.



He became a wealthy man. Other merchants would travel anywhere in the world to meet him and trade their pearls.

But although Reuben was rich, he was not happy. He thought more and more about the seaside town where he played as a child. He thought about his friend Josh, and how generous he had been in giving Reuben his first pearl.

8. How do the pearl fishers find the finest pearls?

- ★ (A) They dive for them in the sea.
- (B) They buy them from a merchant.
- (C) They search for them in seaside towns.
- (D) They travel far away for them.

9. How does Reuben become a wealthy man?



10. Why does Reuben think Josh is generous?

- (A) because Josh played with Reuben as a child
- (B) because Josh waved goodbye when Reuben left
- ★ (C) because Josh gave Reuben a beautiful pearl
- (D) because Josh still lived in the town by the sea

★ Correct Answer



He travelled back to the place where he grew up.

“Reuben!” called a voice. “It’s good to see you.” There was Josh, playing with his own children down by the sea.

Josh and Reuben sat and talked for hours, just as if Reuben had never been away.

“I’ve had enough of the city, and of buying and selling,” said Reuben. “What I really want to do is move back here and live in peace. And I want to give you something back, in return for your generosity all those years ago. What would you like? A new house? A shiny big boat?”



11. Josh is pleased that Reuben has come back. What does Josh do that shows this?



12. Why does Reuben want to move back?

- ★ (A) He wants to live in peace.
(B) He wants to find more pearls.
(C) He wants to see his old house.
(D) He wants to buy a big boat.

13. Reuben offers to give Josh two things. What are they?



1. _____

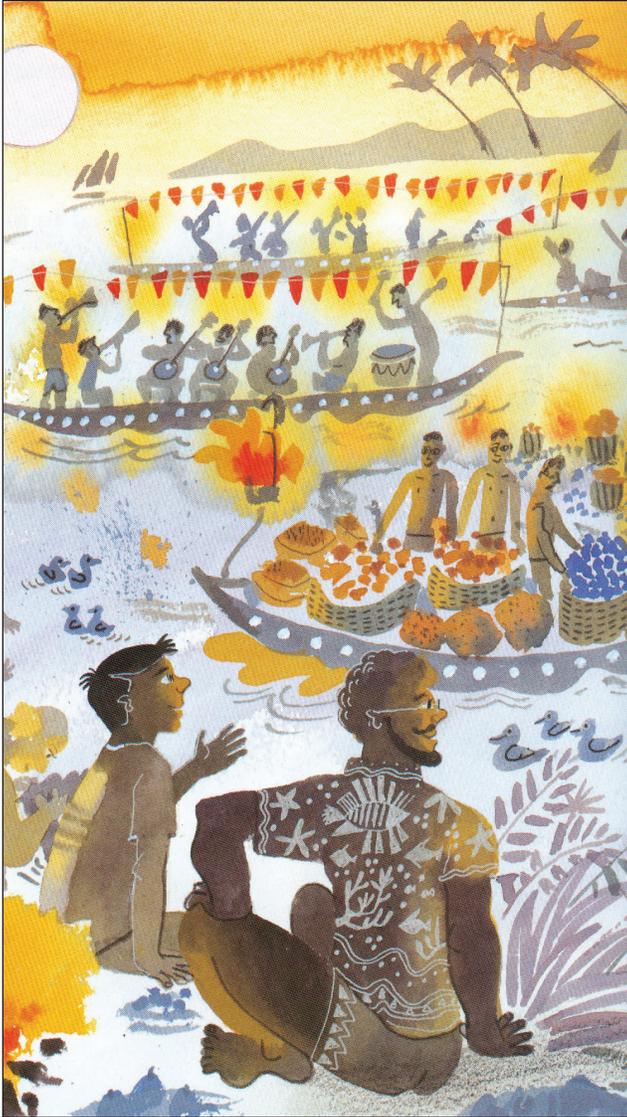


2. _____

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2
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0
8
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★ Correct Answer



“Thank you,” said Josh.
“But I love my simple life here and I don’t need a new house or a boat. I think the best thing we can do with your money is to share it with everyone. Then we can all carry on enjoying our lives.”

Reuben was amazed that Josh didn’t want anything for himself. But then he remembered that great riches had not made him happy, and he smiled.

“Then that is what we will do,” he said.

14. What does Josh say they should do with Reuben's money?

- (A) get a new house
- (B) buy lots of pearls
- ★ (C) share it with everyone
- (D) take it back to the city

► **Think about the whole story.**

15. In the story, Josh is a good person. Write two things that Josh does that show he is a good person.

 1. _____

 2. _____

2
1
0
8
9

Stop

End of this part of the booklet.
Please stop working.

★ **Correct Answer**

From *The Merchant Enticed by the Pearl of Great Price* by Mary Joslin, illustrations by Meilo So, published 2001 by Lion's Children's Books, Oxford. Every effort has been made to obtain copyright permission.

The Pearl, Item 3

3. Why does the girl say the pearl really belongs to Josh?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies that Josh found the pearl.

Example:

- *He found it.*

0 – Unacceptable Response

The response does not identify that Josh found the pearl. It may be vague, unrelated to the text, or repeat words in the question.

The Pearl, Item 4

4. Why does Josh say Reuben can have the pearl?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies that Reuben really likes the pearl.

Examples:

- *Because he really likes it.*
- *Because you really like it.*
- *He loves it.*

0 – Unacceptable Response

The response does not identify that Reuben really likes the pearl. It may be vague, unrelated to the text, or repeat words in the question.

Example:

- *He wants it.*

The Pearl, Item 5

5. What does Reuben do differently after he gets the pearl?

Write two things.

Process: Make Straightforward Inferences

2 – Complete Comprehension

The response identifies two things that Reuben does from the following list:

- No longer plays with his friends/stays indoors.
- Reads/learns about pearls.
- Reads/learns about oysters/shellfish.
- Asks for pearls as a present/wants to have more pearls.
- Wants to become a pearl merchant.

1 – Partial Comprehension

The response identifies one of Reuben's actions.

0 – No Comprehension

The response does not identify any of Reuben's actions. It may be vague, unrelated to the text, or repeat words in the question.

The Pearl, Item 6

6. Where does Reuben go when he leaves?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response identifies that Reuben goes to the (great) city. Also accept responses that identify the ocean shore or other countries.

0 – Unacceptable Response

The response does not identify that Reuben goes to the (great) city, the ocean shore, or other countries. It may be vague, unrelated to the text, or repeat words in the question.

The Pearl, Item 9

9. How does Reuben become a wealthy man?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response shows understanding that buying/selling/finding/collecting pearls makes Reuben a wealthy man.

Examples:

- *He gets lots of pearls from all over the world.*
- *By trading and selling pearls.*
- *By collecting pearls.*
- *He is a pearl merchant.*
- *People give him money for his pearls.*
- *Other merchants would travel anywhere in the world to meet him and trade their pearls.*

0 – Unacceptable Response

The response does not show understanding that buying/selling/finding/collecting pearls makes Reuben a wealthy man. It may mention pearls or wealth, but without making the link between them. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- *He gets rich.*

The Pearl, Item 11

11. Josh is pleased that Reuben has come back. What does Josh do that shows this?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response identifies one piece of evidence that Josh is pleased to see Reuben.

Examples:

- He says, "It's good to see you."
- They talk for hours.

0 – Unacceptable Response

The response does not identify why Josh is pleased to see Reuben. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- He is playing with his children.
- He has had enough of the city.
- He wants to move back.

The Pearl, Item 13

13. Reuben offers to give Josh two things. What are they?

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response identifies both of the things that Reuben offers:

- (New) house.
- (Shiny big) boat.

1 – Partial Comprehension

The response identifies one of Reuben's offers.

0 – No Comprehension

The response does not identify either of Reuben's offers. It may be vague, unrelated to the text, or repeat words in the question.

The Pearl, Item 15

15. Think about the whole story.

In the story, Josh is a good person.

Write two things that Josh does that show he is a good person.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response shows understanding of at least two of Josh's actions:

- Gives away the pearl at the beginning.
- Does not want expensive presents for himself.
- Welcomes his friend back.
- Wants Reuben to share the money with everyone.

1 – Partial Comprehension

The response shows understanding of one of the points above. It may refer twice to the same action.

0 – No Comprehension

The response does not show understanding of Josh's actions. It may be vague, unrelated to the text, or repeat words in the question.

Example:

- He is kind.
- He is not selfish.

African Rhinos and Oxpecker Birds



Rhinos and Oxpeckers Help Each Other

Rhinos and oxpeckers are animals that are very different from each other. The rhinoceros is a very large land animal. Only the elephant is larger. The oxpecker bird is very tiny.

Rhinos and oxpeckers live together and help each other. The oxpeckers live on the backs of rhinos.

1. Where do you find oxpeckers?



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8
9

2. What does the picture in the big red circle help you understand?

- (A) how oxpeckers fly
- (B) what oxpeckers sound like
- (C) an oxpecker's nest
- (D) what oxpeckers look like

3. Why does the writer tell you about the elephant?

- (A) to show that elephants live near rhinos
- (B) to show that the rhino is very big
- (C) to show that elephants have oxpeckers
- (D) to show that rhinos and elephants eat the same food

★ Correct Answer

The chart below shows some facts about rhinos and oxpeckers.

RHINOCEROS	OXPECKER
Color: Gray	Color: Brown
Weight: 8,000 pounds	Weight: 2 ounces
Height: 6 feet	Height: 8 inches
Food: Grass and leaves	Food: Insects and ticks



Rhinos

Rhinos are most famous for their large horns. In fact, the name rhinoceros means “nose horn.” Some people believe the horn is valuable as medicine, but this is not true.

Still, rhinos are in great danger from hunters. Even though rhinos are protected by law from being killed, they are still hunted for their horns.

4. Look at the chart.
How much does an oxpecker weigh?



1
0
8
9

5. What is the height of a rhino?



1
0
8
9

6. Why do hunters want to kill rhinos?

- (A) Rhinos are too dangerous.
- (B) Hunters want rhino meat.
- ★ (C) Hunters want rhino horns.
- (D) There are too many rhinos.

★ Correct Answer

Rhinos like to eat grass and leaves off trees and bushes. However, they can eat all sorts of plants depending on what they can find.



A tick is a tiny creature that sucks the blood of animals. Ticks like to hide in trees and bushes so that they can climb onto people and animals that pass by. While the rhinos are eating, the ticks living in the trees and bushes jump onto the rhinos and then live in the rhino's skin.

7. What do rhinos eat?



1

0

8

9

8. Why are trees and bushes a good place for ticks to hide?

- (A) because ticks eat grass and leaves
- ★ (B) because rhinos come there to eat
- (C) because the birds want to eat the ticks
- (D) because the leaves protect their skin

★ Correct Answer

The ticks bite the rhino, fill themselves up with the rhino's blood, and make the rhino very itchy. Rhinos have very thick skin that may look tough, but their skin is very sensitive. Rhinos spend a lot of time scratching on trees and rocks trying to get rid of their ticks.

Ticks are very small, but they need blood to live. A tick attaches itself to the skin of an animal and sucks blood. There are hundreds of kinds of ticks on the planet, and they can be found almost everywhere.



9. Explain why ticks are a problem for rhinos.



2

1

0

8

9

10. What do ticks need to live?

(A) trees

(B) rhinos

(C) bushes

★ (D) blood

11. What do rhinos do when they are trying to get rid of their ticks?



1

0

8

9

★ Correct Answer

Oxpeckers

The oxpecker is a small brown bird with a wide bill, stiff tail, and sharp claws. The oxpeckers sit on the rhino's back and feed on the many ticks that live in the rhino's skin.

Oxpeckers eat insects, but their favorite food is blood so they prefer the ticks that are full of the rhino's blood. An oxpecker can eat as many as 100 of these bloated ticks in a day.



12. What are these parts of a oxpecker like?

 1 Its tail is _____

 1 Its claws are _____

13. Why do oxpeckers especially like to eat ticks?

★ (A) because the ticks have been sucking blood

(B) because there are many ticks on each rhino

(C) because the ticks have been eating leaves

(D) because the ticks are tiny and easy to eat

14. How many bloated ticks can an oxpecker bird eat in a day?

 1 _____

2
1
0
8
9

1
0
8
9

★ Correct Answer



Depending on Each Other

The rhinos and the oxpeckers help each other. The oxpeckers get their food, and the rhinos have the ticks cleaned away.

The oxpecker also helps keep the rhino safe from its enemies. Rhinos cannot see far and have a hard time spotting enemies. The sharp-eyed oxpeckers stand guard and warn the rhinos of danger by making loud noises and hissing.

15. Why does the oxpecker know there is danger when the rhino does not?

- (A) It can hear better.
- ★ (B) It can see better.
- (C) It can fly.
- (D) It can move faster.

16. What does the oxpecker do to warn the rhino of danger?



1
0
8
9

★ Correct Answer

► **Think about the whole article.**

17. What would life be like for the oxpeckers if there were no rhinos?



What would life be like for the rhinos if there were no oxpeckers?



2
1
0
8
9

Text by TIMSS & PIRLS International Study Center, Boston College. Images obtained from <http://commons.wikimedia.org>: Sabi 2012 05 18 0439 (7375029620), White rhinoceros head - Sofia zoo – 2, Sabi 2012 05 19 0652 (7189805715), Amblyomma variegatum-male, Red billed oxpecker close, Sabi 2012 05 19 0644 (7375046118).

African Rhinos and Oxpecker Birds, Item 1

1. Where do you find oxpeckers?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that oxpeckers are found on (the backs of) rhinos.

Examples:

- They live on the backs of rhinos.
- On rhinos.

Also accept responses that identify that oxpeckers are found in Africa.

0 – Unacceptable Response

The response does not recognize that oxpeckers are found on the backs of rhinos or in Africa. It may give a partial response, be vague, unrelated to the text, or repeat words in the question.

Example:

- On its back.

African Rhinos and Oxpecker Birds, Item 4

4. Look at the chart. How much does an oxpecker weigh?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that an oxpecker weighs 2 ounces. It must include an indication of the unit of measurement.

0 – Unacceptable Response

The response does not recognize that an oxpecker weighs 2 ounces.

Example:

- 2.

African Rhinos and Oxpecker Birds, Item 5

5. What is the height of a rhino?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that the height of a rhino is 6 feet. It must include an indication of the unit of measurement.

0 – Unacceptable Response

The response does not recognize that the height of a rhino is 6 feet.

African Rhinos and Oxpecker Birds, Item 7

7. What do rhinos eat?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that rhinos eat at least one of the following: grass/leaves/trees/bushes/plants. Acceptable responses should not include any incorrect answers.

0 – Unacceptable Response

The response does not recognize that rhinos eat grass/leaves/trees/bushes/plants. It may be vague, unrelated to the text, or repeat words in the question.

Example:

- Ticks.

African Rhinos and Oxpecker Birds, Item 9

9. Explain why ticks are a problem for rhinos.

Process: Make Straightforward Inferences

2 – Complete Comprehension

The response shows a complete understanding of why ticks are a problem for rhinos by including two of the following points:

- Ticks bite rhinos/suck their blood.
- This makes the rhinos feel itchy/uncomfortable.
- They have sensitive skin.

Examples:

- *The ticks suck the rhinos' blood and make the rhinos feel itchy.*
- *Rhinos have sensitive skin and don't like the ticks biting them.*

1 – Partial Comprehension

The response shows a partial understanding of why ticks are a problem for rhinos by giving just one of the points above.

Examples:

- *They suck the rhinos' blood.*
- *Rhinos get itchy.*

0 – No Comprehension

The response does not show understanding of why ticks are a problem for rhinos. It may be vague, unrelated to the text, or repeat words in the question.

Example:

- *Their skin is tough.*

African Rhinos and Oxpecker Birds, Item 11

11. What do rhinos do when they are trying to get rid of their ticks?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that rhinos scratch (on trees/rocks) to try to get rid of their ticks.

Examples:

- They spend a lot of time scratching.
- Scratch.
- Rub themselves on trees.

0 – Unacceptable Response

The response does not recognize that rhinos scratch (on trees/rocks) to try to get rid of their ticks. It may be vague, unrelated to the text, or repeat words in the question.

African Rhinos and Oxpecker Birds, Item 12

12. What are these parts of an oxpecker like?

Its tail is _____.

Its claws are _____.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response answers both parts of the question correctly. Appropriate synonyms (e.g. rigid/firm and pointy) are also acceptable.

- Its tail is stiff.
- Its claws are sharp.

1 – Partial Comprehension

The response answers just one part of the question correctly.

0 – No Comprehension

The response does not answer either part of the question correctly. It may be vague, unrelated to the text, or repeat words in the question.

African Rhinos and Oxpecker Birds, Item 14

14. How many bloated ticks can an oxpecker bird eat in a day?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that oxpecker birds eat 100 ticks in a day.

0 – Unacceptable Response

The response does not recognize that oxpecker birds eat 100 ticks in a day.

African Rhinos and Oxpecker Birds, Item 16

16. What does the oxpecker do to warn the rhino of danger?

Process: Focus on and Retrieve Explicitly Stated Information

1 – Acceptable Response

The response recognizes that the oxpecker makes a loud noise/hissing.

0 – Unacceptable Response

The response does not recognize that the oxpecker makes a loud noise/hissing.

African Rhinos and Oxpecker Birds, Item 17

17. Think about the whole article.

What would life be like for the oxpeckers if there were no rhinos?

What would life be like for the rhinos if there were no oxpeckers?

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response gives an appropriate answer to both parts of the question.

- What would life be like for the oxpeckers if there were no rhinos?

The response shows understanding that the oxpeckers would find it harder to get food without the ticks on the rhinos.

Examples:

- They would have to eat insects.
- They would not be able to eat rhino blood.
- They would not be able to eat ticks.
- It would be hard to find food.

- What would life be like for the rhinos if there were no oxpeckers?

The response shows understanding of one disadvantage the rhino would suffer without the oxpecker: either that it would suffer greater discomfort from ticks; or that it would be more vulnerable to enemies because of its short-sightedness.

Examples:

- They would have lots of ticks.
- They would be itchy all the time.
- Their enemies would catch them.
- Dangerous because they can't see the enemies.

1 – Partial Comprehension

The response answers just one part of the question appropriately.

0 – No Comprehension

The response does not answer either part of the question appropriately. It may be vague, unrelated to the text, or repeat words in the question.

Examples:

- If there were no rhinos.
 - They would die/starve. (without qualification)
 - They would not have any food.
- If there were no oxpeckers.
 - Very hard.
 - They would die. (without further explanation)