

## Scoring Standards

### For Reasoning & Writing Tests

The number of errors made by students indicates whether remedies are necessary to fix the problem. If 20% or more students exceed the error limit for a particular part, provide the remedy specified in the teacher’s presentation book. Repeating the same instruction (in the remedies provided) will only fix the problem if the problem is related to what was taught in those parts. Unless noted, spelling and basic grammar (e.g., capitals, end marks) are not part of the scoring criteria.

The number indicating points possible should guide scoring. For example,

- Count as errors any mistake that relates to **what was taught** in the lessons relevant to that part.
- **Spelling** is not taught, so generally, do not count off for spelling. However, on some occasions correct spelling is expected. For example, if the words on the student textbook page only need to be copied, they should be spelled correctly. Another occasion is when two words are given and the student must write a contraction. The contraction must be spelled correctly.
- Meaning is a focus of the program. Sometimes spelling affects the meaning. If the meaning is wrong, then the item is wrong. *Word endings* and *verb tense* changes affect meaning. These kinds of errors count.

If you are teaching spelling in another sequence of lessons, you can hold a student accountable for transferring their spelling and basic grammar to their writing by doing such things as:

1. Asking students to rewrite the sentences or passages with no spelling or grammar errors in order for the grade to be recorded (i.e., the score assumes perfect spelling so “fix it so it is perfect to get the score.”).
2. Adding another column of points possible for each test for additional expectations.

## Reasoning & Writing Level E Test 1 Marking Guidelines

|  | Total Points | Error Limit |
|--|--------------|-------------|
| PART A. 1. It rained all morning. It rained all afternoon. | 6            | 1           |
| 2. The only farm animals in the barn were cows.            |              |             |

**Note:** 3 points for capitals, 3 points for periods.  
Deduct a point for each inserted unnecessary period/comma/capital.

|              | Total Points | Error Limit |
|--------------|--------------|-------------|
| PART B. 1.   | 8            | 1           |
| PART C. 1-3. | 12           | 2           |

PART B. 1. Statement 1 indicates that there's a coach's box between first base and second base. That statement is inaccurate.

There's a coach's box between {home plate and first base/first base and home plate/third base and home plate/home plate and third base.}

2. Statement 2 indicates that if you run around the bases from first base to second base, you will run more than 120 feet. That statement is accurate. If you run (around the bases) from home plate to second base, you will run 120 feet.

**Note:** For each item, the first two sentences must be exact (1 point each). For item 1, the third sentence must be one of the four options (1 point for each correctly identified location = 2 points).

PART C. 1. Their mother was very pretty.

2. Don answered my questions.

3. Her last sentence had too many words.

**Note:** For each sentence, one point each, for correct marking of circle, underline, N and V.

|   | <u>Total Points</u> | <u>Error Limit</u> |
|---|---------------------|--------------------|
| PART D. 1. The daisies <sup>①</sup> <b>aren't</b> as tall as the roses are.             |                     |                    |
| 2. The roses <sup>①</sup> <b>aren't</b> yellow, but <sup>①</sup> <b>they're</b> pretty. | 4                   | 0                  |
| 3. The training will help you if <sup>①</sup> <b>you're</b> willing to work hard.       |                     |                    |

**Note:** Deduct a point for each incorrect attempt to make a contraction.

PART E. Accept reasonable sentences that begin with **No** and use **also**.

|  |   |   |
|--|---|---|
| 1. No, [plural of a tool, student's choice ] <sup>①</sup> are <sup>①</sup> also <sup>①</sup> tools that carpenters <sup>①</sup> use.         | 8 | 1 |
| 2. No, [type of exercise, student's choice ] <sup>①</sup> is <sup>①</sup> also (an) <sup>①</sup> exercise that helps your body stay healthy. |   |   |

**Note:** The sentences should be parallel to the items given in part E. Deduct 2 points for a sensible sentence that is not parallel, e.g., No, a saw is also a tool that carpenters use. e.g., No, carpenters also use saws.

|  |   |   |
|--|---|---|
| PART F. 1. The gas tank <sup>①</sup> blew up. <u>Or</u> The tank <sup>①</sup> blew up. | 2 | 0 |
| 2. The Children were ugly little things. <sup>①</sup>                                  |   |   |

Total points for Test 1: 40  
Percent Conversion Chart

| #PTS | %   | #PTS | %  |
|------|-----|------|----|
| 40   | 100 | 30   | 75 |
| 39   | 98  | 29   | 73 |
| 38   | 95  | 28   | 70 |
| 37   | 93  | 27   | 68 |
| 36   | 90  | 26   | 65 |
| 35   | 88  | 25   | 63 |
| 34   | 85  | 24   | 60 |
| 33   | 83  | 23   | 58 |
| 32   | 80  | 22   | 55 |
| 31   | 78  | 21   | 53 |

( ) = optional wording

[ ] = paraphrased idea

{ / } = alternative wording

## Reasoning & Writing Level E Test 2 Marking Guidelines

|   | Total Points | Error Limit |
|---|--------------|-------------|
| PART A. 1. <b>They</b> <sup>①</sup> <b>are</b> mad because <b>you</b> <sup>①</sup> <b>are</b> late.<br>2. <b>It</b> <sup>①</sup> <b>is</b> cold outside, but the car has its heater running.<br>3. <b>They</b> <sup>①</sup> <b>are</b> angry because <b>you</b> <sup>①</sup> <b>are</b> late. | 5            | 0           |

**Note:** Deduct a point for each inappropriate expansion, e.g., re-writing the second **its** in item 2.

|   |    |   |
|---|----|---|
| PART B. 1. <u>Can</u> <sup>(<math>\frac{1}{2}</math>)</sup> <u>the morning air</u> <sup>①</sup> <u>feel</u> <sup>①</sup> <u>cold</u> ?<br><div style="margin-left: 40px;"> <math>\begin{matrix} \text{A} &amp; \text{A} &amp; \text{N} &amp; \text{V} \\ \text{---} &amp; \text{---} &amp; \text{---} &amp; \text{---} \\ \text{---} &amp; \text{---} &amp; \text{---} &amp; \text{---} \\ \text{V} &amp; \text{A} &amp; \text{N} &amp; \text{V} \end{matrix}</math> </div> | 13 | 2 |
| 2. <u>Would</u> <sup>①</sup> <u>our dog</u> <sup>①</sup> <u>get</u> <sup>①</sup> <u>the paper every day</u> ?<br><div style="margin-left: 40px;"> <math>\begin{matrix} \text{A} &amp; \text{N} &amp; \text{V} \\ \text{---} &amp; \text{---} &amp; \text{---} \\ \text{---} &amp; \text{---} &amp; \text{---} \\ \text{V} &amp; \text{A} &amp; \text{N} &amp; \text{V} \end{matrix}</math> </div>   |    |   |
| 3. <u>Is</u> <sup>(<math>\frac{1}{2}</math>)</sup> <u>our best friend</u> <sup>①</sup> <u>planning</u> <sup>①</sup> <u>a trip</u> ?<br><div style="margin-left: 40px;"> <math>\begin{matrix} \text{A} &amp; \text{A} &amp; \text{N} &amp; \text{V} \\ \text{---} &amp; \text{---} &amp; \text{---} &amp; \text{---} \\ \text{---} &amp; \text{---} &amp; \text{---} &amp; \text{---} \\ \text{V} &amp; \text{A} &amp; \text{N} &amp; \text{V} \end{matrix}</math> </div>    |    |   |

**Note:** Students must have **both** underlines to earn a point for the predicate. Students must have **both** bracketed letters correct to earn points for the letters (A, N, or V). Deduct a point for each additional mark (A, N, or V) over words not requiring any mark in the predicate.

Total Points    Error limit

PART C. Accept reasonable sentences that begin with **No** and use **only**.

- |  |   |   |
|--|---|---|
| 1. No, <sup>①</sup> only the <sup>①</sup> men <sup>①</sup> argued loudly.  | 6 | 1 |
| 2. No, they { <sup>①</sup> found <sup>①</sup> only/ <sup>①</sup> only found} <sup>①</sup> an old <sup>①</sup> chest. |   |   |

- |  |   |   |
|--|---|---|
| PART D. 1. You should have seen that <sup>①</sup> tree. It was a <sup>①</sup> redwood.<br>Redwood trees are the tallest trees in the <sup>①</sup> world. | 4 | 0 |
|--|---|---|

**Note:** One point for each separated sentence. One additional point for having **all** capitals and periods.

PART E. Accept paragraphs that follow the outline diagram and give relevant information. The third sentence should give a parallel fact.

- |   |    |   |
|---|----|---|
| 1. Statement 1 indicates that <sup>①</sup> pin <sup>①</sup> es are <sup>①</sup> hard <sup>①</sup> woods. That statement is <sup>①</sup> in <sup>①</sup> accu <sup>①</sup> rate. [ <sup>①</sup> P <sup>①</sup> ines are { <sup>①</sup> so <sup>①</sup> ft <sup>①</sup> wo <sup>①</sup> ods/a <sup>①</sup> so <sup>①</sup> ft <sup>①</sup> wo <sup>①</sup> od <sup>①</sup> spe <sup>①</sup> cies.}]                         | 12 | 2 |
| 2. Statement 2 indicates that birch has many <sup>①</sup> uses. That statement is <sup>①</sup> accu <sup>①</sup> rate. [ <sup>①</sup> B <sup>①</sup> irch can be used for <sup>①</sup> cabi <sup>①</sup> net <sup>①</sup> s, <sup>①</sup> cup <sup>①</sup> bo <sup>①</sup> ard <sup>①</sup> s, <sup>①</sup> ply <sup>①</sup> wo <sup>①</sup> od <sup>①</sup> ve <sup>①</sup> neer and <sup>①</sup> do <sup>①</sup> ors. ] |    |   |

PART E. 3. Statement 3 indicates that black walnut is used for  
(cont.)

①  
firewood. That statement is inaccurate. [Black  
walnut is used for furniture, decorative paneling  
①  
and cabinets.]

**Note:** For each item, the first two sentences must be exact (one point each). Student must include **both** bracketed uses to earn a point.

Total points for Test 2: 40  
Percent Conversion Chart

| #PTS | %   | #PTS | %  |
|------|-----|------|----|
| 40   | 100 | 30   | 75 |
| 39   | 98  | 29   | 73 |
| 38   | 95  | 28   | 70 |
| 37   | 93  | 27   | 68 |
| 36   | 90  | 26   | 65 |
| 35   | 88  | 25   | 63 |
| 34   | 85  | 24   | 60 |
| 33   | 83  | 23   | 58 |
| 32   | 80  | 22   | 55 |
| 31   | 78  | 21   | 53 |

## Reasoning & Writing Level E Test 3 Marking Guidelines

|   | Total Points | Error Limit |
|---|--------------|-------------|
| <p>PART A. Students should write two paragraphs <math>\frac{3}{4}</math> one for location, and one for physical features. Accept passages that have the same ideas as the model, including as many of the boldfaced details as possible.</p>  |              |             |
| <p style="text-align: center;">①</p> <p style="text-align: center;">The <b>highest waterfall in the world</b> is located in</p> <p style="text-align: center;">① <b>Venezuela</b>. Venezuela is about { <b>1000/one thousand</b> } miles</p> <p style="text-align: center;">① <b>south of the United States</b>.</p> <p style="text-align: center;">①</p> <p style="text-align: center;">The waterfall is <b>named Angel Falls</b>. Angel Falls</p> <p style="text-align: center;">① drop over { <b>3000/three thousand</b> } feet down <b>Devil’s Mountain</b></p> <p style="text-align: center;">① <b>without even touching the mountain</b> when it falls. That distance</p> <p style="text-align: center;">①</p> <p style="text-align: center;">is more than half a mile.</p> | 11           | 2           |
| <p><b>Note:</b> In addition to individual points awarded for including boldfaced ideas, award <b>2 points</b> for writing a paragraph for <b>location</b>, and <b>2 points</b> for writing a paragraph for <b>physical features</b>. The name of the falls may appear in either paragraph.</p>  |              |             |
| <p>PART B. 1. That <b>improvement</b> pleased her coach very much.</p> <p style="text-align: center;">①</p> <p>2. That <b>swimming</b> took place every morning at 7:30.</p> <p style="text-align: center;">①</p> <p>3. She needed that <b>40 dollars</b> to buy athletic equipment.</p>  | 4            | 0           |

Total Points    Error limit

PART B. 4. That <sup>①</sup>**request** was the third one he had received since May.  
(Cont.)

**Note:** Wording must be exact to earn the point.

PART C. 1. She could not find that <sup>①</sup>document. 12 2  
<sup>③</sup>[Student's choice: names of **three things** that are documents but not letters, e.g., report, will, assignment, memo].

2. The settlers moved across <sup>①</sup>North America.  
<sup>③</sup>[Student's choice: names of **three places** that are in North America but not in the United States, e.g., Canada, Mexico, Barbados, Costa Rica].

3. They attended a lot of <sup>①</sup>activities.  
<sup>③</sup>[Student's choice: names of **three activities** that are not dancing classes, e.g., softball, choir practice, drama club, discussion group].

**Note:** The first sentence must be complete with the correct underline to earn a point.

Total Points    Error Limit

PART D. 1. (More specific:) I completed college before lunch. 4            0

Before lunch, Fred told how he completed college.

2. (More specific:) I completed college in Fran's backyard.

In Fran's backyard, Fred told how he completed college.

**Note:** Sentences must be exact to earn points.

PART E. 1. Your mother could pick us up after school. 9            1

2. The older girls were having fun during the rainstorm.

3. George did complete his homework assignment.

**Note:** Students must have both the circled subject and underlined predicate correct to earn a point. Students must have **both** bracketed letters (A,N, or V) correct to earn points for the letters. Deduct a point for each additional mark (A,N, or V) over words not requiring a mark in the predicate.

Total points for Test 3: 40  
Percent Conversion Chart

| #PTS | %   | #PTS | %  |
|------|-----|------|----|
| 40   | 100 | 30   | 75 |
| 39   | 98  | 29   | 73 |
| 38   | 95  | 28   | 70 |
| 37   | 93  | 27   | 68 |
| 36   | 90  | 26   | 65 |
| 35   | 88  | 25   | 63 |
| 34   | 85  | 24   | 60 |
| 33   | 83  | 23   | 58 |
| 32   | 80  | 22   | 55 |
| 31   | 78  | 21   | 53 |

## Reasoning & Writing Level E Test 4 Marking Guidelines

|   | Total Points | Error Limit |
|---|--------------|-------------|
| PART A. Accept paragraphs that follow the outline diagram, refer to the information source, and correctly explain the inaccuracies. | 7            | 1           |

According to [Graph E4], Laura’s account [contains **three inaccuracies**]. Laura’s account [indicates that in 1984 her school had **more than six teachers**]; however, [Graph E4 indicates that the school had **only six teachers**]. [Laura’s account indicates that in 1990 her school had **ten teachers**; however, Graph E4 indicates that the school had **only nine teachers**. Laura’s account indicates that today the school has **almost 100 students**; however, Graph E4 indicates that the school has **only 65 students**.]

**Note:** All wording from the outline diagram must be used appropriately. The inaccuracies may be explained in any order, but students must contrast data provided by Laura’s account with data provided by the graph in order to earn points.

|   |    |   |
|---|----|---|
| PART B. 1. <sup>Ⓟ</sup> P <sup>Ⓟ</sup> A <sup>Ⓟ</sup> N<br><sup>Ⓟ</sup> A <sup>Ⓟ</sup> N <sup>Ⓟ</sup> A <sup>Ⓟ</sup> N <sup>Ⓟ</sup> A <sup>Ⓟ</sup> A <sup>Ⓟ</sup> N<br><sup>Ⓟ</sup> A <sup>Ⓟ</sup> N <sup>Ⓟ</sup> A <sup>Ⓟ</sup> N <sup>Ⓟ</sup> P<br><sup>Ⓟ</sup> P <sup>Ⓟ</sup> P <sup>Ⓟ</sup> P | 18 | 2 |
| 2. Their, tractor, the, middle, a, busy, intersection<br>3. Many, bugs, my, garden, them<br>4. She, they, their   |    |   |

|  | <u>Total Points</u> | <u>Error limit</u> |
|--|---------------------|--------------------|
| PART C. {Make/Draw} a circle (about) <b>one inch in diameter</b> .   | 6                   | 1                  |
| {Make/Draw} a dot in the {middle/center} of the<br>circle. {Make/Draw} a <b>T</b> just <b>above</b> the dot. |                     |                    |

**Note:** Each sentence must be clear, and begin with the word **make** or **draw** in order to earn points. Do not award points for negative sentences and/or descriptions that are too general. The first sentence must refer to the **circle** in order to earn points.

|  |   |   |
|--|---|---|
| PART D. a. The man fed the ducks in the water. | 2 | 0 |
| b. The man in the water fed the ducks.         |   |   |

**Note:** Each sentence must be exact to earn a point.

|   |   |   |
|---|---|---|
| PART E. 1. Smart shoppers shop at Z-Mart.<br>Arnold is a smart shopper.<br>Therefore, Arnold shops at Z-Mart. | 6 | 1 |
|---|---|---|



## Reasoning & Writing Level E Test 5 Marking Guidelines

|   | Total Points | Error Limit |
|---|--------------|-------------|
| <p>PART A. For each item, accept any reasonable sentence with the <b>boldfaced word</b> as the noun in the subject.</p>   |              |             |
| 1. [Idea: The child's <sup>①</sup> <b>toy</b> was broken.]  | 3            | 0           |
| 2. [Idea: The right front <sup>①</sup> <b>tire</b> was flat.]   |              |             |
| 3. [Idea: The <sup>①</sup> <b>pear</b> was green.]  |              |             |
| <p>PART B. Accept paragraphs that follow the outline diagram and describe the contradiction.</p>  |              |             |
| <p>[Blinky contradicted himself<sup>①</sup>]. If [the <b>lawn mower was</b><sup>①</sup><br/> <b>broken</b> when he borrowed it], his last statement would<br/> indicate that Blinky was <sup>①</sup><b>unable to mow</b> his lawn.<br/> However, [the <b>last statement indicates</b><sup>①</sup> that it took him over<br/> an hour <b>to mow his lawn</b>].<sup>①</sup></p> | 5            | 0           |
| <p><b>Note:</b> One point for each critical aspect of the paragraph. Wording may vary considerably. However, wording from the outline diagram should be exact and used in the correct place in the paragraph. Deduct one point for each omission or incorrect use.</p>  |              |             |

|  | <u>Total Points</u> | <u>Error limit</u> |
|--|---------------------|--------------------|
| PART C. 1. The {tree/object} has a {small trunk/thin trunk}. | 6                   | 1                  |
| 2. The {tree/object} is {short/about 5 feet tall}.           |                     |                    |
| 3. The {tree/object} is [shaped like a Christmas tree].      |                     |                    |

**Note:** One point for identifying the critical feature of the description. One point for writing the description in the proper sequence. Deduct two points for any negative description (e.g., the tree top is not like a ball).

|  |   |   |
|--|---|---|
| PART D. Accept paragraphs that follow the outline diagram, explain the problem with the evidence, and that tell about another possibility. | 6 | 1 |
|--|---|---|

[The <sup>①</sup>**argument indicates** that Mr. Jackson's son must have had an <sup>①</sup>accident; however, **the evidence is inadequate**.<sup>①</sup> The <sup>①</sup>**specific evidence** indicates only that **a dent is in the side**<sup>①</sup> of Mr. Jackson's car.] Possibly, [students choice, e.g., a tree<sup>①</sup> fell on it].

Total points for Test 5: 20  
Percent Conversion Chart

| #PTS | %   | #PTS | %  |
|------|-----|------|----|
| 20   | 100 | 14   | 70 |
| 19   | 95  | 13   | 65 |
| 18   | 90  | 12   | 60 |
| 17   | 85  | 11   | 55 |
| 16   | 80  | 10   | 50 |
| 15   | 75  | 9    | 45 |



PART C. Also, [it costs too <sup>①</sup> much]. [Walking] is not practical (cont.) because [it takes too <sup>①</sup> long to walk 450 miles]. Also, [walking that distance might be {too exhausting/<sup>①</sup> dangerous<sup>①</sup> }]. [Hitchhiking] is not practical because [Don may <sup>①</sup> not get a ride]. Also, [it is dangerous<sup>①</sup> to ride with strangers].

The most practical plan is for Don to <sup>①</sup>take the bus. That plan has these advantages: it [is cheap<sup>①</sup>]; it [is <sup>①</sup>safe; and Don can get to River City<sup>①</sup> and back in 4 days].

**Note:** \*Points in the sample are awarded for the most complete response possible. Naming two impractical methods in the first paragraph (rather than three) is acceptable. If students provide two methods with good reasons, you may award full points (10) for the first paragraph. Similarly, two advantages (rather than three) would suffice in the second paragraph. If students provide two good advantages, you may award full points (4) for the second paragraph. Wording from the outline diagram must be exact, and used correctly. Deduct one point for each omission/incorrect use.

Total points for Test 6: 25  
Percent Conversion Chart

| #PTS | %   | #PTS | %  |
|------|-----|------|----|
| 25   | 100 | 18   | 72 |
| 24   | 96  | 17   | 68 |
| 23   | 92  | 16   | 64 |
| 22   | 88  | 15   | 60 |
| 21   | 84  | 14   | 56 |
| 20   | 80  | 13   | 52 |
| 19   | 76  | 12   | 48 |

## Reasoning & Writing Level E Test 7 Marking Guidelines

Total Points \_\_\_\_\_ Error Limit \_\_\_\_\_

PART A. Accept paragraphs that follow the appropriate outline diagram, have a clear test and provide clear information about what Amy would know from either outcome.

[Amy's test is **inadequate**. It **does not rule out the possibility** that **cola is heavier than oil**. To **rule out that possibility**, Amy could pour the **oil into the glass first** and then pour the cola in second.

9

1

If the **oil stayed on the bottom**, Amy would know that **the liquid you pour in first stays** on the bottom. If the **oil rose to the top**, Amy would know that **cola is heavier than oil**.]

**Note:** One point for each critical aspect of the test, possible outcomes, and corresponding conclusions.

PART B. Accept paragraphs that summarize Blinky's inference and then explain a more probable inference.

[Blinky inferred that the **good witch of the south** used magic to **put ice skates on** Sandra and her dog and to **tie the horse to the tree**; however, that inference is **not probable**. A **more probable inference** is that **Sandra tied the horse** to the tree and **put ice skates on** her feet and on her dog's feet.]

7

1

Total Points      Error Limit

PART C. Accept accounts that appropriately describe the problem with evidence that is more general than the conclusion.

[The argument **concludes that Sandra loves all types** of citrus fruit; however, the conclusion is **more general than the evidence**. Evidence about Sandra loving {lemons/one type of citrus fruit} cannot lead to a proper conclusion about Sandra loving all types of citrus fruit].

4

0

**Note:** One point for each critical aspect of the explanation. Students must write in clear, complete sentences to earn the points.

PART D. Accept reasonable 3-sentence deductions that begin with the **if** rule, followed by the fact and the conclusion.

[If a {person/boy} owns {a cat/cats}, he is an animal lover.]  
 [The new boy in our class has two cats.]  
 [Therefore, {he/the new boy} is an animal lover.]

5

0

**Note:** The deduction must follow the appropriate three-sentence form to earn points. Deduct one point for each omission of a key word (e.g., **if**, **therefore**), or for each combined sentence.

Total points for Test 7: 25  
Percent Conversion Chart

| <u>#PTS</u> | <u>%</u> | <u>#PTS</u> | <u>%</u> |
|-------------|----------|-------------|----------|
| 25          | 100      | 18          | 72       |
| 24          | 96       | 17          | 68       |
| 23          | 92       | 16          | 64       |
| 22          | 88       | 15          | 60       |
| 21          | 84       | 14          | 56       |
| 20          | 80       | 13          | 52       |
| 19          | 76       | 12          | 48       |

( ) = optional wording

[ ] = paraphrased idea

{ / } = alternative wording