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 F Test 1 Marking Guidelines

	Total Points	Error Limit

PART A. 1. Therefore, a {bean is a dicot seed/beans are dicot seeds.}①

2. Therefore, mosses are not true ferns.①   4   0

3. Therefore, bats are warm blooded.①

4. Therefore, item 2 presents evidence.①

Note: Each item must be exact to earn the point, including the comma and period. Item 1 shows two correct options.

( ) = optional wording   [   ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

PART B. Accept reasonable paragraphs that follow the outline
          diagram.

          ①
[The argument concludes that when Donna exercises,   4   0
          ①   ①
she does sit-ups and push-ups.] Another possibility is
                                        ①
[that Donna (does another form of exercise)].

          Note: One point for each of four critical aspects of the paragraph:
                  1. Identify the conclusion as the problem with the argument;
                  2. Specify the conclusion; 3. Use the words "Another
                  possibility"; 4. Identify that an alternative form of
                  exercise is possible (general or specific).

                                      ①   ①
PART C. 1. She liked more than the cake liked. **Silly**.
                                                    ①
          2. The pitcher threw more balls than the catcher threw.   7   1
                                                  ①
          3. The typewriter costs less than the computer costs.
                                        ①   ①
          4. She dropped more than the eggs dropped. **Silly**.
                                              ①
          5. The dog ran more slowly than the cat ran.

          Note: Each item must be correctly rewritten to earn the point.
                  Deduct 1 point for any item incorrectly identified as "silly."

                                              ①   ①
                  ①   A   N
PART D. 1. P   (Hard work develops) [e.g., strong character].

                                          ①   ①
                  ①   A   N
          2. A   (Whales are) [e.g., huge creatures].   10   1

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

PART D. 3. P①   (Our dog kept following) [e.g., the blue mailvan].
(cont.)
                     A① A   N①

         4. N①

        Note: For items 1, 2 and 3, accept any reasonable two-
                 or three-word endings consisting of one or two
                 adjectives and a noun. Deduct two points if students
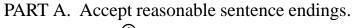   write a new ending for item 4.

PART E. 1. **Greg's**① observations **support**① the rule.   5   0

         2. **Leo's**① observations **discredit**① the rule.

          A B C① F G

        Note: All five letters (ABCFG) must be given, in order
                  to earn the point.

Total points for Test 1: 30
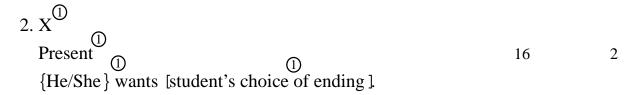Percent Conversion Chart

#PTS	%	#PTS	%
30	100	20	67
29	97	19	63
28	93	18	60
27	90	17	57
26	87	16	53
25	83	15	50
24	80	14	47
23	77	13	43
22	73	12	40
21	70	11	37

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Reasoning & Writing Level F Test 2 Marking Guidelines

<u>Total Points</u>   <u>Error Limit</u>

PART A. Accept reasonable sentence endings.

1. Y ①
   Past ①
   They were listening ① [student's choice of ending ①].

2. X ①
   Present ①   16   2
   {He/She} wants ① [student's choice of ending ①].

3. Z ①
   Present ①
   {He/She} will bother ① [student's choice of ending ①].
   OR: They will bother ① [student's choice of ending ①].

4. Z ①
   Past ①
   {He/She} wrote ① [student's choice of ending ①].
   OR: They wrote ① [student's choice of ending ①].
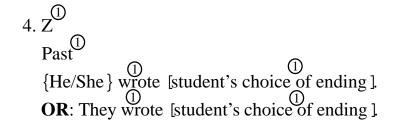
<u>Note</u>: Students must write both the correct pronoun
         and verb to earn the first point in each sentence.

Total Points   Error Limits

PART B. Accept paragraphs that follow the outline diagram and
         provide relevant test details.

To test the rule you could ①[see if ①**(100) different types of**
①**wood** objects ①**float** in water]. If ①[**one** wood object or more
did ①**not** float], the evidence would ①discredit the rule. If ①[**all**
of the wood objects ①**floated**], the evidence would not
discredit the ①rule.

9   1

Note: One point for each critical aspect of the paragraph.
Wording from the outline diagram should be exact.
Numbers of objects used in the test may vary but larger
numbers are preferable. Three or four objects would be
insufficient.

PART C. For the first paragraph, accept passages that contrast four
         differences one at a time and that have parallel sentences:

Dog A differs from dog B in four ①ways. Dog A is ①big,
but dog B is ①small. Dog A is ①black, but dog B is ①spotted.
Dog A has long ①hair, but dog B has short ①hair. Dog A has
a long ①tail, but dog B has a short ①tail.

18   2

For the second paragraph, accept passages that tell about
four features of dog A, then the four parallel features
of dog B, and that have parallel sentences:

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

PART C.   Dog A differs from dog B in four ways. Dog A is big and
(cont.)   black. It has long hair and a long tail. Dog B is small and
           spotted. It has short hair and a short tail.

(Each underlined feature is marked with a circled ① above it.)

Note: Features may be described in any order for dog A, but
in the first paragraph, each sentence must contrast the
parallel feature of dog B to earn points. To earn points
in the second paragraph, the order of features for dog B
must parallel the order of features for dog A.

Total points for Test 2: 43
Percent Conversion Chart

#PTS	%	#PTS	%
43	100	33	77
42	98	32	74
41	95	31	72
40	93	30	70
39	91	29	67
38	88	28	65
37	86	27	63
36	84	26	60
35	81	25	58
34	79	24	56

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Reasoning & Writing Level F Test 3 Marking Guidelines

	Total Points	Error Limit

PART A. 1. Rita **indicated**① that Mary **would**① miss school (during) next week. 　　　4　　　0

2. Diana **told**① Bob that she **could**① go with us.

Note: Sentences must be exact to earn points.

PART B. Suddenly the train **came**① around the bend. 　　　3　　　0

It **was**① blowing its whistle.

The car **moved**① off the track just in time.

Note: Sentences must be exact to earn points. Deduct 1 point for each additional sentence that students attempt to re-write.

PART C. Accept passages that follow the outline diagram. 　　　8　　　1

1. Argument 1 uses evidence about **Tommy**① to draw a **conclusion about Tommy's sister**①. However, evidence about **an individual**① does not lead to a **proper conclusion about another individual**①.

( ) = optional wording　　　　　　[ ] = paraphrased idea　　　　　　{ / }= alternative wording

Total Points   Error Limit

PART C. 2. Argument 2 uses evidence about **Mr. Baxter** to draw
(cont.)
           a **conclusion about everybody from California**. However,

           evidence about **an individual** does not lead to a **proper**

           conclusion about the group.

       Note: All words from the outline diagram must be used
             appropriately. Deduct 1 point for each error or
             omission.

PART D. 1. A. Jan's cat sat on the windowsill.   5   0
           B. Jan's cat sat on the windowsill **that was dry**.
        2. A. The woman owned four cars.
           B. The woman **who** owned four cars **sat next to Henry**.

       Note: Sentences must be exact and in the correct order to earn
             points.

Total points for Test 3: 20
Percent Conversion Chart

#PTS	%	#PTS	%
20	100	13	65
19	95	12	60
18	90	11	55
17	85	10	50
16	80	9	45
15	75	8	40
14	70	7	35

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Reasoning & Writing Level F Test 4 Marking Guidelines

	Total Points	Error Limit

PART A. a. quick change ①   7   1

b. [$501-$899] ①

c. quick change ①

d. [less than $200] ①

e. [less than or equal to 17 pounds] ①

f. quick change ①

g. [27 or more] ①

Note: Bracketed answers indicate and acceptable range for student responses. However, if students respond exactly 17 pounds for item e. **and** exactly 27 for item g., deduct 1 point.

PART B. 1. rabbits N①   5   0

2. slowly AV①

3. tired A①

4. wet A①

5. again AV①

Note: Students must write both the word and corresponding letters to earn a point.

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

	Total Points	Error Limit

PART C. 1. The **hair of the girls**① was wet.   4   0

2. They listened to the **instructions of the doctor**①.

3. I listened to the **singing of the birds**①.

4. The **colors of the mountain**① were changing.

Note: Sentences must be exact. Deduct 1 point if students
write an apostrophe after any word, e.g., girls', birds'.

PART D. 1. The man, **who wore① suspenders**, delivered① pizza.   8   1

2. The posts **that were in Mr. Green's① yard** had nails in① them.

3. We examined a① roof, **which was red and① black**.

4. The breeze, **which felt① delightful**, came from the① north.

Note: Wording must be exact to earn points. For items 1 and
4, students must offset the phrases beginning with **who**
and **which** with commas in order to earn a point for the
phrase. For item 2, deduct a point if students insert commas.
For item 3, deduct 1 point if students omit the comma.

Total points for Test 4: 24
Percent Conversion Chart

#PTS	%	#PTS	%
24	100	17	71
23	96	16	67
22	92	15	62
21	87	14	58
20	83	13	54
19	79	12	50
18	75	11	46

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Reasoning & Writing Level F Test 5 Marking Guidelines

Total Points   Error Limit

PART A. Accept paragraphs that follow the outline diagram and
identify the contradictions specifically.

       Table F15 contradicts **three**① details of the account. The   10   1
account indicates the following: [Thurston has the **same**
number① of boys and girls; the **smallest school is Nichols**①;
and the school with the **largest number of girls is Franklin**①].
However, Table F15 shows the following: [Thurston has
408 girls① and **404 boys**①; the smallest school is **Jackson**① with
106 students①; and the school with the largest number of girls
is **Thurston**① with **408**①].

    Note: Wording from the outline diagram should be exact
         and used correctly. Deduct one point for omission
         or incorrect use. Accept inaccuracies presented in any
         order. However, the data from the table that contradicts
         the account should parallel the order of inaccuracies.
         Deduct 1 point if the order is not parallel. Emphasize the
         importance of providing numerical data from the table.

PART B. 1. AV① fast   7   1
      2. AV① quickly
      3. A① handsome
      4. AV① ready
      5. AV① frequently

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

PART B. 6. careful A①
(cont.)   AV①
         7. often

> **Note**: Students must write both the correct word and the
> correct part of speech to earn the point. Deduct 1
> point for each attempt to write an entire sentence.

PART C. Accept paragraphs that follow the outline diagram.

①
The directions are not specific enough. If you followed   7   1
①
the directions, you would go to [empty **lot A** or empty
①   ①
lot B]. Directions for going to **empty lot A** would say, "[Go to
①
the empty lot on the **southwest corner** of First Street and
①
Adams]." Directions for going to **empty lot B** would
①
say, "[Go to the empty lot on the **northeast corner** of

First Street and Adams]."

> **Note**: One point for each critical part of the paragraph.
> Wording from the outline diagram should be exact
> and used correctly. Deduct 1 point for each
> omission/incorrect use. Directions to lot A and lot B
> may be in either order. However, the direction to each
> lot must be clear and precise to earn the second point.

①
PART D. 1. She took three pictures of a handsome ibex, (which is)   6   1
①
[a **wild goat** found in **mountainous regions** (in Asia,

North Africa and Europe).

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

PART D. 2. He returned with several tons of m①ool, (which is)
(cont.)
          [a soft crumbly **soil**① rich in {**mold**①/**humus**①}].

> **Note**: The beginning of the sentence should be exact.
> Definitions found in different dictionaries may
> vary (e.g., a definition may include that an ibex has
> large horns, but omit that the animal lives in
> mountainous regions). For each item, award points
> for each of two relevant features correctly described
> by students.

Total points for Test 5: 30
Percent Conversion Chart

#PTS	%	#PTS	%
30	100	22	73
29	97	21	70
28	93	20	67
27	90	19	63
26	87	18	60
25	83	17	57
24	80	16	53
23	77	15	50

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Reasoning & Writing Level F Test 6 Marking Guidelines

| | Total Points | Error Limit |

PART A. Accept sentences that follow the specified form (i.e., that add more specific information found in the dictionary, or replace the word **something** with more specific information found in the dictionary.

    1. They observed a kakapo, [a ① **large**, almost flightless ① **parrot**   9   1

      from ① **New Zealand**] that comes out at ① night.

    2. We considered going in a fiacre, [a ① **small** ① **carriage**] pulled

      by ① horses.

    3. She talked to over 100 octogenarians, ① people [**between the**

      ① **ages of 80 and 90** years old].

    Note: Wording shown from the original sentence must be exact and complete to earn the point. Definitions found in different dictionaries may vary (e.g., a definition may include that a kakapo is green, brown and yellow, but omit that a kakapo is almost flightless). Award points for the correct number of relevant features (3 for item 1, 2 for item 2, and 1 for item 3) properly described by students. Deduct 1 point for each redundancy (e.g., including nocturnal as a feature of the kakapo, as well as the term **that comes out at night**).

PART B. 1. The band played ① **loudly**.   5   0

    2. The flowers smelled ① **fragrant**.

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

PART B. 3. The sunset looked **colorful**①.
(cont.)
4. The dogs howled **constantly**①.

5. The jacket felt **warm**①.

Note: Students must write the complete sentence to earn
the point for the correct word.

PART C. 1. The **robbers'**① car **was**① in the woods.   6   1

2. The **mountain's**① peaks **were**① covered with snow.

3. The **pig's**① hooves **were**① dirty.

Note: Possessives must include a correctly placed
apostrophe in order to earn the point. Students
must write complete sentences to earn the points
for each item.

PART D. Accept reasonable sentences that illustrate parallel
features of a car and a horse.
Examples:

[You have to make sure that your **car has enough gas**①.   6   1

You have to make sure that your **horse has enough food**①.]

[You have to replace worn **tires on a car**①. You have to

replace worn **horse shoes on a horse**①.]

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

PART D.   [**You need a garage** to protect **your car** from the weather.
(cont.)
①   ①
You need a {**barn**/**stable**} to protect **your horse** from the

weather.]

①
[Your **car** needs regular **checkups from a mechanic**.
①
Your **horse** needs regular **checkups from a vet**.]

Note: Although four examples are provided, students need
only to write three pairs of parallel sentences to earn
full points for this part. The examples provided are not
comprehensive; other ideas may be acceptable. For each
pair of sentences, the first should tell about owning a car.
The second sentence should tell about owning a horse.
Deduct 1 point for each order reversal.

①   ①
PART E. 1. [**It** is loud and abrupt.]   4   0

①   ①
2. [**It** keeps you dry.]

Note: 1 point for the appropriate pronoun. 1 point for one or
more feature that provides a reasonable description of the
two things being compared.

( ) = optional wording   [   ] = paraphrased idea   { / }= alternative wording

Total points for Test 6: 30
Percent Conversion Chart

#PTS	%	#PTS	%
30	100	22	73
29	97	21	70
28	93	20	67
27	90	19	63
26	87	18	60
25	83	17	57
24	80	16	53
23	77	15	50

Reasoning & Writing Level F Test 7 Marking Guidelines

	Total Points	Error Limit

PART A. 1. A falling branch **injured** Mr. Erving.　　　　　　　3　　　　0

    2. Mrs. Franklin **called** my doctor at least three times last

      week.

   3. Vern, who is the new champion, **defeated** Dennis.

     OR: The new champion is Vern, who **defeated** Dennis.

    Note: Students must write a complete sentence to earn each
        point.

PART B. 1. Our house is **spacious and warm**. {The house/it} has three　　　3　　　　0

    skylights.

   2. Her behavior was playful, humorous and **energetic**.

PART C. Accept paragraphs that follow the correct outline diagram
    precisely.

   1. Argument 1 assumes that [wearing red] causes [students　　　20　　　　3

    to do better on tests]. The evidence (for this conclusion) is

    that [students who wear red do better on tests than students

    who do not wear red]. However, this evidence is inadequate.

    Adequate evidence would show that [when the **same students**

    did not wear red, they **did not do well on tests**].

( ) = optional wording　　　　　　　　[ ] = paraphrased idea　　　　　　　　{ / }= alternative wording

PART C. 2. Argument 2 uses information about [the steering ①

(cont.)   wheel] to draw a conclusion about [the wheels]. ①

         However, evidence about **a part** ① does not lead to

         proper conclusion about **another part** ①.

3. Argument 3 uses information about [Darby's slow driving] ①

    to draw a conclusion about [the rest of his behavior] ①. However,

    evidence about **a part** ① does not lead to a proper conclusion

     about **the whole** ①.

4. Argument 4 assumes that [Mr. Jenkins' three roosters] ① cause

    [the sun to come up in the morning] ①. The evidence (for this

    conclusion) is that [the roosters start crowing when it is dark, ①

    and then the sun comes up]. However, this evidence is

    inadequate ①. Adequate evidence would show that [if the

    roosters **did not crow** ①, the sun **wouldn't come up** ①].

   Note: One point for each critical part of the paragraph. If
          students attempt to use the wrong outline diagram
          for an item, they score zero points for that item.

( ) = optional wording   [ ] = paraphrased idea   { / }= alternative wording

Total Points   Error Limit

①
PART D. 1. My recommendation was **to have** a garage sale.   2   0

①
2. My idea is **to let** her sleep with me.

Note: Wording must be exact to earn the point for each item.

Total points for Test 7: 28
Percent Conversion Chart

#PTS	%	#PTS	%
28	100	20	71
27	96	19	68
26	93	18	64
25	89	17	61
24	86	16	57
23	82	15	54
22	79	14	50
21	75	13	46

( ) = optional wording   [   ] = paraphrased idea   { / }= alternative wording