

Test Key

CISD Grade ELAR 6 Unit 04B

##	Item #	Correct Answer	Primary SE	Secondary SE	Obj/Cat
1	061153109D	A	6.F19(E) [R&S]	None	STAAR: R2
2	061153093D	H	6.2(C)	None	None
3	061153097D	D	6.3(A) [S]	None	STAAR: R2
4	061153099D	F	6.3(B) [S]	None	STAAR: R2
5	061153101D	D	6.F19(A)	None	None
6	061153111D	H	6.F19(F) [R]	None	STAAR: R1
7	061153107D	B	6.F19(D) [R&S]	None	STAAR: R2
8	E06012607CS	G	6.2(B) [R]	None	STAAR: R1
9	061153091D	D	6.2(B) [R]	None	STAAR: R1
10	061153105D	0 to 4	6.F19(C)	6.8(A) [R]	None
11	061151400D	B	6.21(A)	None	None
12	061151404D	J	6.19(Avii)	None	None
13	061151406D	A	6.19(C)	None	None
14	061151398D	H	6.19(Ai)	6.14(C)	None
15	061151396D	C	6.19(B)	None	None

Scoring Rubrics

- 10** Answers might include any of the following: *blindly brilliant bird*, *ax took the first bite*, *mighty shuddering of leaves*, or *song as sweet as honey*. The student should explain his or her thoughts about why it was included and what it added to understanding of the text.

Rubric:

4	Response is articulate, complete, and correct in identifying sensory language giving clear and logical reasons for the author's use. The student clearly explains why the language was added to the play and cites appropriate text evidence.
3	Response is mostly satisfactory in identifying sensory language; however, the reasons for its inclusion are less well defined and discussed. The response is more general, with less specific text support.
2	Response is minimally satisfactory. In general, the explanation for the imagery and the attempt to explain what was added to the play is sparse and somewhat unclear.
1	Student's attempt to respond and describe a sensory image is inadequate, incoherent, or incomplete.
0	Student does not attempt the task.