



eMPower**ME**

Grades 3–8
Spring 2018

**Sample Item
Scoring Guide**
for Paper-Pencil

TABLE OF CONTENTS

Reading Scoring Guide	2
Grade 3 Reading	2
Grade 4 Reading	3
Grade 5 Reading	4
Grade 6 Reading	5
Grade 7 Reading	6
Grade 8 Reading	7
Writing & Language Scoring Guide	9
Mathematics Scoring Guide	10
Grade 3 Mathematics	10
Grade 4 Mathematics	11
Grade 5 Mathematics	12
Grade 6 Mathematics	13
Grade 7 Mathematics	14
Grade 8 Mathematics	15

For questions about the Maine testing program, information is available at <https://maine.onlinehelp.measuredprogress.org>.

Reading Scoring Guide

Grade 3 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
D; A	C	D	C	C	CR

Constructed-Response Item Scoring Guide

Score	Description
3	The response is a clear, complete, and accurate explanation of how the author most likely feels about dragonflies. The response contains important details from the passage.
2	The response is a somewhat clear or partial explanation of how the author most likely feels about dragonflies. The response includes limited details from the passage and may include misinterpretations.
1	The response is a minimal explanation of how the author most likely feels about dragonflies. The response contains few or no details from the passage and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

An explanation of how the author most likely feels about dragonflies may include, but is not limited to:

- The author feels that dragonflies are interesting. She asks “What else can you see on this very interesting insect?”
- The author feels amazed by dragonflies. She says, “Each eye has 28,000 lenses! That is many more than the one lens in each of our human eyes,” and “It can fly 40 miles per hour.”
- The author feels sorry that dragonflies don’t live very long. She says, “Even though it is a very good flyer, the dragonfly only lives as an adult for a very short time: about a month or two.”
- The author has positive feelings about dragonflies. She says, “Many people think that dragonflies can bite or sting, but they don’t,” and “So, don’t be afraid of them.”

Other interpretations are acceptable if supported by relevant evidence from the text.

Grade 4 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	B	C	D	B	CR

Constructed-Response Item Scoring Guide

Score	Description
3	The response is a clear, complete, and accurate comparison of how the description of the Wilders' journey to the Ozarks is different in each passage. The response contains important details from the passages.
2	The response is a somewhat clear or partial comparison of how the description of the Wilders' journey to the Ozarks is different in each passage. The response includes limited details from the passages and may include misinterpretations.
1	The response is a minimal comparison of how the description of the Wilders' journey to the Ozarks is different in each passage. The response contains few or no details from the passages and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

A comparison of how the description of the Wilders' journey to the Ozarks is different in each passage may include, but is not limited to:

- The first passage is written in the third person and talks about Laura Ingalls Wilder's family and their journey. The second passage is a first-person journal account of the Wilders' journey. In the first passage, the author talks about what happens to the family in the third person. The author says things such as, "They left De Smet in a covered wagon and headed south." In contrast, in the second passage, Laura Ingalls Wilder writes about the journey in the first person. She says things such as, "A good start at 7:15 and this morning we are driving through pretty country."
- The first passage talks about Laura Ingalls Wilder's journal and the information in it, while the second passage contains entries from her journal. The author of the first passage says things such as, "As the wagon jolted and creaked along the roads, Laura kept a diary," and "On the afternoon of August 22, Laura recorded in her diary that they crossed the Missouri state line." In the second passage, Laura writes, "Crops look good. Oats are running 30 to 60 bushels to the acre, wheat from 10 to 30."

Other interpretations are acceptable if supported by relevant evidence from the text.

Grade 5 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
C	B	B	D	A; D	CR

Constructed-Response Item Scoring Guide

Score	Description
3	The response is a clear, complete, and accurate explanation of how failure is a common part of the invention process. The response contains important details from the passages.
2	The response is a somewhat clear or partial explanation of how failure is a common part of the invention process. The response includes limited details from the passages and may include misinterpretations.
1	The response is a minimal explanation of how failure is a common part of the invention process. The response contains few or no details from the passages and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

An explanation of how failure is a common part of the invention process may include, but is not limited to:

- The first passage describes how some people invent things that don't work. For example, the author of the first passage writes, "In 1903, Andrew Jackson, Jr., . . . invented eyeglasses for chickens." These eyeglasses were a failure because "Farmers had a hard time keeping them on chickens."
- The first passage shows how some inventions are a failure at first. The author says, "Few inventors get things right the first time." The author talks about Thomas Edison's early light bulbs. He says that early versions of the light bulb "always failed. The bulb got too hot. The bulb burned out too quickly. The bulb didn't shine brightly enough."
- The author of the first passage talks about how Thomas Edison used the failure of early light bulbs to find "the right combination of materials" to make a functioning light bulb. The author writes, "Some team members got discouraged. Not Edison. After each test, he was more determined." Edison said, "That's one more way it won't work, so we're closer to a solution." This shows that failure is sometimes needed to learn how to create a working invention.
- The author of the second passage also says that he learned that "not all great ideas work. Failure is a common part of the inventing process." He also reads about Thomas Edison's inventions and may have learned from his example, which included failures in some early versions of his inventions, such as the failure of early light bulbs to function properly.

Other interpretations are acceptable if supported by relevant evidence from the text.

Grade 6 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B; C	D	D	D	D	CR

Constructed-Response Item Scoring Guide

Score	Description
4	The response is a clear, complete, and accurate narrative of how William Earl's view of the journey has changed. The response contains a clear opening and closing, contains important details from the passage, and uses precise words and sentences.
3	The response is a mostly clear, complete, and accurate narrative of how William Earl's view of the journey has changed. The response contains a mostly clear opening and closing, contains some important though general details from the passage, and uses some precise words and sentences.
2	The response is a partial narrative of how William Earl's view of the journey has changed. The response includes an unclear opening and closing, limited details from the passage, and few precise words and sentences. It may contain misinterpretations.
1	The response is a minimal narrative of how William Earl's view of the journey has changed. The response contains no clear opening or closing, few or no details from the passage, and no precise words or sentences. It may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

A narrative of how William Earl's view of the journey has changed may include, but is not limited to:

- Imagined details that include information from the first passage that show Earl's excitement about the journey, such as the song lyrics "Oh, California! / That's the land for me. / I am going to Sacramento / With my washbowl on my knee!" and the statements "California or bust!" and "Our enthusiasm was wrought up to the highest pitch. The hardships and perils of such a journey were scarcely given a passing thought."
- Imagined details that include information from the first passage that show how Earl's excitement changed to a more realistic view of the journey. Details from the passage used as a source to write about the changing viewpoint may include, "We were not long in finding out that the adventure meant more than poetry and romance," and "Camp experience was by no means conducive to sweetness of temper."
- Imagined details that include information from the first passage that show how Earl's viewpoint changed from somewhat negative to positive may include details from the passage that reveal that the travelers still have positive feelings about their journey: "As we pushed out from the river bluffs into the open country beyond, our long line of 'prairie schooners' looked sightly as it gracefully wound itself over the green billowy landscape."

Other interpretations are acceptable if supported by relevant evidence from the text.

Grade 7 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	D	D	C	C; B	CR

Constructed-Response Item Scoring Guide

Score	Description
4	The response is a clear, complete, and accurate explanation of why the discovery of a potential tenth planet finally caused the International Astronomical Union to write down a definition for the word “planet.” The response contains important details from the passage.
3	The response is a mostly clear, complete, and accurate explanation of why the discovery of a potential tenth planet finally caused the International Astronomical Union to write down a definition for the word “planet.” The response includes relevant but often general details from the passage.
2	The response is a partial explanation of why the discovery of a potential tenth planet finally caused the International Astronomical Union to write down a definition for the word “planet.” The response includes limited details from the passage and may include misinterpretations.
1	The response is a minimal explanation of why the discovery of a potential tenth planet finally caused the International Astronomical Union to write down a definition for the word “planet.” The response contains few or no details from the passage and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

An explanation of why the discovery of a potential tenth planet finally caused the International Astronomical Union to write down a definition for the word “planet” may include, but is not limited to:

- The discovery of a potential tenth planet made the International Astronomical Union think about the need to define the “physical nature” of potential planets and “where they fit into the structure of the solar system” because objects such as 2003 UB313, later called “Eris,” which were being called “potential planets,” didn’t have all of the characteristics of some planets as they were currently defined. So, the IAU created the definition, which said that “to be a planet, an object must: a. be in orbit around the sun, b. have sufficient mass for its self-gravity to overcome rigid body forces so that it assumes a hydrostatic equilibrium (nearly round) shape, c. have cleared the neighborhood around its orbit.”
- The discovery of a potential tenth planet made the definition of planet necessary “to sort out objects that are much smaller than anything we’ve seen outside our solar system.”

Other interpretations are acceptable if supported by relevant evidence from the text.

Grade 8 Reading

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
D	C; B	A	D	A	CR

Constructed-Response Item Scoring Guide

Score	Description
4	The response is a clear, complete, and accurate identification and analysis of the lesson or moral in each passage. The response contains strong and thorough textual evidence from both passages.
3	The response is a mostly clear, complete, and accurate identification and analysis of the lesson or moral in each passage. The response includes relevant but often general details from both passages.
2	The response is a partial identification and analysis of the lesson or moral in each passage. The response includes limited details from the passages and may include misinterpretations.
1	The response is a minimal identification and analysis of the lesson or moral in each passage. The response contains few or no details from the passages and may include misinterpretations. OR The response relates minimally to the task.
0	The response is incorrect or irrelevant or contains insufficient information to demonstrate comprehension.
Blank	No response.

Scoring Notes:

An identification and analysis of the lesson or moral in each passage may include, but is not limited to:

- Passages 1 and 2 both reinforce the idea that we should have pride but also be aware that we have faults and things to learn. In Passage 1, the teapot is proud of herself. She says “I know, too, my imperfection, and I am well aware that in that very thing is seen my humility, my modesty. Imperfections we all have, but we also have compensations. The cups have a handle, the sugar bowl a lid; I have both, and one thing besides, in front, which they can never have. I have a spout, and that makes me the queen of the tea table.” Similarly, in Passage 2, Buck is proud enough to think he could sleep in the tent with his human masters but realizes otherwise: “when he, as a matter of course, entered it, both Perrault and Francois bombarded him with curses and cooking utensils, till he recovered from his consternation and fled ignominiously into the outer cold.”
- Passage 1 and Passage 2 both emphasize the importance of learning from difficult experiences. The teapot in Passage 1 learns that she can serve another purpose and not expect thanks. She says “I forgot myself in its delight. Blessed is it to forget oneself in another.” The teapot learns not to expect thanks for what it does. “The flower gave me no thanks; it did not think of me. It was admired and praised, and I was glad at that. How happy it must have been!”
- Similarly, in Passage 2, Buck learns that in spite of his injury, he has to be strong and look out for himself, even

defend himself. "A chill wind was blowing that nipped him sharply and bit with especial venom into his wounded shoulder. He lay down on the snow and attempted to sleep, but the frost soon drove him shivering to his feet. Miserable and disconsolate, he wandered about among the many tents, only to find that one place was as cold as another. Here and there savage dogs rushed upon him, but he bristled his neck-hair and snarled (for he was learning fast), and they let him go his way unmolested."

- In Passage 1, the teapot learns to appreciate the feeling of having helped others, even when she is no longer doing so. When the teapot has been thrown into the yard "as an old potsherd" she says, "I have the memory, and that I can never lose." Likewise, in Passage 2, Buck learns another lesson, this one from an experience that isn't necessarily difficult. He disturbs a huskie pup sleeping in the snow and learns to sleep that way too. "Another lesson. So that was the way they did it, eh? Buck confidently selected a spot, and with much fuss and wasted effort proceeded to dig a hole for himself. In a trice the heat from his body filled the confined space and he was asleep." Buck also learns from sleeping this way. He learns "the fear of the wild thing for the trap," despite being "a civilized dog."

Other interpretations are acceptable if supported by relevant evidence from the text.

Writing & Language Scoring Guide

Grade 3 Writing & Language	Grade 4 Writing & Language
<ol style="list-style-type: none">1. A2. B3. B4. D5. A; B6. D	<ol style="list-style-type: none">1. B2. D3. B4. A5. A6. A; B
Grade 5 Writing & Language	Grade 6 Writing & Language
<ol style="list-style-type: none">1. B2. A3. C4. D; B5. B6. A	<ol style="list-style-type: none">1. C2. A3. C4. A5. D6. C; B
Grade 7 Writing & Language	Grade 8 Writing & Language
<ol style="list-style-type: none">1. B2. D3. D4. A5. A6. D; B	<ol style="list-style-type: none">1. B; D2. A3. D4. B5. A6. B

Mathematics Scoring Guide

Grade 3 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	D	A	CR	C	B

Constructed-Response Item Scoring Guide

4. Exemplary Response:

- $\frac{2}{4}$
- $\frac{4}{8}$
- yes, $\frac{2}{4} = \frac{4}{8}$ since both are equal to $\frac{1}{2}$
- 3

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training notes:

- 1 point for correct answer, $\frac{2}{4}$ or equivalent
- 1 point for correct answer, $\frac{4}{8}$ or equivalent
- 1 point for correct answer, an explanation that shows that $\frac{2}{4}$ and $\frac{4}{8}$ are each equal to $\frac{1}{2}$, or that $\frac{4}{8} = \frac{2}{4}$ OR a valid explanation based on incorrect answers to parts a and/or b.
- 1 point for correct answer, 3

Grade 4 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
C	D	A	CR	B	D

Constructed-Response Item Scoring Guide

4. Exemplary Response:

- $\frac{9}{100}$
- $0.09 < 0.2$
- 0.29 liters, I added $0.2 + 0.09 = 0.29$

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training Notes:

- 1 point for correct answer, $\frac{9}{100}$
- 1 point for correct answer, $0.09 < 0.2$
- 2 points for correct answer, 0.29 , with sufficient explanation or work shown
Or
1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer

Grade 5 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	D	D	CR	D	C

Constructed-Response Item Scoring Guide

4. Exemplary Response:

- $J(2, 7)$; $L(8, 4)$; $M(2, 4)$
- $(8, 7)$; A rectangle has 4 right angles so each vertex must share one coordinate with one of the other vertices.
- 18 units; $6 + 3 + 6 + 3 = 18$

Score	Description
4	The student earns 6 points.
3	The student earns 4–5 points.
2	The student earns 2–3 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training Notes:

- 2 points for all points correctly identified, $J(2, 7)$; $L(8, 4)$; $M(2, 4)$
Or
1 point for two points correctly identified
- 2 points for correct answer, $(8, 7)$, with sufficient explanation or work shown
Or
1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer
- 2 points for correct answer, **18**, with sufficient explanation or work shown
Or
1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer

Grade 6 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
C	D	D	CR	C	C

Constructed-Response Item Scoring Guide

4. Exemplary Response:

- a. $A(4, 5)$ and $H(-3, -2)$; if $MATH$ is a rectangle it has four right angles, and if side MA is parallel to the x -axis, that means sides AT and MH are parallel to the y -axis. Point A has to have the same x -value as point T and the same y -value as point M . Point H has to have the same x -value as point M and the same y -value as point T .
- b. 294; Quadrilateral $MATH$ has length $|-3| + 4 = 7$ units and width $5 + |-2| = 7$, so it is a square. The area of one face of the cube is $7 \times 7 = 49$ square units. So the surface area of the cube in square units is $6 \times 49 = 294$.

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training Notes:

- a. 2 points for correct answer, **$A(4, 5)$; $H(-3, -2)$** , with sufficient explanation or work shown
Or
1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer
- b. 2 points for correct answer, **294**, with sufficient explanation or work shown
Or
1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer

Grade 7 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	D	C	CR	A	C

Constructed-Response Item Scoring Guide

4. Exemplary Response:

a. $y = 32x$

b. 7 cents per ounce; $2.24 + 32x$ so $x = \frac{2.24}{32} = 0.07$

c. 3 cents per ounce; $3.09 + 2.09 + 1.54 = 6.72$ and $128 + 64 + 32 = 224$; $\frac{6.72}{224} = 0.03$

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training Notes:

a. 1 point for correct answer, $y = 32x$

b. 2 points for correct answer, **\$0.07** or **7 cents**, with sufficient explanation or work shown

Or

1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer

c. 2 points for correct answer, **\$0.03** or **3 cents**, with sufficient explanation or work shown

Or

1 point for correct answer with insufficient or no explanation or work shown OR for correct strategy with incorrect or no answer

Grade 8 Mathematics

Multiple-Choice Item Scoring Guide

1	2	3	4	5	6
B	D	A	CR	A	B

Constructed-Response Item Scoring Guide

4. Exemplary Response:

- 20
- 83%
- 17%
- Yes; 201 of the 245 students (83%) who visited Sullivan Park visited Oakwood Park but only 4 of the 24 students (17%) who did not visit Sullivan Park visited Oakwood Park.

Score	Description
4	The student earns 4 points.
3	The student earns 3 points.
2	The student earns 2 points.
1	The student earns 1 point.
0	Response is incorrect or contains some correct work that is irrelevant to the skill or concept being measured.
Blank	No response

Training Notes:

- 1 point for correct answer, **20**
- 1 point for correct answer, **83%**
- 1 point for correct answer, **17%**
- 1 point for correct answer, an explanation that shows how the student knows that students who visit Sullivan Park are more likely to visit Oakwood Park than those who do not visit Sullivan Park



eMPower™ Assessments are developed and published by Measured Progress, 100 Education Way, Dover, New Hampshire 03820. Copyright © 2017, Measured Progress. All rights reserved.