

COCA

Scoring Guide

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Scoring Student Responses

Assigning a Score

Step 1

Read the Scoring Guide target response and sample responses to determine a score of 0, 1, or 2 for the student's response.

If the student's answer is not easily categorized it may be necessary to:

- a. Reread the rationales for each of the score designations 0, 1, and 2.
- b. Use the rationale to assign a score for student's response.
- c. Add the student's response to the scoring guide for future reference.

Step 2

If the prompt was reread (*this is indicated by a check in the ReRd/Fol-up column on the student score sheet*) subtract one from the score *unless* otherwise directed in the Scoring Guide. (**See note below.)

Step 3

Record the final score in the un-shaded box in the row for the item.

Step 4

Repeat Steps 1-3 for each item.

***Reducing the student's score because an item is reread is not meant to imply that rereading is not a good strategy; in fact, we endorse rereading as a strategy. However, for the purposes of this assessment it is important to make a distinction between students who give the correct answer immediately and those who require rereading to get the correct answer.*

Tallying Scores

Step 1

Tally the scores for each column. These scores represent the student's performance in each of the four dimensions.

V: Vocabulary Knowledge & Vocabulary Strategies

CS: Comprehension Strategies

TF: Text Features

GCT: Graphics in the Context of Text

Step 2

Combine the scores for each dimension to determine an overall score for the assessment.

Scoring Guidelines and Suggestions

It is important to score consistently. Therefore it is important to document any scoring decisions for student answers that are not listed or clearly related to the sample responses for future reference.

Each item on the scoring guide is labeled indicating what dimension is being assessed. Knowing the dimension should help in thinking about student responses that are not represented in the guide.

Scoring all of the assessed students' responses for one item at a time may improve scoring consistency.

NOTE: In the scoring guide the vocabulary items are designated V-K for vocabulary knowledge and V-S for vocabulary strategies. All fall under the Vocabulary dimension.

Dragonflies

Scoring Guide

PAGE	ITEM	Target Response/Rationale		Scoring Rubrics/Examples of Acceptable Responses
Page 2	1 (CS)	<i>Note: This item includes a mandatory follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i>	2	<ul style="list-style-type: none"> • An information book • A nonfiction book • A learning book that teaches about dragonflies
		Student explains that this book is a non-fiction or information book.		
		Student labels the book with an appropriate category or connects the book to science or learning.	1	<ul style="list-style-type: none"> • A science book • A picture book about dragonflies • A true book about dragonflies • A book that helps you learn • About a dragonfly's life
		Student response is too vague. OR Student provides no answer.	0	<ul style="list-style-type: none"> • A real book • Dragonfly book • Bug book • About dragonflies
Page 2	2 (CS)	Student explains that the book tells about a dragonfly's life or life cycle or responds with multiple stages of the lifecycle.	2	<ul style="list-style-type: none"> • The book tells how dragonflies live. • The book tells about the dragonfly's life cycle. • The book tells how dragonflies live, what they eat and how they grow. • They can fly and how they grow
		Student response reports one characteristic or action or movement of dragonflies.	1	<ul style="list-style-type: none"> • The book tells about eggs and stuff. • Dragonflies have wings. • Dragonflies lay eggs on plants. • Tells what dragonflies do • True things about dragonflies • Facts about dragonflies • Things that's about dragonflies • What dragonflies do
		Student response is too vague. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Tells what bugs are about • Dragonflies

Page 3	3 (TF)	Student explains that a Table of Contents helps a reader locate specific information because it provides page numbers for specific content. Content and page must be included in the answer. OR Student gives appropriate examples of locating specific content on specific pages.	2	<ul style="list-style-type: none"> To look at ‘what you want to learn’ go across and find the page number and go to that page. You can read about eggs on page 4, etc. Tells what pages the chapters(<i>content</i>) are on To find stuff on a page so you know where it is To help you find the page you want
		Student partially explains what a Table of Contents is used for. The explanation only references pages or content.	1	<ul style="list-style-type: none"> To see what to learn about To show where all the pages are Gives ideas of what the book is about The numbers tell you the pages. What chapters there are To find what section it is Like an index, it tells you what it’s going to tell you about so you can know where to go.
		Student gives an incorrect explanation or an explanation that is too vague. OR Student provides no answer.	0	<ul style="list-style-type: none"> To find stuff Parts of a book
Page 4	4 (TF)	Student integrates information from the picture and the text and explains that this is a picture of an egg on a pond plant.	2	<ul style="list-style-type: none"> An egg on a pond plant A dragonfly egg on a pond plant Eggs on a plant
		Student lists items from the picture. OR AFTER the FOLLOW-UP PROMPT Student correctly identifies the egg after the follow-up prompt.	1	<ul style="list-style-type: none"> A leaf, water Weeds and plants An egg Where the eggs are Leaf Where dragonflies lay eggs (<i>only includes eggs and does not specifically identify the location</i>) Flower AFTER the FOLLOW-UP PROMPT <ul style="list-style-type: none"> Correctly points to the egg on the pond plant
		Student provides an explanation that does not relate to the picture or text. OR Student provides no answer.	0	

Pages 5	5 (V-S)	Student provides the correct word: nymph	2	Nymph
		Student points to the word nymph or tries to pronounce or sound the word out.	1	<ul style="list-style-type: none"> • Student points to the word nymph. • Student tries to sound out the word nymph.
		Student responds with a word other than nymph . OR Student provides no answer.	0	<ul style="list-style-type: none"> • Baby dragonfly
Page 6	6 (GCT)	Student identifies the picture that matches the text (UPPER right-hand picture).	2	Student points to the UPPER right-hand picture.
		Student points to the LOWER right-hand picture. OR Student points to the UPPER left-hand picture.	1	Student points to the LOWER right-hand picture. Student points to the UPPER left-hand picture.
		Student points to the incorrect picture. OR Student provides no answer.	0	Student points to the LOWER left-hand picture.
Page 7	7 (V-S)	Student provides the correct word, molting , and the correct definition of molting. The answer must mention getting rid of old skin.	2	<ul style="list-style-type: none"> • Molting, and it means shedding its old skin and showing new skin • Molting and the skin peels (falls) off • Molting; gets out of old skin
		Student provides the correct word, molting OR a correct definition of molting. OR AFTER the FOLLOW-UP PROMPT Student provides the correct definition of molting.	1	<ul style="list-style-type: none"> • It changes skin • Peeling its skin off • Molting (<i>student does not provide definition</i>) • Molting, and it means it is growing and has new skin • It means they shed and get bigger • Molting- they're shedding (<i>doesn't mention skin</i>) OR AFTER the FOLLOW-UP PROMPT <ul style="list-style-type: none"> • It means shedding its old skin and showing new skin
		Student responds with a word other than molting and an incorrect definition of molting. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Getting out of shells

Page 9	8 (CS)	Student explains the process for how the wings get larger using words from the text or synonyms that come close to the words in the text.	2	<ul style="list-style-type: none"> • The abdomen becomes smaller because fluid goes into the wings and the wings get bigger. • Blood is squeezed into the wings and they get bigger and the abdomen gets smaller. • Tells about how the abdomen gets smaller and the wings get bigger • The abdomen is getting bigger first, then the fluid pumps to the wings.
		Student describes part of the process or describes what has happened without explaining how or why it has happened.	1	<ul style="list-style-type: none"> • The dragonfly wings are getting bigger. • The abdomen is big and then it gets smaller. • How a nymph turns into a dragonfly • The wings and the abdomen • How the abdomen gets smaller
		Student provides an incorrect explanation. OR Student provides no answer.	0	<ul style="list-style-type: none"> • A dragonfly is popping out of an abdomen. • Wings • Abdomen • Metamorphosis • What it looks like as soon as it comes out and what it looks like after a little while
Page 10	9 (V-K)	Student provides the correct signal word: then or next	2	Then Next
		Student provides a word that is grammatically correct and makes sense but is not the signal word then or next .	1	<ul style="list-style-type: none"> • And • Now • Suddenly • Soon
		Student provides an incorrect word or a word that doesn't fit grammatically. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Slowly (<i>Slowly is already part of this sentence.</i>) • First • finally

Page 11	10 (V-S)	Student identifies or recognizes a pronunciation guide as a tool for pronouncing or sounding out a word.	2	<ul style="list-style-type: none"> • Student points to the pronunciation guide for the word amphibians. • Student demonstrates how to use a pronunciation guide (<i>student reads the chunks</i>) • Student explains how the pronunciation guide works: <i>It shows you how to say it little bit by little bit.</i> • Student explains: <i>It shows the chunks.</i> • Student gives location: <i>It is the sounds under the word.</i>
		Student provides another strategy for pronouncing an unknown word. OR Student points to a label	1	<ul style="list-style-type: none"> • You can sound it out. • You can break it into little pieces (<i>Scored as a 1 because student does not connect it to the guide on the page.</i>) • Student points to a label on this page instead of the pronunciation guide. • Points to word, but not a pronunciation guide
		The student provides an irrelevant answer. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Student points to a definition on the page. • The printing on the page • Read the words • The captions
Page 12	11 (V-S)	Student provides the correct word, spiracles , and the correct definition of spiracles. The definition must include that spiracles are holes and that spiracles are used for breathing.	2	<ul style="list-style-type: none"> • Spiracles are holes used for breathing. • Spiracles. It means tiny holes they breath from
		Student provides the correct word, spiracles OR a correct definition of spiracles OR AFTER the FOLLOW-UP PROMPT Student explains that spiracles are tiny holes for breathing.	1	<ul style="list-style-type: none"> • Spiracles are holes. • Things used for breathing • Spiracles are used to breathe • Spiracles- where they breathe (<i>This identifies the word and breathing but does not include that spiracles are holes.</i>) <p>AFTER the FOLLOW-UP PROMPT Student explains that spiracles are tiny holes for breathing.</p>
		Student responds with a word other than spiracles and an incorrect definition of spiracles OR Student provides no answer.	0	

Page 13	12 (CS)	Student explains that dragonflies escape danger because they can see in many directions AND they fly fast.	2	<ul style="list-style-type: none"> • They see with their eyes from many directions and they fly away.
		Student provides an explanation that includes flying fast OR seeing in many directions	1	<ul style="list-style-type: none"> • They fly fast. • They can fly. • From their big eyes • They get away real quick and danger can't catch them. • They can see really far. • Eyesight and how fast they can go
		Student provides an incorrect explanation. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Put wings down • They see it. • Stay in the air
Page 14	13 (V-K)	Student provides the correct word: kinds , or a close synonym.	2	Kinds <ul style="list-style-type: none"> • Types • Species (<i>a technical word that is used to identify groups</i>)
		Student provides a word that is grammatically correct and makes sense but is not the word kinds or a close synonym.	1	<ul style="list-style-type: none"> • Parts
		Student provides an irrelevant word or a word that doesn't fit grammatically. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Colors (<i>Colors is part of the text on this page.</i>) • Sizes (<i>Sizes is part of the text on this page.</i>)
Page 15	14 (V-K)	Student provides the correct words to complete the sentence: two inches .	2	Two inches
		Student provides the word two but provides a unit of length that is not inches. OR Student provides the word inch but provides a number other than two.	1	<ul style="list-style-type: none"> • two miles • one inch
		Student responds with words other than two inches OR Student provides no answer.	0	<ul style="list-style-type: none"> • really, really • very, very • five yards

Pages 16/17	15 (GCT)	Student uses the text and diagrams on these two pages to provide two or three examples of how a dragonfly and a damselfly are different. See the complete list below. <ul style="list-style-type: none"> • Eyes on top of head/eyes on side of head • Wings open while resting/ wings folded while resting • Short thick abdomen/ long thin abdomen • Wings wide at the base/wings narrow at the base • Gills in abdomen/gills in feather tail 	2	<ul style="list-style-type: none"> • 1. Eyes on top of head/eyes on side of head • 2. Wings open while resting/ wings folded while resting • 3. Short thick abdomen/ long thin abdomen
		Student provides one difference between a dragonfly and a damselfly from the list provided above. OR Student only describes characteristics of a dragonfly or only describes a damselfly. OR Student mentions abdomen, eyes, and wings, but does not explain what/how these characteristics are different in dragonflies and damselflies.	1	<ul style="list-style-type: none"> • Their eyes and wings are different. • The eyes, the wings and the tail part
		Student provides incorrect examples of differences. OR Student provides no answer.	0	<ul style="list-style-type: none"> • They have dots on the top of their head. • Dragonflies have more colors than damselflies.
Page 18	16 (GCT)	Student explains that the labels and pictures for forests and deserts do not match. The student's answer must convey that the pictures or labels are switched.	2	<ul style="list-style-type: none"> • The pictures for forest should go with this word and the picture for deserts should go here. • The pictures don't match the words. • Pictures are switched on left and right
		Student explains that ONE label and picture (forests OR deserts) do not match.	1	<ul style="list-style-type: none"> • A forest doesn't look like this; it looks like that (<i>student points to the picture above the word desert</i>). • Deserts don't have trees. The forest looks like a desert.
		Student provides an incorrect explanation of what is strange on this page. OR Student provides no answer.	0	<ul style="list-style-type: none"> • There are dragonflies in every picture.

Page 19	17 (CS)	<p><i>Note: This item includes a modified follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i></p> <p>Student provides the title of an informational text. OR Student provides details of experiences that would help make sense of this text. These experiences should be rich. That is they are more than just seeing dragonflies in the wild or a casual sighting at a museum.</p>	2	<p>Titles of informational books—for example:</p> <ul style="list-style-type: none"> All About Dragonflies <p>Rich relevant first hand experience with dragonflies:</p> <ul style="list-style-type: none"> I went to Bug Camp and we learned about dragonflies. Our class did a report about insects
		<p>Student provides examples of content in an informational text. OR Student provides an <i>exact title</i> of a fiction book about dragonflies. OR Student mentions seeing or hearing about dragonflies but the experience does not indicate a rich interaction around dragonflies.</p>	1	<p>Text references:</p> <ul style="list-style-type: none"> a book that shows you what a body looks like on the inside a bird book for people who watch birds and how they fly student provides examples of other texts used for the COCA The Dragonfly Door (an exact title of a fiction book that is about dragonflies) Video text (<i>For example, a National Geographic nature video</i>) <p>Experience with dragonflies:</p> <ul style="list-style-type: none"> I saw a dragonfly when we were camping (<i>The explanation provides a context for the event but the child did not interact with the dragonfly over time.</i>)
		<p>Student response does not include references to informational text titles or rich experiences with dragonflies. OR Student provides no answer.</p>	0	<p>Text references:</p> <ul style="list-style-type: none"> A dragonfly book (<i>This is too generic and provides no description of content.</i>) Put Me in the Zoo (<i>fiction book not related to dragonflies</i>) <p>Experiences with dragonflies:</p> <ul style="list-style-type: none"> I saw a dragonfly once. (<i>This is not a rich explanation or interaction with a dragonfly that might support comprehension of this text</i>)

Page 20	18 (TF)	<p><i>Note: This item includes a modified follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i></p> <p>Student can provide a definition of glossary or give an appropriate example from the glossary to explain that it is a source for words and the meanings of words.</p>	2	<ul style="list-style-type: none"> • It tells the meaning of words. • If you see a boldfaced word in the text you can come here and find out what the word means. • To learn what things mean • To look up words you might not know • You use it if you don't know what a word means. • To help you understand the hard words
		<p>Student explains that a glossary provides additional information about the content of the book. Student has beginning understanding of the use of glossary.</p> <p>OR</p> <p>AFTER the FOLLOW-UP PROMPT Student explains how to use the book to find out what words should be written next to the word molting.</p>	1	<ul style="list-style-type: none"> • It tells you stuff you didn't know about dragonflies. • If you want to learn about dragonflies. • It helps you spell words. • Tells about a word • To find out what nymph is <p>AFTER the FOLLOW-UP PROMPT</p> <ul style="list-style-type: none"> • You can go to the page that tells about molting. (<i>page 7</i>) • The student demonstrates going back to page 7 and explains that this page in the book would help you know what to write next to molting.
		<p>Student provides an incorrect explanation.</p> <p>OR</p> <p>Student provides no answer.</p>	0	<ul style="list-style-type: none"> • Like a table of contents • Parts of story • It is for words. • It tells things in a book. • It tells things about it. • It tells more information. <p>AFTER the FOLLOW-UP PROMPT</p> <ul style="list-style-type: none"> • Read the book.

Page 21	19 (TF)	<p>Student explains that an index is a text feature that helps locate information in the text. Explanation includes reference to content and page.</p> <p>OR</p> <p>Student gives appropriate examples of how to use the index to locate information.</p>	2	<ul style="list-style-type: none"> • If you want to read about eggs you go to page 4. • An index is so you don't have to read the whole book to find out what you want to know about. You just find the word and it tells you what page to go to. • It helps you find what you want to know about—it is kind of like a table of contents but it is in ABC order. • You usually use it for looking up facts and what pages things are on. • Chapters and words on side and the pages they're on
		<p>Student demonstrates a beginning understanding of how an index is used but the explanation lacks detail. Explanation only includes reference to content OR page.</p>	1	<ul style="list-style-type: none"> • It tells where the pages are so you can find the page you want. • It is kind of like a table of contents but it is in ABC order. • Where the different pages are • Pages • Page numbers
		<p>Student provides an inaccurate explanation.</p> <p>OR</p> <p>Student provides no answer.</p>	0	<ul style="list-style-type: none"> • Tells you about what you just saw • To look up the number • You know how many times in book the author writes the words.

Salmon

Scoring Guide

PAGE	ITEM	Target Response/Rationale		Scoring Rubrics/Examples of Acceptable Responses
Page 3	1 (CS)	<p><i>Note: This item includes a mandatory follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i></p> <p>Student explains that the book tells about a salmon's life or life cycle or responds with multiple stages of the lifecycle.</p>	2	<ul style="list-style-type: none"> The book tells how salmon live. The book tells how salmon grow up and what they eat and how they live.
		Student response reports one characteristic or action or movement of salmon.	1	<ul style="list-style-type: none"> The book tells about eggs and stuff. Salmon have eyes and like to swim. Facts about salmon. Things that's about salmon What salmon do
		Student response is too vague. OR Student provides no answer.	0	<ul style="list-style-type: none"> Salmon fish
Page 4	2 (GCT)	Student identifies the picture that matches the text (the picture on the left).	2	<p>Student points to the correct picture.</p> <ul style="list-style-type: none"> Picture on the left
			1	(A score of one is only possible when the text is reread and the student chooses the correct picture.)
		Student points to the incorrect picture. OR Student provides no answer.	0	

Page 6	3 (TF)	Student identifies or recognizes a pronunciation guide as a tool for pronouncing or sounding out a word.	2	<ul style="list-style-type: none"> • Student points to the pronunciation guide for the word amphibians. • Student demonstrates how to use a pronunciation guide (<i>student reads the chunks</i>) • Student explains how the pronunciation guide works: <i>It shows you how to say it little bit by little bit.</i> • Student explains: <i>It shows the chunks.</i> • Student gives location: <i>It is the sounds under the word.</i>
		Student provides another strategy for pronouncing an unknown word. OR Student points to a label	1	<ul style="list-style-type: none"> • . You can break it into little pieces (<i>Scored as a 1 because student does not connect it to the guide on the page.</i>) • You can sound it out • Student points to a label on this page instead of the pronunciation guide. • Points to word, but not the pronunciation guide
		The student provides an irrelevant answer. OR Student provides no answer.	0	<ul style="list-style-type: none"> • The printing on the page • Read the words • The captions
Page 7	4 (V-S)	Student provides the correct word: zooplankton .	2	Zooplankton
		Student points to the word zooplankton or tries to pronounce or sound the word out .	1	<ul style="list-style-type: none"> • Student points to zooplankton • plankton
		Student responds with a word other than zooplankton OR Student provides no answer.	0	<ul style="list-style-type: none"> • Food

Page 8	5 (V-S)	Student provides the correct word: minnows	2	Minnows
		Student tries to pronounce the word minnows OR Student gives a synonym or definition for minnows.	1	<ul style="list-style-type: none"> • Small fish • Other fish
		Student responds with a word other than minnows . OR Student provides no answer.	0	<ul style="list-style-type: none"> • Salmon
Pages 9/10	6 (CS)	Student provides 3 ways that salmon change as explained in the text. <ul style="list-style-type: none"> • Bodies become larger • Dark spots disappear • Scales on their bodies turn silver 	2	<ul style="list-style-type: none"> • Dark spots turn silver and they look yellow/blue and silver and they get bigger • Spots disappear, they grow, turn silver
		Student provides 1 or 2 ways that salmon change as explained in the text.	1	<ul style="list-style-type: none"> • They get bigger, gray, smaller gills (<i>gills are not included in the text</i>) • Spots go away, gills grow smaller, and body turns silver • They have black dots on this page and they get shinier on this page • Dark spots on their bodies disappear • They turn silver and it goes to the sea • Spots go away and scales turn gold
		Student response is incomplete, does not provide enough detail, or mentions information that is NOT included in the text. OR Student provides no answer.	0	<ul style="list-style-type: none"> • This one is brown and this one is yellow • It turns light brownish stuff, fins, scales

Page 12	7 (V-S)	<i>Note: This item includes a modified follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i> Student provides the correct word: carnivores	2	Carnivores
		Student tries to pronounce carnivores OR After the prompt the student provides a definition of carnivores.	1	AFTER the PROMPT <ul style="list-style-type: none">Animals that only eat other animals
		Student responds with a word other than carnivores. OR Student provides no answer.	0	<ul style="list-style-type: none">shrimp
Page 13	8 (V-K)	Student provides the correct word: years.	2	Years
		Student does not provide the word years , but does provide a word that indicates units of time.	1	<ul style="list-style-type: none">monthsdaysweeks
		Student responds with a word other than years or a word that does not indicate units of time. OR Student provides no answer.	0	
Page 14	9 (GCT)	Student explains that the arrows and the text do not match on this page. The arrows are pointing in the wrong direction.	2	<ul style="list-style-type: none">The salmon start here and then go to the rivers and the arrows point here to where they start.The arrows are going in the opposite routeSalmon are going back where they were babies, NOT staying in the ocean.
		Student explains that something is wrong with the arrows but the reasoning is incorrect or missing.	1	<ul style="list-style-type: none">The arrows are pointing up here.The arrows that tell where the salmon are going.The arrowsThe arrows are pointing to the pacific ocean
		Student provides an explanation that does not include the arrows. OR Student provides no answer.	0	<ul style="list-style-type: none">They go to the rivers to lay their eggsThey are first going to the ocean; now they're going to the streamsStates are in different places

Page 15	10 (GCT)	Student provides the words that label the picture: bears and eagles	2	<ul style="list-style-type: none"> • Bears and eagles • Bears and birds • Bears and hawks (or another bird of prey)
		Student provides one correct word: bears or eagles .	1	<ul style="list-style-type: none"> • Bears • Birds • Eagles • Bear and robins (<i>or other bird that is not a bird of prey</i>)
		Student provides incorrect words. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Dogs and parrots
Page 16	11 (CS)	Student provides a word that describes a salmon that has not eaten for a long time.	2	<ul style="list-style-type: none"> • hungry • skinny • thin • weak • fragile
		Student provides a word that is grammatically correct and makes sense but does not relate to not eating.	1	<ul style="list-style-type: none"> • red • different colors • pink • colorful
		Student provides an irrelevant word or a word that doesn't fit grammatically. OR Student provides no answer.	0	<ul style="list-style-type: none"> • healthy • big • full • dark

Page 19	12 (GCT)	Student explains that the arrows and pictures do not work together to portray the correct sequence for growing salmon. The student's answer must convey that the pictures or arrows must be changed or are backwards.	2	<ul style="list-style-type: none"> • The arrows go the wrong way • The arrows are backwards • It's supposed to go the other way; the arrows are supposed to go clockwise. • The arrows are supposed to go this way (<i>points to show the way arrows should go</i>)
		Student explains that something is wrong with the arrows or with the order of the pictures but the reasoning is incorrect or missing.	1	<ul style="list-style-type: none"> • Eggs—they say that they go right from eggs to adults but they don't. • They are going in the wrong order (<i>doesn't explain what is in the wrong order and does not include arrows.</i>)
		Student provides an explanation that does not include the arrows. OR Student provides no answer.	0	<ul style="list-style-type: none"> • They look different on every square • It keeps going and going and going
Page 20	13 (V-K)	Student provides a technical (Tier II) word that is grammatically correct and that correctly identifies the work that a herpetologist might be doing in this picture.	2	<ul style="list-style-type: none"> • studying • investigating • researching
		Student provides a grammatically correct word that makes sense but is not a technical (Tier II) word.	1	<ul style="list-style-type: none"> • watching • looking at • discovering • finding • testing
		Student provides a word that is not grammatically correct and does not make sense. OR Student provides no answer.	0	<ul style="list-style-type: none"> • learning • making • thinking

Page 21	14 (V-K)	Student provides the correct word: temperature .	2	Temperature
		Student provides a word that is grammatically correct and makes sense.	1	<ul style="list-style-type: none"> • part • warmth • heat
		Student provides an incorrect word or a word that doesn't fit grammatically. OR Student provides no answer.	0	<ul style="list-style-type: none"> • cold • inside body • hot • blood
Page 22	15 (V-K)	Student provides the correct word: parts .	2	Parts
		Student provides a word that is grammatically correct and makes sense.	1	<ul style="list-style-type: none"> • things • pieces • parts of body (<i>because body comes right before the blank</i>) • bones
		Student provides an irrelevant word or a word that doesn't fit grammatically. OR Student provides no answer.	0	<ul style="list-style-type: none"> • sizes • scales

Page 23	16 (CS)	<p><i>Note: This item includes a mandatory follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i></p> <p>Student provides titles of informational texts that they have read.</p> <p>OR</p> <p>Student provides details of experiences that would help make sense of this text. These experiences should be rich. That is they are more than just seeing salmon in the wild or a casual sighting at a museum.</p>	<p>2</p> <p>Titles of informational books—for example:</p> <ul style="list-style-type: none"> • The Life Cycle of the Salmon • Salmon Stream <p>Rich relevant first hand experience with salmon:</p> <ul style="list-style-type: none"> • We went fishing in Lake Michigan with my uncle and we caught lots of big fish.
		<p>Student provides examples of content in an informational text.</p> <p>OR</p> <p>Student provides an <i>exact title</i> of a fiction book about salmon.</p> <p>OR</p> <p>Student mentions seeing or hearing about salmon but the experience does not indicate a rich interaction around salmon.</p>	<p>1</p> <p>Text references:</p> <ul style="list-style-type: none"> • A Salmon for Simon, a story about a boy who catches a fish • A book about all different kinds of fish • Student provides examples of other texts used for the COCA • Video text • Our science book <p>Experience with fish:</p> <ul style="list-style-type: none"> • I saw a fish when we went in a boat. <i>(The explanation provides a context for the event but the child did not interact with the salmon over time.)</i>
		<p>Student response does not include references to informational text titles or rich experiences with salmon.</p> <p>OR</p> <p>Student provides no answer.</p>	<p>0</p> <p>Text references:</p> <ul style="list-style-type: none"> • a salmon book <i>(too generic and no description of content)</i> • Put Me in the Zoo <i>(fiction book not related to salmon)</i> <p>Experiences with salmon</p> <ul style="list-style-type: none"> • I saw a salmon once. <i>(not a rich explanation or interaction with a salmon that supports comprehension of this text)</i> • I like to eat salmon.

Page 24	17 (V-S)	Student can provide a definition of glossary or give an appropriate example from the glossary to explain that it is a source for words and the meanings of words.	2	<ul style="list-style-type: none"> • It tells the meaning of words. • If you see a boldfaced word in the text you can come here and find out what the word means. • To learn what things mean • Look up words you might not know • You use it if you don't know what a word means. • To help you understand the hard words
		Student explains that a glossary provides additional information about the content of the book.	1	<ul style="list-style-type: none"> • It tells you stuff that you didn't know about salmon. • It tells information about salmon. • If you want to learn about something. • Spelling • Tells about a word
		Student provides an incorrect explanation. OR Student provides no answer.	0	<ul style="list-style-type: none"> • Like a table of contents • Parts of story • For words • Things in a book • Tells more things about it • Tells you what it's talking about
Page 24	18 (V-S)	<i>Note: This item includes a modified follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i>	2	<ul style="list-style-type: none"> • Baby salmon • Salmon that's born • Newborn salmon
		Student provides an accurate definition of the word alevins : <i>baby salmon</i> Student's explanation is not as explicit but includes an indication that an alevin has something to do with salmon OR AFTER the PROMPT : Student explains how to use the book to find out what words should be written next to the word alevin . (Page 6).	1	<ul style="list-style-type: none"> • Part of a salmon • Small fish AFTER the PROMPT <ul style="list-style-type: none"> • You can go to the page that tells about alevins. (<i>page6</i>) • The student demonstrates going back to page 6 and explains that this page in the book would help you know what to write next to alevins. <p style="text-align: right;">CONTINUED on NEXT PAGE</p>

		<p>Student provides an inaccurate definition. OR Student provides no answer.</p>	0	<ul style="list-style-type: none"> Like salmon Fish
Page 25	19 (TF)	<p><i>Note: This item includes a modified follow-up prompt based on the student's first response. Use the score guides to assign a score of 0, 1, or 2 to the student's answer. Do NOT deduct one point if the prompt is used.</i></p> <p>Student explains that an index is a text feature that helps locate information in the text. Can give an example.</p>	2	<ul style="list-style-type: none"> If you want to read about eggs you go to page 1 or 2. An index is so you don't have to read the whole book to find out what you want to know about. You just find the word and it tells you what page to go to. It helps you find what you want to know about—it is kind of like a table of contents but it is in ABC order. You usually use it for looking up facts and what pages things on. Chapters, words on side and pages they're on
		<p>Student demonstrates a beginning understanding of how an index is used but the explanation lacks detail. OR AFTER the PROMPT Student explains how to use the book to find out what number should be written next to the word enemies.</p>	1	<ul style="list-style-type: none"> It tells where the pages are so you can find the page you want. It is kind of like a table of contents but it is in ABC order. Where the different pages are Pages Find pages To see what pages stuff is on <p>OR AFTER the PROMPT</p> <ul style="list-style-type: none"> You can go to the page that tells about enemies. (<i>page 15</i>) The student demonstrates going back to page 15 and explains that this page in the book would help you know what number to put next to enemies.
		<p>Student provides an inaccurate explanation. OR Student provides no answer.</p>	0	<ul style="list-style-type: none"> Tells you about what you just saw. To look up the number Tells you all the things that were on the table of contents. (<i>Does not mention pages or content.</i>)