

Moon Garden

by Sharon Lovejoy

Ingredients

INSIDE THE CRESCENT:

2 seedlings, jasmine tobacco
 2 seedlings, evening primrose
 2 seedlings, four-o'clocks
 2 seedlings, evening-scented stock

THE BORDERS:

2 six-packs, white alyssum
 2 six-packs, white petunias
 2 six-packs, white yarrow

THE TENT:

6 seedlings, moonflowers
 rope
 5 6-foot bamboo poles or 2-by-2-inch lumber

If you think that nothing happens in your yard after dark, you're in for a big surprise. Magic happens and miracles unfold when you plant a garden with night-blooming flowers. Under a full moon, your garden looks enchanted, glowing luminously in the night. Critters you never see in daylight stop for snacks; some stay to raise families. And you'll be able to watch it all happening from behind the leafy walls of a vine-covered tent.

2 Fragrance is the color of night. When evening comes in the Moon Garden, pale flowers that look bedraggled and tired during the day lift their heads, open, and release their potent perfumes. Giant, fairylike moths slip from hiding places and follow invisible pathways of fragrance through the moonlight. Bats awaken, stretch their wings, and fly overhead in search

of insects. Toads, frogs, glow-worms, and fireflies become your guests. Spread out your flowery welcome mat and wait for darkness to fall.

Getting Ready

Select a flat 10-by-10 foot area that gets six hours of sun daily. Outline the area by marking it with a few handfuls of flour along its sides. One of the sides should face directly north. Stand in the center of your plot at noon on a sunny day; the shadow you cast will point north.

Making the Crescent

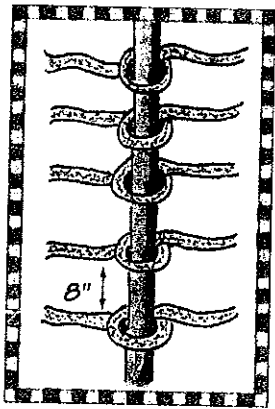
Using the measurements and diagram as a guide, outline a crescent moon shape with flour. Its tips should point north. (The inside arch is 14 feet long; the outside arch is 19 feet.) Follow the outline with a hoe, digging a shallow furrow. Bisect the crescent with a pathway in the middle. Scoop out two more furrows on each side of the pathway.

Making the Tent

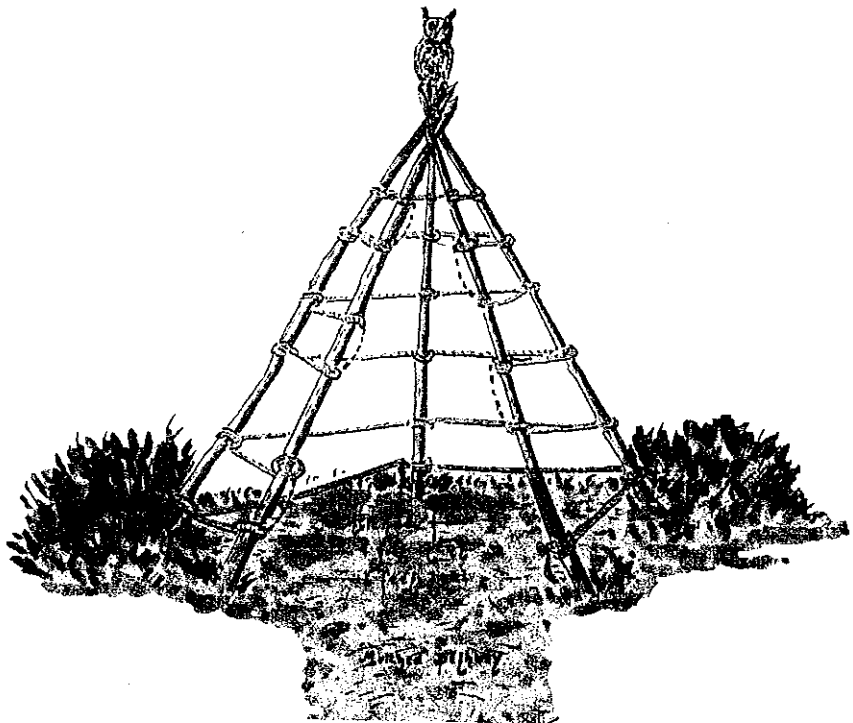
To make the tent, you need at least two people. First, lay the five 6-foot poles on the ground. Tie a rope around them about 1 foot from an end. Hold the poles together, tied-end up, and raise them into an upright position in the center of the crescent.

Spread the bottom of the poles apart to make a 4-foot-wide circle. As you do this, the rope at the top tightens and stabilizes the tent. Make a doorway on the south side by widening the gap between the two legs facing the path.

To support the moonflower vines as they grow, tie a rope to the bottom of one doorway pole and weave it back and forth around the tent. As you pass each pole, wrap the rope once around it. Spiral from bottom to top, keeping the rows about 8 inches apart. Turn back when you come to the doorway and continue weaving in the opposite direction.



To support the climbing moonflower vines, wrap rope once around each tent stake, leaving about 8 inches between each row of rope.



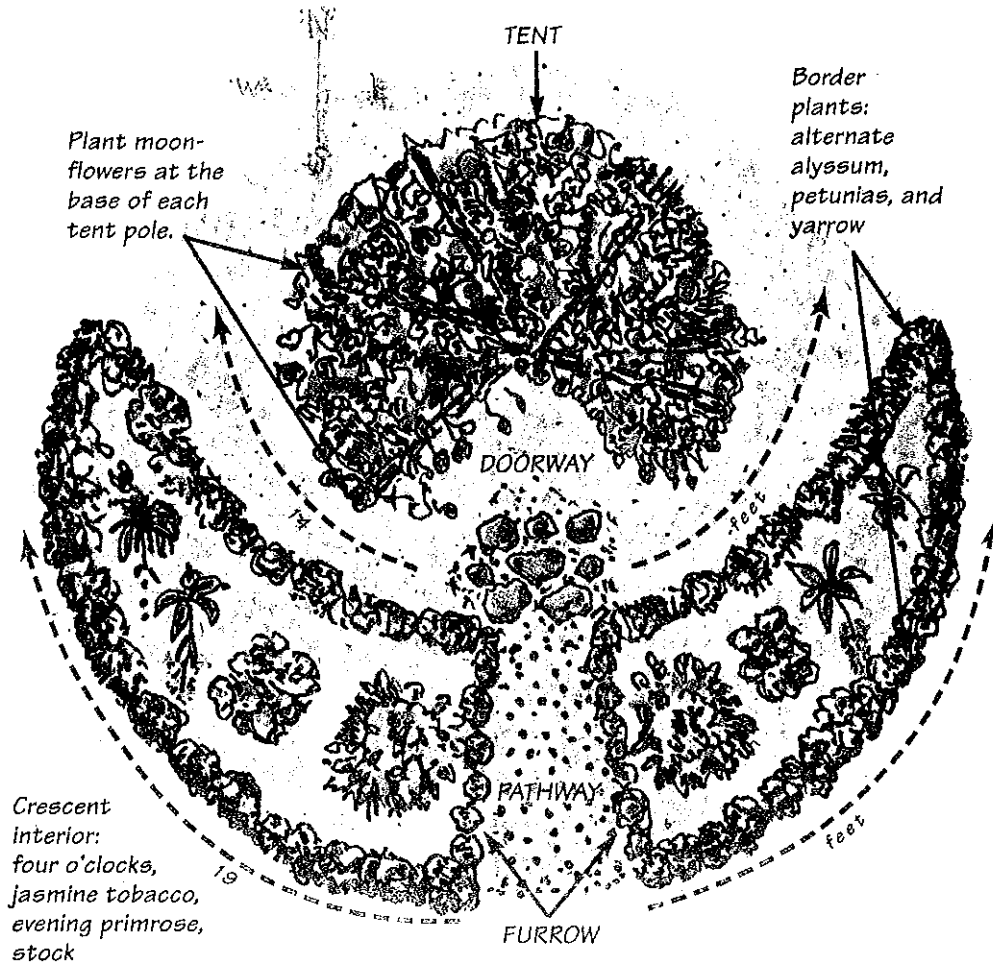
Planting & Care

Planting the Moon

Prepare the beds of the crescent moon for planting. Begin planting when temperatures remain above 70°F. Place one seedling of jasmine tobacco, evening primrose, four-o'clocks, and stock in *each half* of the crescent. (Eight plants in all.) The planting holes should be twice the width and depth of the seedlings' root balls. Pretreat the holes with vitamin B₁. Slip the seedlings gently into place, then add soil and pat it down.

In the furrows, alternate the border plants—alyssum, petunia, and yarrow—spacing each seedling about 10 inches apart. (Use fourteen border plants for the inside of the crescent arch; eighteen plants for the outside arch.) Plant the remaining four border plants in the furrow along the sides of the path.

Water the plants deeply, directing the spray at the base of the plants, rather than delicate stems and leaves.



Planting the Tent

At the base of each pole, dig a hole twice the width and depth of the moonflowers' root balls. Tuck in the moonflower seedlings, add soil, and water gently.

Special Care

Mulch the seedlings with a 2-inch-deep layer of straw or shredded bark. For a soft sitting area, spread the mulch on all unplanted ground in the 10-by-10-foot plot.

Each morning, poke your finger through the mulch and into the soil to see if plants need water. Moonflowers are often thirsty, so they usually need water daily. Feed your

plants once a week with a half-strength blend of liquid kelp and fish emulsion; after one month, give them a full-strength feeding every four weeks.

As the vines grow, guide them onto the poles and ropes of the tent. Stake the jasmine tobacco, if necessary.

To encourage flowers in the crescent-shaped bed to bloom more, deadhead plants by pinching or snipping the stems at the node just below the worn-out blooms.

Cricket Thermometers

A snowy tree cricket can help you measure the temperature. Using a wristwatch with a second hand, count the number of times the cricket chirps in 15 seconds and add 40. The total equals the temperature, in degrees Fahrenheit. Compare your cricket calculation to the reading on a real thermometer.

- B** The author compares a Moon Garden to a “flowery welcome mat.” Identify two features of a Moon Garden that make it “welcoming” and explain how each feature does so.

Reading Item B Scoring Rubric—2014 Grade 8

Score	Description
4	The response identifies two features of a moon garden that make it “welcoming” and explains how each feature is “welcoming.”
3	The response identifies two features of a moon garden that make it “welcoming” and explains how one such feature is “welcoming.”
2	The response identifies two features of a moon garden that make it “welcoming.”
	OR
	The response identifies one feature of a moon garden that makes it “welcoming” and explains how that feature is “welcoming.”
1	The response identifies one feature of a moon garden that makes it “welcoming.”
	OR
	The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Sleep

You're busy with school, sports, after-school activities, homework, *and* a job. So be honest—how high on your priority list is a good night's sleep? For many teens, not very high. Perhaps you don't think you need much sleep ("I can get by on 6 hours") or maybe you figure you can make up for it on the weekend ("I always sleep until noon on Saturday").

Although you may think getting the right amount of ZZZs isn't all-important, it is. In the same way that you make sure to get enough to eat, good sleep habits are a big part of staying healthy. And it's not just about making your parents and teachers happy. If you want to do well on tests, play sports without falling on your face, and hang out with your friends without turning into a zombie, you'll want to take a hard look at your sleep routine.

The Skinny on Sleep

3 Sleep isn't simply the opposite of being awake. In fact, while you're in sweet slumber, your brain is still active. As you sleep, your brain passes through stages that are necessary for you to stay healthy. Sleep is actually food for

your brain. And like food, sleep is not an option. It's a need.

Many people—both teens and adults—believe that if they don't get enough sleep during the week, they can catch up on that lost sleep over the weekend and it will all even out. Although this seems like a simple trade-off, trying to pay back your sleep "debt" on weekends doesn't always work.

5 About every 90 minutes while you snooze, the brain passes through four stages of sleep—from light to deep—then moves into one of the most important stages of sleep, known as **REM** (rapid eye movement) sleep or the dream stage. **REM** sleep is believed to be important in learning and memory. As the night progresses, your brain spends more and more time in the **REM** stage, from about 10 minutes during the first cycle to over an hour at the end of 8 or 9 hours of sleep. So if you sleep for only 6 hours a night, and you use weekends to catch up, you may not get the same quality of sleep that you would have if you tacked on an extra 2 hours each night during the week. And you may be missing out on some of your best dreams.

Sleep Problems

Some teens experience sleep problems that go beyond the occasional late night out. If you have any of the following symptoms that make you think that you may have a problem, talk to your doctor.

Insomnia is what happens when you have a lot of trouble falling asleep, especially when it happens often. The most common cause for insomnia is stress. **Chronic insomnia** lasts more than a month and may be caused by problems like depression.

Sleepwalking is when you walk or move around during sleep. Because most sleepwalkers don't sleepwalk very often, it usually doesn't become a serious problem. But some sleepwalkers move around almost every night, and they're at risk of getting hurt if they go into the kitchen where there are sharp items, for example, or if they go outside.

Sleep apnea is a disorder that causes a person to stop breathing temporarily during sleep. Causes of apnea include enlarged adenoids (tissues located in the passage that connects the nose and throat) and tonsils and obesity. People with sleep apnea may experience snoring, difficulty breathing, choking, and heavy sweating during sleep. They may also feel extremely sleepy or irritable during the day.

Narcolepsy (pronounced: nar-kuh-lep-see) is a sleep problem in which the person has sleep "attacks" during the day and can't stay awake, no

matter how much sleep the person had the night before. Narcolepsy can be dangerous because people with it can fall asleep in perilous situations, such as while driving a car.

How Many ZZZs Do I Need?

Do you think that as a teen you need less sleep than your younger sister or brother? Actually, research shows that for teens to feel tops, on average they need a whopping 9 hours of sleep each night. But this number can be hard to reach. You don't need to be a math whiz to figure out that if you wake up for school at 6:00 a.m., you'd have to go to bed at 9:00 p.m. to reach the 9-hour mark. Recent studies have shown that many teens have trouble going to sleep so early—not because they don't want to sleep, but because their brains naturally work on later schedules and aren't ready for bed.

- 12 What happens if you don't get enough sleep? Plenty. You'll probably feel sleepy during the day and you may have trouble staying awake in class. This can affect your ability to concentrate, make good judgments, and get good grades. Most importantly, if you fall asleep while driving a car, you could be in a serious accident. Some teens experience emotional problems such as depression if they don't get enough sleep. You might also feel irritable, cranky, or more emotional than usual. When you don't get enough sleep, you might feel more clumsy and less coordinated. Not getting enough sleep can also contribute to acne and other skin problems.

A What is the author’s attitude about teenagers and sleep? How does the author make that attitude known?

Use at least **two** details from the passage to support your response.

Reading Item A Scoring Rubric—2014 Grade 8

Score	Description
4	The response explains the author’s attitude about teenagers and sleep and how the author makes this known and provides at least two accurate and relevant details from the passage.
3	The response explains the author’s attitude about teenagers and sleep and how the author makes this known and provides one accurate and relevant detail from the passage. OR The response explains the author’s attitude about teenagers and sleep or how the author makes this known and provides at least two accurate and relevant details from the passage.
2	The response explains the author’s attitude about teenagers and sleep and how the author makes this known, but fails to provide supporting details. OR The response explains the author’s attitude about teenagers and sleep and provides one supporting detail. OR The response explains how the author makes his attitude known and provides one supporting detail. OR The response provides at least two details that could show the author’s attitude about teenagers and sleep.
1	The response explains the author’s attitude about teenagers and sleep but fails to explain how the author makes his viewpoint known. OR The response explains how the author makes his attitude known but fails to explain the author’s attitude about teenagers and sleep. OR The response provides one detail that could show the author’s attitude about teenagers and sleep. OR The response demonstrates minimal understanding of the question.
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Tips for Getting the Right Amount of ZZZs

If you want to make good sleep a habit, take a look at your everyday schedule.

Are you working so many hours at your after-school job that you end up staying up late to finish homework? Does football practice take up so much time that you never get to bed before 11:00 p.m.? If so, think about ways to make your schedule more manageable.

Can you work fewer hours if your job isn't essential? If football is especially important, can you drop another activity to make time for sleep?

If you're getting enough rest at night and you're still falling asleep during the day, it's a good idea to visit your doctor. The doctor will look at your overall health and sleep habits and may do a test to find out whether anything is happening during the night to disturb your sleep, like sleep apnea.

There are things you can do that might make it easier for you to fall asleep when you hit the sack. Here are some tips for good sleep habits:

- Have a regular bedtime and try to arrange your schedule so that you can stick to it.
- Try to stay on schedule even on the weekend. Don't go to sleep more than an hour later or wake up more than 2 to 3 hours later than usual.
- Don't nap a lot during the day. If you do take naps, limit them to 20 to 30 minutes.
- Leave some time to unwind before bed. This may mean saving a little time for the stress-reducing techniques that work best for you, such as meditation.
- Don't exercise right before bed. It's important to get enough regular exercise, but plan to do it in the morning or early afternoon if possible.
- Avoid beverages that contain caffeine, such as coffee or soft drinks, after late afternoon.
- Get into bright light as soon as possible in the morning, but avoid it in the evening. Bright light signals the brain that it's time to wake up.
- Say no to cramming for exams with all-nighters. The best way to prepare for a test is to spread your studying out over time and to get plenty of sleep.

Now that you know just how important slumber is to your health and happiness, be sure to stock up on sleep every night to feel your best.

Hannah and the Birdman

by Roland Smith

Is there really an extinct bird living in Mr. Tanner's back yard?

Things were pretty dull in Hannah Gill's neighborhood until the day Mr. Tanner reported seeing the ivory-billed woodpecker.

Reading the newspaper article about the sighting, Hannah's older brother, Martin, said, "That old coot is loony."

"He is not!" Hannah insisted.

"The ivory-billed woodpecker hasn't been seen for over sixty years!" Martin shot back. "It says so right here. The bird is extinct. That means gone forever. Tanner's just looking for attention."

"Mr. Tanner is . . ." Hannah stopped in mid-sentence and shook her head. She knew better than to argue with Martin, even if he was dead wrong. Which in this case he had to be because there was no one on earth who liked attention less than Mr. Joe Tanner. "I'm going over to talk to him," she said.

Mr. Tanner lived a few blocks from the Gills in a three-story house built by his grandfather over a hundred years before. The Tanner family used to own all of Hannah's neighborhood and a good part of the county, but had sold the land off section by section, piece by piece, until there was only the old house left plus the two hundred acres of swamp behind it. Mr. Tanner lived all alone, except for a yellow-headed parrot, nearly as old as he was, named Felix.

He was known in the neighborhood as The Birdman, but not because of the parrot. On his property were hundreds of birdhouses and birdfeeders. He had them nailed to trees, poles, fence posts—even the sides of his large home were covered with the tiny wooden houses he built in his workshop. And the birds flocked to Mr. Tanner's, which did not please his neighbors. They complained about the noise, their gardens getting eaten, and the mess the birds left behind. To which Mr. Tanner usually replied: "My family sold you the land, but they didn't sell you the air."

One day Hannah found a crow with a broken wing and took it to Mr. Tanner. He repaired the wing, and a few weeks later they set the crow free. Hannah and Mr. Tanner had been friends ever since.

As Hannah walked, she noticed a lot more traffic in the neighborhood than normal for a Sunday morning. The cars were unfamiliar and the drivers were certainly not neighbors. A jeep pulled up next to her and rolled down the window. The driver had a beard and wore a pair of binoculars around his neck. "Do you know where Mr. Joseph Tanner lives?" he asked.

"Just around the corner," Hannah answered, pointing.

"Thanks!" The man sped away.

Hannah hurried after him. There were at least fifty cars parked in front of Mr. Tanner's house, including a news van and two police cars. People were milling around his yard, some talking on cell phones, some talking to each other, some scanning the trees in the swamp in back of his house with binoculars.

Hannah wandered through the crowd catching bits and pieces of conversation.

"Tanner never saw no woodpecker . . ."

"I tell you he's crazy . . ."

"Probably saw a pileated woodpecker. People get them mixed up."

"He has a parrot you know . . ."

"What if he did see one?"

"He was just putting that reporter on . . ."

"Why doesn't he come out of the house?"

Hannah looked up at the house and saw a curtain move in one of the ground-floor windows—Mr. Tanner's workshop. She walked casually over to the side door—Mr. Tanner always left it unlocked—and slipped inside while no one was looking.

Mr. Tanner turned around angrily when she came into the room, but his features softened when he saw who it was. As always, Felix was perched on his shoulder like a feathered ornament. "It's you," he said turning back to the window. "Did anyone follow you in?"

"I don't think so," Hannah said.

"Look at them," he said. "Like a bunch of turkey vultures on a carcass."

"What happened?"

"That reporter from the newspaper came by to talk to me about what it was like around here before all the houses got built. I just mentioned the woodpecker in passing. And wouldn't you know it, she wrote the whole blame article about me seeing the bird."

"So, you really saw an ivory-billed woodpecker?" Hannah asked.

"I've seen plenty of ivory-bills in my life," Mr. Tanner answered testily. "When I was a kid they were as common as jays."

"I mean recently," Hannah said.

He turned back from the window. "What are they saying down there?"

Hannah told him.

When she finished, Mr. Tanner hobbled over to his workbench with his cane—he had very bad arthritis and some days he could barely walk at all. He pulled one of his many bird books off the shelf above the bench and opened it. "This is a pileated woodpecker,"

he said. "And there are at least three pairs in the swamp." He turned the page. "And this is an ivory-billed woodpecker."

The most striking difference between the two birds was their beaks. The pileated woodpecker had a black beak. The ivory-bill's beak was the color of an elephant's tusk.

"Where did you see it?" Hannah asked.

"Not it," Mr. Tanner said. "Them. A pair. The male had a red topnotch and the female's head was solid black. Just like in the picture." He flipped back to the picture of the pileated woodpecker. "You can see here that both the male and female pileated have red on their head. So, I know what I saw were ivory-bills."

"Where did you see them?" Hannah asked.

"Right in my yard," Mr. Tanner said and sat down in his chair with a heavy sigh.

"What's the matter?"

"I think they're still here, but I don't know which house they're in. I've been trying to find them, but my legs are giving me trouble. And my brain isn't working the way it used to, either. I lose track of which bird is in which house." He gave another sigh. "I get all mixed up. I get confused."

Hannah had noticed this too. About a year ago, Mr. Tanner started drifting off in the middle of conversations. When he drifted back he sometimes seemed startled to see Hannah standing there.

"If I could find the ivory-bills, people wouldn't think I was so crazy," Mr. Tanner continued. "But more important, I might be able to save this property."

"What do you mean?"

Mr. Tanner didn't answer right away, and for a moment Hannah thought he had drifted off again. A beetle skittered across the sawdust-covered floor, reminding her that she needed to do a little housecleaning for her old friend.

"I'm worried about the birds," he finally answered. "I've been trying to give this property to the state, but they don't want it. When I die, some developer is going to get a hold of the swamp, fill it with dirt, and build houses on it. What will happen to the birds? Where will they go?"

"That's terrible," Hannah said. "But how would finding the ivory-bill help?"

"We don't have endangered-land laws in this country," Mr. Tanner explained. "But we do have an endangered-species law. If I could prove there were endangered birds here, the land would be protected forever."

"Then we'll just have to find them," Hannah said.

49 Early the next morning, Hannah started looking for the ivory-bills and quickly discovered what a daunting task finding the birds was going to be. It was no wonder Mr. Tanner had gotten confused. There were no vacancies in the birdhouses. She had to stand beneath each house and wait for a bird to return with food to find out who lived there. She was able to disregard the houses too small to hold ivory-bills, but this still left hundreds of houses and thousands of holes drilled into the surrounding trees where birds had carved out homes of their own.

When she got home that night, covered in mud, exhausted, and her neck sore from looking up all day, she told her family that she was giving up.

“Gills don’t give up,” her father said. “There are no ivory-bills,” Martin said. “We’ll help you,” her mother said.

And the next morning they did, though Martin spent more time arguing than he did looking.

“There goes a starling,” he would say.

“That’s a blackbird,” Hannah corrected. “See the red and yellow on its wings?”

“Prove it,” he’d say.

Hannah would have to open her book and show him the picture.

Eventually, though, Martin stopped arguing with Hannah, and actually started asking her questions.

“What do ivory-bills eat?”

“No one knows for sure,” Hannah answered. “But most ornithologists think they eat insects and larvae.”

“Yuk.”

The Gills saw a lot of birds that first day, and the next day, and the day after. Mr. Tanner sat in his workshop window and gave them advice and encouragement. A week went by, during which they managed to write down the location and occupant of every birdhouse, nest, and tree they could reach, but they did not see an ivory-billed woodpecker.

“I think this might be it,” Mr. Gill finally admitted. The Gills had gathered in Mr. Tanner’s front yard to go over their bird map one last time.

“We’ve checked every birdhouse and tree at least twice,” Mrs. Gill said.

“Maybe those ivory-bills he saw were just passing through,” Martin suggested.

“I guess we better go in and tell him,” Hannah said sadly.

They knocked on the front door, but Mr. Tanner didn’t come to open it. From inside, they heard a distinct and steady thonk . . . thonk . . . thonk. “He must be building more birdhouses,” Hannah said. “He can’t hear us. I’ll go around to the side and get him.”

But Mr. Tanner was not in his workshop. She called for him.

“Up here,” a weak voice replied.

In all the time Hannah had known him she had never seen Mr. Tanner upstairs. With his poor legs he couldn’t negotiate the steps.

“Up here,” he said again.

Thonk . . . thonk . . . thonk. He must be pounding on the floor, Hannah thought. She rushed up the steps two at a time.

“Up here.”

He was not on the second floor. Hannah ran up to the third floor and found Mr. Tanner sitting at the bottom of a set of steep narrow stairs with Felix perched on his bony shoulder.

“Are you all right?” she asked.

"I'm fine," he said. "I'm fine. I just had to take a rest after my climb."

Thonk . . . thonk . . . thonk.

The sound was coming from behind the small door at the top of the steps. Mr. Tanner was grinning. "This is the birdhouse," he said. "Beetles. And just think, I was going to call an exterminator."

"What are you talking about?"

"They must have come in to eat the beetles," he said. "Go up the stairs. Be real quiet. You'll see my trail in the dust. Follow it."

Hannah climbed the steps. Behind the door was an attic. Before entering she looked back down at Mr. Tanner, who was still grinning. "Go ahead," he whispered.

Hannah followed Mr. Tanner's footprints through the dusty furniture, trunks, boxes, and old paintings. The prints ended in front of a pile of wooden crates.

Thonk . . . thonk . . . thonk.

The sound was much louder now. Between the crates was a small gap. She peered through it and stifled a gasp of surprise. Not ten feet away were two of the most beautiful birds she had ever seen. One of them was hammering its ivory-colored bill on the floor and chasing the beetles that emerged from the rotting boards. The other bird was sitting on a nest and beneath her were three downy heads.

- 9 Read this sentence from paragraph 49.

Early the next morning, Hannah started looking for the ivory-bills and quickly discovered what a daunting task finding the birds was going to be.

As it is used in this sentence, what does daunting mean?

- A overwhelming
- B technical
- C useless
- D interesting

- 10 When Hannah feels discouraged, her family shows the **most** support by

- A volunteering to assist her with the search.
- B informing her that the birds are extinct.
- C showing her where the birds are nesting.
- D telling her families don't give up.

- 11 Why were so many people gathered around Mr. Tanner's house?
- A They were angry neighbors who wanted him to stop attracting birds.
 - B They were developers who wanted to purchase his remaining land.
 - C It was an opportunity to see if their neighbor was going crazy.
 - D It was a newsworthy event that they wanted to witness.
- 12 According to Mr. Tanner, why did the ivory-billed woodpeckers make their home on his third floor?
- A It was warmer than the birdhouses.
 - B They were too big for the birdhouses.
 - C It had a good food source for them.
 - D They were able to hide from people.
- 13 According to the passage, which feature **most** clearly distinguishes an ivory-billed woodpecker?
- A The males and females have red on their heads.
 - B They prefer swamps to woodland areas.
 - C Their beaks are the color of elephant tusks.
 - D They always lay three eggs.
- 14 Which sentence is an opinion expressed in the passage?
- A "The ivory-billed woodpecker hasn't been seen for over sixty years!"
 - B "Probably saw a pileated woodpecker."
 - C "You can see here that both the male and female pileated have red on their head."
 - D "I lose track of which bird is in which house."
- 15 What is the overall mood of the passage?
- A complimentary
 - B playful
 - C bewildered
 - D hopeful
- 16 The author **most likely** wrote this passage to
- A entertain the reader by telling about a girl and her neighbor.
 - B inform the reader about various endangered birds.
 - C persuade readers to become environmentalists.
 - D present to the reader both sides of a controversial issue.

Reading Item B—2013 Grade 8

B How is the theme of loyalty developed in this passage?

Identify **two** characters who are loyal and use **two** details from the passage to support your response.

Reading Item B Scoring Rubric—2013 Grade 8

Score	Description
4	The response explains how the theme of “loyalty” is developed in this passage by identifying two characters that are loyal, and providing two details from the passage for support.
3	<p>The response explains how the theme of “loyalty” is developed in this passage by identifying two characters that are loyal, and providing one detail from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response explains how the theme of “loyalty” is developed in this passage by identifying one character that is loyal, and providing two details from the passage for support.</p>
2	<p>The response explains how the theme of “loyalty” is developed in this passage by identifying two characters that are loyal, but failing to provide any details from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response explains how the theme of “loyalty” is developed in this passage by identifying one character that is loyal, and providing one detail from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response provides at least two details from the passage that demonstrate loyalty.</p>
1	<p>The response identifies one character that is loyal, but fails to provide any details from the passage for support.</p> <p style="text-align: center;">OR</p> <p>The response generally explains how the theme of “loyalty” is developed in this passage.</p> <p style="text-align: center;">OR</p> <p>The response provides one detail from the passage that demonstrates loyalty.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is totally incorrect and shows no evidence that the student understands the task. The response may be off topic or completely irrelevant.
B	Blank—No response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

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