

A decorative border featuring stylized green leaves, yellow and orange flowers, and small orange berries, running along the top and bottom edges of the slide.

Discussion & Feedback on "Take the Test"

Reading Unit 1: Lake Chad



Lake Chad Scoring 1.1

Full credit: For option "A"
About two metres

No credit: Other responses and
missing.

FRAMEWORK-CHARACTERISTICS

Scenario: Public

Text format: Non-continuous

Text Type: Exposition

Process: Retrieve information

Item: Simple MCQ

Proficiency level:1(b)

LAKE CHAD SCORING 1.2

- + **Full credit:** 11,000 BC (or approximation between 10,500 and 12,000; or other indication that
- + the student has extrapolated from the scale)
 - 11,000
 - 11,000 BC
 - 10,500 BC
 - Just before 10,000 BC
 - About 12,000
 - About 11,000 BC

- + **No credit:**
- + - Other responses, including arrow pointing to the starting point of the graph.
 - 10,000 BC [*Failure to extrapolate from the scale.*]
 - 20,000 BC
 - 8000 BC [*Has looked at wrong figure.*]
 - 11000 BC 4000 BC [*Ignore crossed-out answer.*]
 - 0



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non-continuous
- Text Type: Exposition
- Process: Retrieve information
- Item: Short response
- Proficiency level: 2

Lake Chad 1.3

Full credit: Refers to reappearance of lake.

- + **Note:** Answer may receive full credit even if previous answer is incorrect.
- Lake Chad reappeared in 11,000 BC after disappearing completely around 20,000 BC.
- The lake disappeared during the Ice Age and then came back at about this time.
- It reappeared then.
- About 11,000 BC it came back.
- Then the lake reappeared after being gone for 9000 years.



LAKE CHAD 1.3

No credit:

Other responses:

- This is when animals started to appear.
- 11,000 BC is when humans began to do rock art.
- 11,000 BC was when the lake (first) appeared.
- Because at that time Lake Chad was completely dried up.
- Because that was the first movement on the graph.

FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non-continuous
- Text Type: Exposition
- Process: Reflect and evaluate
- Item: Short response
- Proficiency level: 2

LAKE CHAD SCORING 1.4

- + **Full credit:**

- + A. the animals in the rock art were present in the area at the time they were drawn

- + .

- + **No credit:** Other responses and missing.



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non-continuous
- Text Type: Exposition
- Process: Interpret the text
- Item: Complex MCQ
- Proficiency level: 1(a)

Lake Chad Scoring 1.5

- + **Full credit:**
- + Option C: after the level of Lake Chad had been falling for over a thousand years.
- + **No credit:**
- + Other responses and missing



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non-continuous
- Text Type: Exposition
- Process: Interpret the text
- Item: Complex MCQ
- Proficiency level: 1(a)

+ READING UNIT 3: GRAFFITI



GRAFFITI SCORING 3.1

- + **Full credit:**
- + B. present an opinion about graffiti.
- + **No credit:** Other responses and missing.



FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Mixed
- Type: Arguments
- Process: Interpret the text
- Item: Simple MCQ
- Proficiency level:1(a)

+ GRAFFITI SCORING 3.2



Full credit:

Recognizes that a comparison is being drawn between graffiti and advertising. Answer is consistent with the idea that advertising is a legal form of graffiti.

- To show us that advertising can be as invasive as graffiti.
- Because some people think advertising is just as ugly as spray-painting.
- She's saying that advertising is just a legal form of graffiti.
- She thinks advertising is like graffiti.
- Because they don't ask your permission to put up billboards. [The comparison between advertising and graffiti is implicit.]
- Because advertisements are placed in society without our permission, as is graffiti.
- Because the billboards are like graffiti. [A minimal answer. Recognises a similarity without elaborating on what the similarity is.]
- Because it is another form of display. Because advertisers stick posters on the wall and she thinks it is graffiti as well.
- Because it is on the walls too. / * Because they are equally nice or ugly to look at.
- She refers to advertising because it is acceptable unlike graffiti. [Similarity of graffiti and advertising is implied by contrasting attitudes to the two.]

Recognises that referring to advertising is a strategy to defend graffiti.

- So that we will see that graffiti is legitimate after all.



No credit:

Gives insufficient or vague answer.

- It's a way of making her point.
- Because she wants to, she mentions it as an example.
- It's a strategy.
- Company logos and shop names.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- She's describing the graffiti.
- Because people put graffiti on them.
- Graffiti is a kind of advertising.
- Because graffiti is advertising for a certain person or gang.
[Comparison goes in the wrong direction i.e. graffiti is a form of advertising.]

FRAMEWORK-CHARACTERISTICS

- **Scenario: Personal**
- **Text format: Mixed**
- **Type: Arguments**
- **Process: Interpret the text**
- **Item: Short constructed response**
- **Proficiency Level: 3**

GRAFFITI SCORING 3.3

Full credit:

Explains point of view by referring to the content of one or both letters. May refer to the writer's general position (i.e. for or against) or to a detail of her argument. Interpretation of writer's argument must be plausible. Explanation may take the form of paraphrase of part of the text, but must not be wholly or largely copied without alteration or addition.

- I agree with Helga. Graffiti is illegal and that makes it vandalism.
- Helga because I am against graffiti. [Minimum answer]
- Sophia. I think it's hypocritical to fine graffiti artists and then make millions by copying their designs.
- I sort of agree with both of them. It should be illegal to paint over walls in public places but these people should be given the opportunity to do their work somewhere else.
- Sophia's because she cares about art.
- I agree with both. Graffiti is bad but advertising is just as bad so I won't be hypocritical.
- Helga because I don't really like graffiti either but I understand Sophia's point of view and how she didn't want to condemn people for doing something they believe in.
- Helga's because it really is a pity to spoil the reputation of young people for nothing. [Borderline case: some direct quotation, but embedded in other text.]
- Sophia. It is true that patterns and colours stolen from graffiti appear in stores and are accepted by people who consider graffiti dreadful. [The explanation is a combination of phrases from the text, but the amount of manipulation indicates that it has been well understood]

GRAFFITI SCORING 3.3

No credit: -

- ✦ Support for own point of view is confined to a **direct quotation** (with or without quotation marks).
- Helga because I agree that people should find ways to express themselves that do not inflict extra costs upon society.
- Helga. Why spoil the reputation of young people?

Gives insufficient or vague answer.

- Sophia's because I think Helga's letter doesn't back her argument with reasons (Sophia compares her argument to advertising etc.) [Answers in terms of style or quality of argument.]
- Helga because she used more details. [Answers in terms of style or quality of argument.] s
- I agree with Helga. [No support for opinion.]
- Helga's because I believe what she is saying. [No support for opinion.]
- Both, because I can understand where Helga is coming from. But Sophia is also right. [No support for opinion.]

Shows inaccurate comprehension of the material or gives an **implausible or irrelevant** answer.

- I agree more with Helga. Sophia doesn't seem to be sure what she thinks.
- Helga's because she thinks some have talent. [Misinterpretation of Helga's argument.]

FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Mixed
- Type: Arguments
- Process: Reflect and evaluate
- Item: Short constructed response
- Proficiency level: 2



GRAFFITI SCORING 3.4

+ Full credit:

- + Explains opinion with reference to the style or form of one or both letters. Refers to criteria such as style of writing, structure of argument, cogency of argument, tone, register used, strategies for persuading audience. Terms like "better arguments" must be substantiated.
- Helga's. She gave you lots of different points to consider and she mentioned the environmental damage that graffiti artists do which I think is very important.
- Helga's letter was effective because of the way she addressed the graffiti artists directly.
- I think Helga's letter was the better one of the two. I thought Sophia's was a bit biased.
- I thought Sophia put forward a very strong argument but Helga's was structured better.
- Sophia, because she didn't really aim it at anyone. [Explains his/her choice in terms of quality of content. Explanation is intelligible when interpreted as "Doesn't attack anyone".]
- I like Helga's letter. She was quite dominant getting her opinion out

No credit:

Judges in terms of agreement or disagreement with the writer's position, or simply paraphrases content.

- Helga. I agree with everything she said.
- Helga's was the better letter. Graffiti is costly and wasteful, just as she says.

Judges without sufficient explanation.

- Sophia's letter was the best.
- Sophia's was easier to read.
- Helga had a better argument.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Helga's is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.
- Sophia because she kept her position to herself until the end of her letter.

FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Mixed
- Type: Arguments
- Process: Reflect and evaluate
- Item: Short constructed response
- Proficiency level: 4

+ READING UNIT 4: LABOUR



LABOUR SCORING 4.1

- + **Full credit:**
- + D. In the labour force and not in the labour force.
- + **No credit:**
- + Other responses and missing.



FRAMEWORK-CHARACTERISTICS

Scenario: Public

Text format: Non continuous

Type: Exposition

Process: Interpret the text

Item: Simple MCQ

Proficiency Level: 2

LABOUR SCORING 4.2

Full credit:

- + Indicates that the number in the tree diagram AND the "000s" in the title/footnote have been integrated: 949,900. Allow approximations 949,000 and 950,000 in figures or words. Also accept 900,000 or one million (in words or figures) with qualifier.
- 949,900
- just under nine hundred and fifty thousand s950,000 s949.9 thousand
- almost a million
- about 900 thousand s949.9 X 1000 s949(000)

LABOUR SCORING 4.2

Partial credit:

- + Indicates that number in tree diagram has been located, but that the "000s" in the title/footnote has not been correctly integrated. Answers 949.9 in words or figures. Allow approximations comparable to those for Code 2.
 - 949.9
 - 94,900
 - almost a thousand
 - just under 950
 - about 900
 - just under 1000

No credit: Other responses and missing

FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non continuous
- Type: Exposition
- Process: Retrieve the information
- Item: Short constructed response
- Proficiency level: 3

LABOUR SCORING 4.3

	"In labour force: employed"	"In labour force: unemployed"	"Not in labour force"	Not included in any category
A part-time waiter, aged 35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A business woman, aged 43, who works a sixty-hour week	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A full-time student, aged 21	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A man, aged 28, who recently sold his shop and is looking for work	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A woman, aged 55, who has never worked or wanted to work outside the home	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A grandmother, aged 80, who still works a few hours a day at the family's market stall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Full credit: 5 correct.

Partial credit: 3 or 4 correct.

No credit: 2 or fewer correct.

FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non continuous
- Type: Exposition
- Process: Interpret the text
- Item: MCQ
- Proficiency level: 2

LABOUR SCORING 4.4

Features of Tree Diagram	Answer
The labels in each box (e.g. "In labour force")	Change / <u>No change</u>
The percentages (e.g. "64.2%")	<u>Change</u> / No change
The numbers (e.g. "2656.5")	<u>Change</u> / No change
The footnotes under the tree diagram	Change / <u>No change</u>

Full credit: 3 correct.

No credit: 2 or fewer correct.

FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non continuous
- Type: Exposition
- Process: Reflect and evaluate
- Item: Simple MCQ
- Proficiency level: 2

Labour Scoring 4.5

- + **Full credit:**
 - + C. Categories within each group.
- + **No credit:**
 - + Other responses and missing.



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Non continuous
- Type: Exposition
- Process: Reflect and evaluate
- Item: Simple MCQ
- Proficiency level: 1(a)

*READING UNIT 7: RUNNERS



RUNNERS SCORING 7.1

- + **Full credit:** D. That it is very important for young sports players to wear good sports shoes.
- + **No credit:** Other responses and missing.
- + Answering this question correctly corresponds to a difficulty of 356 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, **they interpreted the text** correctly.



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Mixed
- Type: Description
- Process: Reflect and evaluate
- Item: Simple MCQ
- Proficiency level: 1(a)

RUNNERS SCORING 7.2

Full credit: Refers to restriction of movement. They restrict movement. They prevent you from running easily.

No credit:

- + Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer. To avoid injuries. They can't support the foot. Because you need to support the foot and ankle- Gives insufficient or vague answer. Otherwise they are not suitable - Missing.
- + Answering this question correctly corresponds to a difficulty of 392 score points on the PISA reading scale. Across OECD countries, 79% of students answered correctly. To do so, they correctly **retrieved information**.



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Mixed
- Type: Description
- Process: Retrieve information correctly
- Item: Close constructed response
- Proficiency level: 1(a)

RUNNERS SCORING 7.3

- + **Full credit:** Refers to the four criteria in italics in the text. Each reference may be a direct quotation, a paraphrase or an elaboration of the criterion. Criteria may be given in any order.
- + The four criteria are:
 - + (1) To provide exterior protection
 - + (2) To support the foot
 - + (3) To provide good stability
 - + (4) To absorb shocks



RUNNERS SCORING 7.3

Partial credit :

- + 1. Exterior protections
- + 2. Support of the foot
- + 3. Good stability
- + 4. Shock absorption
- + It must provide exterior protection, support the foot, provide the player with goods stability and must absorb shocks. Protect, support, stabilize, absorb. [Quotes sub-heading of this section of text.]



RUNNERS SCORING 7.3

- + No credit:
- + - **Other responses.** 1. Protect against knocks from the ball or feet.s 2. Cope with unevenness in the ground. 3. Keep the foot warm and dry. 4. Support the foot.
- + [First three points in this response are all part of criterion 1 (provide exterior protection).] Missing.
- + Answering this question correctly corresponds to a difficulty of 405 score points on the PISA reading scale. Across OECD countries, 76% of students answered correctly. To do so, they correctly **retrieved information**.

FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Mixed
- Type: Description
- Process: Retrieve information correctly
- Item: Close constructed response
- Proficiency level: 2

RUNNERS SCORING 7.4

- + **Full credit:** D. gives the solution to the problem described in the first part.
- + **No credit:** Other responses and missing.
- + Answering this question correctly corresponds to a difficulty of 402 score points on the PISA reading scale. Across OECD countries, 78% of students answered correctly. To do so, they **reflected on and evaluated the text.**



FRAMEWORK-CHARACTERISTICS

- Scenario: Public
- Text format: Mixed
- Type: Description
- Process: Reflect and evaluate
- Item: MCQ
- Proficiency level: 2

* READING UNIT 13: WARRANTY



WARRANTY SCORING 13.1

- + Each piece receives a separate mark, which is combined to yield a single score.
- + (A) MODEL
- + **Full credit:** Correctly identifies model. Rolly Fotonex 250 zoom. Rolly Fotonex. Fotonex.
- + **No credit:**
 - Other responses. 150214. [Product number rather than camera name and model.] Rolly fotonex 250 Zoom Tripod. [Includes redundant and potentially confusing information. Shows poor understanding of the organisation and substance of the receipt.] - Off task.

WARRANTY SCORING 13.1

+ B) SERIAL NUMBER

- + Full credit:
30910963
- + No credit:
Other responses and off task.

+ C) DATE OF PURCHASE

- + Full credit: 18/10/99
- + Date may be given in another form, but must include date, month and year. 18 October 1999s May give redundant related information (time). 18/10/99, 12:10 pms
- + No credit: Other responses and off task.

+ D) PURCHASE PRICE

- + Full credit:
(\$) 249.08
- + No credit:
Other responses and off task.



FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Non continuous
- Type: Transaction
- Process: Retrieve information
- Item: Close constructed response
- Proficiency level: 1(a)

WARRANTY SCORING 13.2

- + **Full credit:** Indicates 10 days. Ten days. Within 10 days of purchase.
- + **No credit:** Other responses, off task and missing.
- + To answer this question correctly students had to retrieve information.



FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Non continuous
- Type: Transaction
- Process: Retrieve information
- Item: Close constructed response
- Proficiency level: 1(a)

WARRANTY SCORING 13.3

- + Full credit: A tripod.
- + No credit: Other responses, off task and missing.
- + To answer this question correctly students had to retrieve information.



FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Non continuous
- Type: Transaction
- Process: Retrieve information
- Item: Close constructed response
- Proficiency level: 1(a)

WARRANTY SCORING 13.4

- + **Full credit:** Refers either explicitly or implicitly to development of the business-customer relationship. It's good for business to be nice to you. To create a good relationship with the customer. They want you to come back.
- + **No credit:**
 - + - Other responses. They're being polite. They're glad you bought the camera from them. They want you to feel special. To let the customers know they are appreciated. - Off task and missing.

FRAMEWORK-CHARACTERISTICS

- Scenario: Personal
- Text format: Non continuous
- Type: Transaction
- Process: Reflect and evaluate
- Item: Open constructed response
- Proficiency level: 2