8th Grade Guided Practice #3

Reading Informational RI.8.5, RI.8.6, RI.8.8

Purpose

The purpose of the Standards-Based Guided Practice is to complement high-quality literacy instruction in the Kentucky Core Academic Standards for English Language Arts. This Practice is designed to support the implementation of the JCPS Curriculum Maps and provide students a review of the reading standards. This Practice should not be used to introduce new content. The Guided Practice provides an opportunity for students to apply their learning before, during, and after reading. Teachers are encouraged to modify and/or extend the lesson to best meet the needs of their students. The Practice emphasizes the students’ responsibility for thinking, reading, and writing critically, just as they should during any learning experience. This Guided Practice should not be used as independent class work or homework; teacher guidance and feedback should continue throughout the lesson.

Priority Standards: ELA Standards

RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
RI.8.6 Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Supporting Standards: ELA Standards

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text; including its relationship to supporting ideas; provide an objective summary of the text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims ...”)
SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
a. Use verbs in active and passive voice and in the conditional and subjunctive mood to achieve particular effects. (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Objectives:

- Students will be able to make their thinking visible by responding in writing while being read to and/or reading a text. (RI.8.10)
- Students will be able to determine the development, structure, and author’s purpose of an identified paragraph. (RI.8.5)
- Students will be able to determine the relationship among sentences in an identified paragraph and draw conclusions about how the relationship among the sentences adds to the growth of an idea within the paragraph. (RI.8.5)
- Students will be able to compare and contrast the author’s viewpoint/evidence with conflicting viewpoints/evidence addressed in a text. (RI.8.6)
- Students will be able to demonstrate knowledge of the organizational pattern of an argument and assess the value of the argument based on the soundness of supporting claims. (RI.8.8)

Sample Learning Targets:

- I can determine the main idea and supporting details of a specific paragraph.
- I can determine if the structure of a specific paragraph uses compare/contrast, examples, or description.
- I can determine the author’s purpose of a particular paragraph in a passage.
- I can determine how the sentences in a paragraph are related.
- I can draw conclusions about how the relationship of the sentences in a paragraph adds to the growth of a key idea in the paragraph.
- I can identify the evidence that an author uses to support his/her point of view.
- I can identify points of views and evidence that disagree with the author’s point of view and evidence.
- I can identify an author’s claim and the evidence he/she uses to support their argument.
- I can identify the organizational pattern of an argument in informational text.
- I can evaluate an argument in a text based on sound reasoning and relevant and sufficient evidence.

Overview:

The teacher will guide students in thinking critically about the text focusing on the structure of specific paragraphs and the author’s point of view, in the informational texts, “Did Radical Patrick Henry Start the American Revolution?” and Patrick Henry’s “Give Me Liberty or Give Me Death” speech excerpt. Students will also focus on identifying claims and supporting evidence in argumentative text. In order to address the complexity of the passages, it is recommended that the instructional plan extend over several sessions to allow students ample time to experience the language and revisit the text. See the Instructional Plan for some suggestions on pacing.
Instructional Plan

Note: Before using this instructional plan with students, the teacher reads the passages and completes the multiple choice questions and extended response just as the students will do. Identify Look Fors from the Extended Response question. Refer to the Kentucky General Scoring Rubric to determine criteria for a 4, 3, 2, 1, or 0 response on the ER. (Click on Rubistar for help in developing a rubric.)

Introduction:
- With students—teacher reviews Standard RI.8.5. Discuss the form and structure of specific paragraphs. Discuss how these forms and the individual sentences in a paragraph help to develop and refine key concepts in the passage.
- With students—teacher reviews Standard RI.8.6. Discuss how to identify an author’s point of view and how the author responds to conflicting evidence and viewpoints.
- With students – teacher reviews Standard RI.8.8. Discuss how to recognize specific claims and evidence of an argument. Discuss how to identify relevant or irrelevant evidence, sufficient or insufficient evidence, and sound or unsound reasoning.

Materials Needed:
- Copies of Student Booklets
- Make a class set of the passages without student response boxes for use during the teacher read-aloud. (See clean copy attached to this packet).
- Post-It Notes

Guided Reading - Whole Group (2 to 3 Sessions):
This topic is aligned to the social studies curriculum map. It might be beneficial to meet with the social studies teacher and discuss background information students may need to prepare them for reading the “Give Me Liberty or Give Me Death” speech excerpt.

Session 1: Introduce the first text “Did Radical Patrick Start the American Revolution?” Review what they know about Patrick Henry to build background knowledge. Review the learning targets for the lessons to remind student of the characteristics of argument. They should read “like detectives,” listening for claims, evidence, and reasons.

The teacher begin by doing a Read Aloud, Think Aloud of the first article to model the thinking process required to answer the embedded questions. Guide students though the questions embedded in the text. Have them record responses in the blanks provided on the student copy.

Session 2: It is important that students have time to dig into the text and work through the language to make meaning of the passage. Because this is a complex and rigorous text, allow ample time for students to work through smaller chunks of the speech. Provide students with a copy of the unmarked Patrick Henry speech excerpt (attached). Read the background information and guide students as they answer the first embedded question. After students complete the embedded question on the background information, read the speech excerpt aloud. Remind students that they must pay close attention during the teacher read-aloud to understand the patterns of speaking common to this time period. Students should follow as the teacher reads the speech to the class.

- After completing the read-aloud, have students work in pairs to analyze the language of the first paragraph. Have students develop a summary statement to explain the meaning of the first paragraph. Do a quick check of the class to determine if students understanding of the passage. Review as needed.
- Discuss the process used to determine the meaning of the text. Lead students in completing the embedded question. If time permits, move to the next section. Work through the text slowly to make sure students have time to discuss the claims and how they are supported.

Session 3: Repeat the process of teacher reading sections of the speech aloud and having students work individually or in pairs to construct meaning from the text and answer the embedded questions. Students should revisit sections of the text looking for evidence to support their answer “claims.” Revisit the embedded questions and ask students to share how they developed their answers.
Guided Support (Independent Work Time with Teacher Assistance as Needed):
- Students work **independently** to **reread** the passages and answer **multiple choice** and **extended response** questions.
- Teacher **monitors** and **provides support and assistance** as needed.

Guided Analysis:
- Teacher reviews the protocol for completing the Student Self-Analysis sheet.
- Teacher asks students to identify correct answers to multiple choice questions and **guides discussion** about their choices.
- After reviewing the answers, students complete the multiple choice section of the student self-analysis sheet (last page of this document) with emphasis on the **supporting evidence column**.
- Teacher distributes and reviews the Kentucky General Scoring Guide.
- Teacher **models scoring**, using his/her own answer to the extended response.
- Students work in pairs or small groups to **score** their own extended responses.
- Allow time for students to **discuss and revise** their extended responses with the goal of producing proficient answers.
- In small groups, students will **share their revisions** and explain why each was made.

Determining Next Steps:
Teacher examines student self-analysis sheets to determine next steps for instruction and plans accordingly.
Did Radical Patrick Henry Start the American Revolution?

1. What is the author’s purpose for writing this passage? What claim is the author making? (RI.8.6, 8.8)

(Teacher notes: Patrick Henry was a courageous speaker. Patrick Henry is one of the most famous speakers in our country’s history.)

2. When Patrick Henry was younger, his parents were bothered that their son seemed a bit lazy. He did not devote all his time to study as they had hoped, and he even ruined his father’s business. But after Henry got married and had children, he began to change. He was always bright, but finally he began to shine. He studied for and passed an exam to be a lawyer in only six weeks. Through his job as a lawyer, he began to notice things about the government that bothered him.

May 29, 1765, Henry proposed radical resolutions to the House of Burgesses in response to the Stamp Act. The Stamp Act required colonists to pay new taxes to the British government. Henry was among the first to stand up against this. Four out of Henry’s seven resolutions were passed. In 1774, Henry was part of the first Continental Congress. This group wrote the Declaration of Rights. They demanded no taxation from the British.

3. How does the information in this paragraph provide support for the author’s claim presented in the first paragraph? (RI.8.8) (Teacher notes: He supported voting rights; Henry was able to change the minds of members of the House of Burgesses)

4. How does the second sentence in paragraph 4 help the reader understand the main idea of this paragraph? (RI.8.5) (Teacher Notes: This sentence explains why Henry was opposed to the British Stamp Act, an act requiring the American colonists to pay more taxes to the British government.)
In March 1775, Henry demanded that fellow Virginians arm themselves in self-defense. He did this in his famous speech, “Give Me Liberty or Give Me Death.” Some say that this speech was the invisible shot that started the American Revolutionary War.

5. What evidence is used to support the author’s claim about Patrick Henry? Explain how this evidence is relevant. (RI.8.8)

(Teacher Notes: The author’s claim – that Patrick Henry was one of the most famous speakers of all is supported by: Henry’s work to support voting rights; his ability to change the minds of the wealthy landowners in the House of Burgesses to oppose English rule over them; he spoke against the Stamp Act; and finally, his famous “Give Me Liberty or Give Me Death” speech. The evidence is relevant because it proves that Henry was a very persuasive speaker.)
**Give Me Liberty or Give Me Death**

**BACKGROUND INFORMATION:** "Give me Liberty, or Give me Death!" is a quotation attributed to Patrick Henry from a speech he made to the Virginia Convention. It was given on March 23, 1775, at St. John's Church in Richmond, Virginia, and is credited with having swung the balance in convincing the Virginia House of Burgesses to pass a resolution delivering the Virginia troops to the Revolutionary War. Among the delegates to the convention were future U.S. Presidents Thomas Jefferson and George Washington. Reportedly, those in attendance, upon hearing the speech, shouted, "Give me liberty or give me death!"

March 23, 1775
By Patrick Henry

1. No man thinks more highly than I do of the patriotism, as well as abilities, of the very worthy gentlemen who have just addressed the house. But different men often see the same subject in different lights; and, therefore, I hope it will not be thought disrespectful to those gentlemen if, entertaining as I do opinions of a character very opposite to theirs, I shall speak forth my sentiments freely and without reserve. This is no time for ceremony. The question before the house is one of awful moment to this country.

2. Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts.

3. There is no longer any room for hope. If we wish to be free--if we mean to preserve inviolate those inestimable privileges for which we have been so long contending--if we mean not basely to

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1. Siren – From Greek mythology, one of several sea nymphs, part woman and part bird, who lure mariners to destruction by their seductive singing.
2. Inviolate – Not subject to change; unaltered.
abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained--we must fight! They tell us, sir, that we are weak; unable to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength but irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate the matter. Gentlemen may cry, Peace, Peace--but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

4. The author is using symbolism and metaphorical language in the phrase, “hugging the delusive phantom of hope.” Explain what this mean? (RI.8.1, 8.4) (Teacher Notes: Henry urges the House to vote to join the war while they are strong and able to fight instead of waiting hoping for change and finding that they have lost their freedom to the British tyranny.)

5. What claim does Mr. Henry make at the beginning of paragraph number 3? How does he support this claim? (RI.8.8) (Teacher Notes: Mr. Henry’s claim is that the country must go to war or risk losing freedom. He reminds the country is strong now and many are ready to join the fight; they must join those already in battle because the war has already begun.)

3 Basely – Morally low; dishonorable; cowardly.
4 Adversary – A person, group, or force that opposes or attacks; opponent; enemy.
5 Supinely – Lying on your back in a lazy, passive manner.
6 Extenuate – to serve to make seem less serious (a fault, an offense, etc.)
Part 2: Focus on Multiple Choice and Extended Response

Directions from Student Copy: This section contains 4 multiple choice questions and one extended response question. Reread the passages, “Did Radical Patrick Henry Start the American Revolution?” and “Give Me Liberty or Give Me Death.” Pay close attention to the form and structure of both passages. Think about how the author used structure of the paragraphs to contribute to the meaning of the story. Look for the authors’ points of view. Identify the argument, claims, evidence, and reasoning in each passage. Carefully consider evidence from the text to help you in selecting your answers. Then circle the correct answer for each multiple choice question. Complete the extended response question on a separate sheet of paper.

1. What is the author’s main purpose in “Did Radical Patrick Henry Start the American Revolution?” (RI.8.6)
   a. to inform the reader that Patrick Henry played a major part in getting the country to go to war.
   b. to persuade the reader that Patrick Henry gave his speech and alone caused the American Revolution
   c. to entertain the reader with war stories and other major events from the American Revolution
   d. to describe all the historical events in which Patrick Henry took part during the American Revolution

2. What is Patrick Henry’s main argument in his speech? (RI.8.8)
   a. He should be the leader of the Continental Congress.
   b. The country should stop paying taxes to the British.
   c. The country should go to war against the British.
   d. He should fight with the militia in the Revolutionary War.

3. In his speech, Patrick Henry responds to opposing viewpoints by (RI.8.6)
   a. pointing out that the British Parliament would attempt to make the colonists to pay for stamps
   b. suggesting that the members of the Virginia House of Burgesses were a bunch of rich aristocrats
   c. saying that the British Parliament would attempt to make Virginians be slaves and bound by chains
   d. admitting that the members of the House of Burgesses were patriotic, and worthy of their positions

4. What is the main reason that Patrick Henry uses several questions throughout his speech? (RI.8.5)
   a. to ask what the reader thinks about going to war
   b. to give the reader something to think about
   c. to convince the reader to help solve the problem
   d. to make the reader doubt the truth of going to war

**Writing About Reading – Extended Response**

How does the last sentence of the speech help to convey the overall argument? Use evidence from the speech to support your answer. (RI.8.5, 8.8)

Look For: Response may include, but are not limited to: Patrick Henry would rather die than to lose his freedom and others should feel the same. There is no longer room for hope, if we wish to be free...to preserve inviolate those inestimable privileges. There is no retreat but in submission and slavery! Our brethren are already in the field;
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<tr>
<th>Question Number</th>
<th>My Answer</th>
<th>Correct Answer</th>
<th>Standard for Mastery</th>
<th>Evidence from the text that supports my answer.</th>
<th>Now, “I CAN....”</th>
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<td>RI.8.6 Determine an author’s point of view or purpose in a text, including the role of particular sentence in developing and refining a key concept.</td>
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<td>3</td>
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<td>RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</td>
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<td>4</td>
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<td>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</td>
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<td>Extended Response</td>
<td>Revise answer on back of this sheet</td>
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Did Radical Patrick Henry Start the American Revolution?

Our country would not be the same without those courageous enough to speak out. These fearless people spoke their minds and convinced others to follow them in their plight. One of our most famous speakers of all, Patrick Henry, was a surprise to many.

When Patrick Henry was younger, his parents were bothered that their son seemed a bit lazy. He did not devote all his time to study as they had hoped, and he even ruined his father’s business. But after Henry got married and had children, he began to change. He was always bright, but finally he began to shine. He studied for and passed an exam to be a lawyer in only six weeks. Through his job as a lawyer, he began to notice things about the government that bothered him.

In 1764, Henry moved to Louisa County, Virginia. There he worked with the House of Burgesses in support of voting rights because most people had no rights at that time. He was elected to the House of Burgesses and became somewhat of an outcast. The House of Burgesses was a group of well-to-do landowners who were not extremely opposed to English rule over them. Patrick Henry changed their minds, though, often calling Great Britain’s king a tyrant and comparing him to other historical tyrants.

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In 1774, Henry was part of the first Continental Congress. This group wrote the Declaration of Rights. They demanded no taxation from the British.

In March 1775, Henry demanded that fellow Virginians arm themselves in self-defense. He did this in his famous speech, “Give Me Liberty or Give Me Death.” Some say that this speech was the invisible shot that started the American Revolutionary War.
Give Me Liberty or Give Me Death (Excerpt)
By: Patrick Henry

Give Me Liberty or Give Me Death

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Mr. President, it is natural to man to indulge in the illusions of hope. We are apt to shut our eyes against a painful truth, and listen to the song of that siren till she transforms us into beasts. There is no longer any room for hope. If we wish to be free—if we mean to preserve inviolate those inestimable privileges for which we have been so long contending—if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained—wes must fight! I repeat it, sir, we must fight! They tell us, sir, if we mean to cope with so formidable an adversary. But when shall we be stronger? Will it be the next week, or the next year? Will it be when we are totally disarmed, and when a British guard shall be stationed in every house? Shall we gather strength but irresolution and inaction? Shall we acquire the means of effectual resistance by lying supinely on our backs and hugging the delusive phantom of hope, until our enemies shall have bound us hand and foot?

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8 Inviolate – Not subject to change; unaltered.
9 Basely – Morally low; dishonorable; cowardly.
10 Adversary – A person, group, or force that opposes or attacks; opponent; enemy.
11 Supinely – Lying on your back in a lazy, passive manner.
Sir, we are not weak if we make a proper use of those means which the God of nature hath placed in our power. The millions of people, armed in the holy cause of liberty, and in such a country as that which we possess, are invincible by any force which our enemy can send against us. Besides, sir, we shall not fight our battles alone. There is a just God who presides over the destinies of nations, and who will raise up friends to fight our battles for us. The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable--and let it come! I repeat it, sir, let it come.

It is in vain, sir, to extenuate\textsuperscript{12} the matter. Gentlemen may cry, Peace, Peace--but there is no peace. The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

\textsuperscript{12} Extenuate – to serve to make seem less serious (a fault, an offense, etc.)
The following is the general guide that will be used to evaluate your responses to open-response questions in this test.

## Kentucky General Scoring Guide

| Score Point 4 | • You complete all important components of the question and communicate ideas clearly.  
• You demonstrate in-depth understanding of the relevant concepts and/or processes.  
• Where appropriate, you choose more efficient and/or sophisticated processes.  
• Where appropriate, you offer insightful interpretations or extensions (generalizations, applications, analogies). |
| Score Point 3 | • You complete most important components of the question and communicate clearly.  
• You demonstrate an understanding of major concepts even though you overlook or misunderstand some less-important ideas or details. |
| Score Point 2 | • You complete some important components of the question and communicate those components clearly.  
• You demonstrate that there are gaps in your conceptual understanding. |
| Score Point 1 | • You show minimal understanding of the question.  
• You address only a small portion of the question. |
| Score Point 0 | • Your answer is totally incorrect or irrelevant. |
| Blank | • You did not give any answer at all. |