

# Facilitator's Guide to Leading the Scoring Session

The Essential Skill of Reading:  
Level 3 In-Depth Training  
*For Content Area Teachers*



This packet contains

- Tips for Leading Scoring Session

- Instructions for Practice Scoring including recommended sequence for scoring papers

- 10 Student Papers with Commentary and Scores

- Practice Score Sheet

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## DEMONSTRATE UNDERSTANDING: Informational Text

*"Getting the gist"*

Main ideas, relevant and specific supporting details, sequence of events, relationship among ideas, facts/opinions

### 5/6– EXCEEDS

***Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.***

Reader responses

- indicate accurate, thorough understanding of main ideas & supporting details, including those that are subtle/ complex
- differentiate between and/or summarize facts and opinions,
- recognize subtleties, ambiguities and complexities

### 4 – MEETS

***There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.***

Reader responses

- indicate accurate literal understanding of main ideas and supporting details;
- identify and/or summarize sequence of events or relationships among ideas;
- differentiate between facts and opinions;
- may focus on obvious facts and opinions

### 3 – NEARLY MEETS

***There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial***

Reader responses

- indicate incomplete or partial understanding of main ideas;
- may focus on isolated details;
- may show some misunderstanding of or omit significant details
- may show some confusion in differentiating facts from opinions

### 1/2 – DOES NOT YET MEET

***There are too few reader responses, and/or the responses show limited skills and incorrect understanding.***

Reader responses

- indicate limited, fragmented, or incorrect understanding
- may not show ability to construct meaning from text
- do not distinguish facts from opinions

## DEVELOP AN INTERPRETATION: Informational Text

*"Reading between the lines"*

Unstated main ideas, inferences, interpretations, conclusions, generalizations, connections, and/or predictions of future outcomes

### 5/6– EXCEEDS

***Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.***

Reader responses

- make note of subtleties, complexities, and implicit relationships in interpreting the text (e.g., ideas, themes, reasoned arguments, events, characters)
- provide well-supported relevant, valid textual evidence

### 4 – MEETS

***There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.***

Reader responses

- present reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections or predictions
- provide some textual evidence

### 3 – NEARLY MEETS

***There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial***

Reader responses

- present interpretations that may be overly broad, simplistic, or incomplete
- may show some misunderstanding
- show inadequate textual evidence

### 1/2 – DOES NOT YET MEET

***There are too few reader responses, and/or the responses show limited skills and incorrect understanding.***

- Reader responses do not offer an interpretation, or suggest an interpretation not supported by the text

## ANALYZING TEXT: Informational text

*"Looking at the Author's Craft"*

**Author's purpose, ideas and reasoning and writing strategies (e.g., organization, word choice, perspective, format, and, if used, literary devices\*)**

### **5/6– EXCEEDS**

***Reader responses are insightful and complex; they demonstrate skills that exceed high school standards.***

Reader responses

- explain author's purpose
- articulate well reasoned, insightful assertions about author's ideas, (e.g. support, reasoning, use of sources)
- show in-depth analysis of how writer's strategies contribute to effectiveness of selection
- provide specific, strong, accurate textual evidence

### **4 – MEETS**

***There are sufficient reader responses, and they demonstrate proficiency in meeting high school standards.***

Reader responses

- identify author's purpose
- make reasoned judgments about author's ideas ( e.g. support, reasoning, use of sources)
- show how writer's strategies contribute to effectiveness of selection
- provide some textual evidence

### **3 – NEARLY MEETS**

***There are not enough responses to demonstrate proficiency, and/or the responses are inaccurate or superficial***

Reader responses

- may identify author's purpose
- may provide overly general, superficial, or inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- provide overly general, superficial, or inaccurate judgments about writer's strategies
- provide limited textual evidence

### **1/2 – DOES NOT YET MEET**

***There are too few reader responses, and/or the responses show limited skills and incorrect understanding.***

Reader responses

- indicate lack of awareness of author's purpose
- may contain inaccurate judgments about author's ideas (e.g. support, reasoning, use of sources)
- indicate lack of awareness of writer's strategies
- provide limited or no textual evidence

\*Writers sometimes use techniques known as literary devices in informational text. Common literary devices include irony, satire, foreshadowing, flashback, simile, metaphor, personification, symbolism, allusion, exaggeration, etc. Students are not required to identify the device by name, but may comment on the effect or notice the strategy.



## Facilitator's Key to Level 3 Reading Scoring Guide Training for Content Area Teachers

Paper Number	DU	DI	AT
L3C RD7	3	3	3
L3C RD5	2-	1	1
L3C RD8	5	4	2+
L3C RD10	6	6	6
L3C RD4	5	5	5
L3C RD 2	4	4	4-
L3C RD6	4	4	4-
L3C RD9	5	5	4
L3C RD3	3	3	3
L3C RD1	4	4	4

**NOTE:** Raters should be instructed to give only whole numbers as scores. The + and - signs in this key or in the commentary are provided to help you in leading the discussion. They indicate that a particular work sample score is on the strong end of the continuum (i.e. closer to a 3, but still a 2) or the weak end of the continuum (i.e. 4- means it just makes it into the 4 range – it is higher than a 3, but not a strong example of a 4).

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# The Essential Skill of Reading – Level 3 In-depth Training for Content Teachers

## Tips for Using Student Papers

Before beginning the portion of training using the sample student papers, consider the following points and share with participants (either at the beginning of the scoring session or during the training for scoring).

- **3/4 Emphasis:** This training will focus on the 3 and 4 score points for three main reasons:
  1. The difference between a 3 and a 4 is the most critical one for students because it determines whether or not they meet the standard, and ultimately earn a diploma.
  2. The 3/4 distinction is most likely the decision that will have to be made most frequently — because many papers fall into this score range (whether they are classroom activities or Essential Skill work samples).
  3. It is relatively easy to identify papers that both exceed the standard and those that fall far below the standard (the 5/6 and 1/2 scores). It isn't worth the investment of limited time to debate the 5 versus 6 or the 1 versus 2 score points, although there are papers included to illustrate what those look like.
- **Range within score points:** There is a range/continuum within a given score point: a high 3 that is close to a 4 can look very different from a low 3 that is close to a 2. However, ALL papers must be “funneled into” one of six score points and the descriptors encompass a range of characteristics. Therefore, it is best not to compare one paper with another (e.g., “How could THAT paper be a 4 and THIS paper be a 4?”). Rather, compare each paper to the Scoring Guide to see which bullets best describe a given paper.
- **Single bullet vs. multiple bullets:** Usually, multiple bullets under a score point on the Scoring Guide describe a paper. However, a single bullet can, in some cases, describe the preponderance of evidence to determine a score for a particular paper.
- **Traits separate:** It is critical for raters to keep the traits separate in their minds as they're scoring. A student who writes well and does a great job in Demonstrate Understanding may completely miss the boat in Develop an Interpretation or Analyze Text.
- **No adjustments in scoring:** For the purposes of the Essential Skill, all papers are scored only in relation to the descriptors on the Scoring Guide, whether the writers are ELL students, students on IEP's, etc. (Students who are specifically working toward a modified diploma may have adjustments made to the reading work sample based on their IEP.)
- **“Official scores”:** Official scores were assigned by groups of professional development trainers from around the state. Scores have been thoroughly discussed and a consensus arrived at by these experienced directors. Participants should try to understand why a particular score was given based on the scoring guide, rather than debate the accuracy of the score.

## Reading Scoring Guide Training Level 3 – In-depth Training for Content Teachers

### Facilitator's Guide to Leading Scoring of Student Papers

The purpose of this level of training is to discern the difference between the score points for Reading Essential Skills evaluation. We want the scorer to clearly recognize what meets and what does not meet the standard. This section of the training has 10 papers all from the same prompt. There is a commentary page for each student paper with specifics on why that score was given. Use the commentary to direct discussion to key points for clarifying scoring questions or issues. The session begins with an emphasis on the difference between a 4 and a 3 since that is the critical judgment required for many papers and particularly for the purpose of determining Essential Skill proficiency.

#### Part 1

##### ***Defining Demonstrate Understanding***

- The participants' packet contains a blank copy of the prompt "*Students Programmed to Help Out Their Rivals.*" *Have participants read the article and then scan all 6 questions. When everyone appears to be finished, ask them to make some quick notes on questions 1 and 2 particularly noting what they think a student might say to demonstrate a score of 4 in Demonstrate Understanding. Encourage them to look at the scoring guide and stick to level 4 responses.*
- *In the discussion, point out that we're not trying for the "perfect" or "cookie cutter" response, but generally setting some expectations for what a student should understand from the article. Comments might include ideas like: students worked together at a robotics competition to ensure everyone got to participate, or "coopetition" means competing with cooperation. Point out that questions 1 and 2 were designed to prompt student to show Demonstrate Understanding, but a student might show that skill in margin notes or any of the other questions.*

As a group look at sample student responses to questions 1 and 2 (in PowerPoint presentation Slide 15). This is an example of a level 4 response. Why? (Responses indicate accurate literal understanding of main ideas and supporting details.) *Some participants may want to go into why not a 5 or what could be left out to make it a 3. Recommendation is to hold off on the Exceeds answer as later pieces clearly show that, but learning to differentiate between a 3 or 4 response is crucial. Having a short discussion on what would take this to an "incomplete or partial understanding" might be useful for some participants.*

- 1.) This article is about kids from the western U.S. competing in a robotics team representing their school. Each team of high schoolers must design their own robot and compete against others. This article also gets the message across that we need to work together all the time to solve our problems.***
- 2.) It's kind of like being a "good sport." Everyone is helping everyone and cheering on everyone. An example of this is when Eric and Ian were helping the Spokane team so they could compete.***

Now have participants look at student paper L3C RD7 to evaluate Demonstrate Understanding. This is the first paper in the participant packet.

Facilitator asks each of the following questions and waits for responses:

- "Where do you see evidence of demonstrating understanding?"  
"Does the evidence indicate an accurate literal understanding of main ideas and supporting details?"  
"Where?"
- "Does the evidence identify and/or summarize sequence of events or relationships among ideas?"  
"Where?"

Use the commentary sheet to help clarify why this paper should be judged a 3 response for Demonstrate Understanding.

### **Defining Develop an Interpretation**

- Have participants return to their blank copy of the task to focus on questions 3 and 4. Have them make some quick notes on what they think a student might say to demonstrate a 4 in Develop an Interpretation. Encourage them to look at the scoring guide and stick to level 4 responses.
- Again in the discussion, point out that we're not trying for the "perfect" or "cookie cutter" response, but generally looking for some reasonable conclusions, connections, or interpretations we might expect a student to understand from this article. Comments might include ideas like: student can make generalizations and/or connections between athletic sports and robotics competitions; student presents a reasonable interpretation of Ms. Mumm-Hill's view on competition, student supports answer with some textual evidence.
- Point out that questions 3 and 4 were designed to prompt student to Develop an Interpretation, but a student might show this skill in margin notes or any of the other questions.
- A quick review might be needed to clarify "connections." For a connection to add to a student's response, it must be more than a literal connection (e.g., article mentions athletic competitions, and the student responds with, "I play sports." This is a simple literal connection.) A literal connection does not detract from the score, but it does not add value in developing an interpretation.

As a group look at a sample student response to questions 3 and 4 (in PowerPoint Slides 16 & 17). This is a 4 response. What makes it one? (Responses indicate reasonable, perhaps obvious, interpretations, conclusions, generalizations, connections, or predictions with some textual evidence.) *If some participants want to again go into why not a 5 or what could be left out to make it a 3, recommendation is to still hold off on the 5 until later pieces clearly show that, but a short discussion on what could make this nearly meets might be useful for some participants.*

### **3.) From Venn diagram:**

<b><i>Athletic sports</i></b>	<b><i>Similarities</i></b>	<b><i>Robotics competitions</i></b>
<b><i>Doing whatever it takes to put your competition at a disadvantage</i></b>	<b><i>Trying to beat your Competition</i></b>	<b><i>Helping your competition</i></b>
<b><i>Physical conditioning</i></b>	<b><i>Trying to get better</i></b>	<b><i>Mental conditioning</i></b>
<b><i>Mostly female or male, not mixed</i></b>	<b><i>Working as a team</i></b>	<b><i>Mixed gender</i></b>
<b><i>Most teams the same size</i></b>	<b><i>Traveling to face Opponents</i></b>	<b><i>Different sized teams</i></b>
	<b><i>Playoff system</i></b>	
	<b><i>Rely on teammates</i></b>	

**4.) I think she likes the concept but not fierce competition and the emotions that come with it. "but we took out the bad part..." "...the trying to crush your opponent"**

Now have participants look at student paper L3C RD7 again to evaluate Develop an Interpretation.

Facilitator asks each of the following questions and waits for responses:

- "Where do you see evidence of developing an interpretation?"
- "Does the evidence indicate a reasonable interpretation, conclusion, generalization, connection, or prediction?" "Where?"
- "Is there some textual evidence cited?" "Where?"

Use the commentary sheet to help clarify why this should be judged a 3 response.

### **Defining Analyze Text: Informational Text**

- Have participants return to their blank copy of the task to focus on questions 5 and 6 and make quick notes on what they think a student might say to demonstrate a 4 in Analyzing Text. Encourage them to look at the scoring guide and stick to level 4 responses.
- Again in the discussion, point out that we're not trying for the "perfect" responses, but what are some reasoned judgments about author's ideas and/or strategies that contribute to effectiveness with some textual evidence that we might expect a student to notice from this article? Comments might include ideas like: student chooses quote from the text and can explain how the writing is effective, student shares an opinion on the writing and supports the opinion with some textual evidence.
- Point out that questions 5 and 6 were designed to prompt Analyzing Text, but a student might show the skill in margin notes or any of the other questions.

Time again for the group to look at student response that scored a 4 (on the PowerPoint). This is a response to questions 5 and 6. What makes it a 4 response? (Responses make reasoned judgments about author's ideas and strategies with some textual evidence.)

5.)

<b><i>Text from article</i></b>	<b><i>How it makes the writing effective</i></b>
<b><i>"just as the modern workplace does"</i></b>	<b><i>Shows how it will be preparing you for how things will be used when you're older working a real job</i></b>
<b><i>"Robots battle for supremacy in Portland this weekend"</i></b>	<b><i>Makes the role of the robots more exciting</i></b>

**6.)** *The author makes the robot competition more exciting by calling it a battle. The word battle makes people think about fighting which is more exciting than how they later explain that they will be "moving soccer sized balls into their opponents trailers." He also uses people who he knows will have nothing but good things to say about the subject like Erica Smith did.*

**SPECIAL NOTE:** Question 5 has another section called "Check the Type" where student indicates what type of figurative language is being used. Students can misidentify the correct figurative language, but still demonstrate reasoned judgment about the writing. *(Based on the field test of this question, task developers decided not to ask students to identify specific techniques, but to focus on the effect of author choices on the writing.)*

Now have participants look at student paper L3C RD7 again to evaluate Analyze Text.

Facilitator asks each of the following questions and waits for responses:

- "Where do you see evidence of analyzing text?"
- "Does the evidence indicate a reasonable identification of author's purpose, judgment of author's ideas and/or strategies?" "Where?"
- "Is there some textual evidence cited?" "Where?"

Use the commentary sheet to help clarify why this should be judged a 3 response.

### **Part 2**

With the next set of papers, participants read the assigned student paper and score all 3 traits. Then the facilitator leads the group through a discussion of each trait using basically the same questions as used before. Commentary sheets will support the facilitator in giving feedback on scores. Time should be spent on clarifying why scores need to match the commentary for a 3 or a 4, but less time needs to be spent on 1 vs. 2 or 5 vs. 6. Low is low and exceeds is exceeds.

Demonstrating Understanding

- “Where do you see evidence of demonstrating understanding?”
- “Does the evidence indicate an accurate literal understanding of main ideas and supporting details?”  
“Where?”
- “Does the evidence identify and/or summarize sequence of events or relationships among ideas?”  
“Where?”

#### Develop an Interpretation

- “Where do you see evidence of developing an interpretation?”
- “Does the evidence indicate a reasonable interpretation, conclusion, generalization, connection, or prediction?”
- “Is there some textual evidence cited?”

#### Analyze Text

- “Where do you see evidence of analyzing text?”
- “Does the evidence indicate a reasonable identification of author’s purpose, judgment of author’s ideas and/or strategies?”
- “Is there some textual evidence cited?”

Papers and recommended sequence to use for this part are listed below and appear in the participants’ packet in this order.

L3C RD 5 Demonstrates a Low paper.

L3C RD 8 Demonstrates a mixed score paper.

L3C RD 10 Demonstrates an Exceeds paper – 6 level.

L3C RD 4 Demonstrates an Exceeds paper – 5 level.

L3C RD 2 Demonstrates a Meets paper (with a barely meets in TA).

If the group needs more practice, also do paper L3C RD 6. If not, it will be used in the next section.

### **Part 3**

This part of the training is designed to be more independent, but the facilitator may decide to continue in the same way as part 2 if that works with a particular group of participants better.

Papers to use for this part:

L3C RD 6 (if not used earlier) (meets)

L3C RD 9 (meets – must have a total of 15 to exceed)

L3C RD 3 (does not meet)

L3C RD 1 (meets)

Direct participants to score the first paper and decide if it is meets, does not meet, or exceeds. Have the group quickly discuss their rating. Share “official” scores with participants. Use commentary to clarify issues.

#### Notes about papers

Paper L3C RD 9 is not an Exceeds paper because TA is a 4 and that takes the total of the three scores to 14, and 15 is required to exceed. Again, the most important distinction for the purpose of Essential Skills proficiency is the difference between a paper that meets and one that does not.

Students may revise their work (without support) to move to meets. Usually that option is only given to papers that are close to meeting and the student does not require further instruction to meet the standard. Although Paper L3C RD 8 has a 2+ in task analysis, the student may simply not have finished the task. Seeing the strength in other parts of the paper, a teacher who knows this student and his/her work may elect to give the student an opportunity to revise the task, which would include completing responses to those questions. The teacher would provide the student with either an Official Scoring Guide where scores and related bullets are highlighted or underlined, or the Official Scoring Form could be used (included in participants’ packet).

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**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_  
 Teacher \_\_\_\_\_  
 School \_\_\_\_\_ Dist \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

*By Bill Graves  
 The Oregonian, March 7, 2009*

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
 reactions and questions as I  
 read:*

*1<sup>st</sup> sentence = fact*

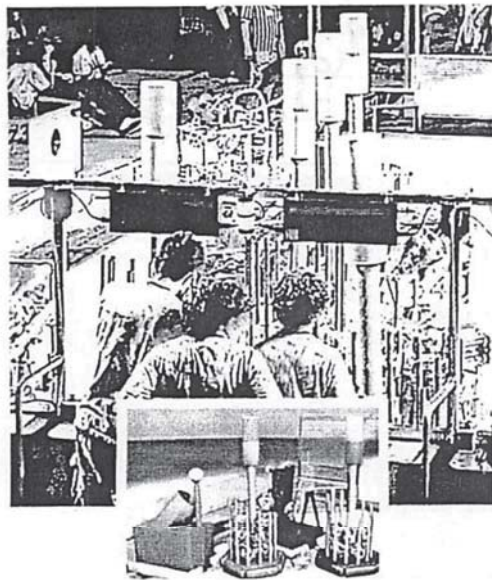
*Paragraph = fact*

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “cooperation,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,  
reactions and questions as I  
read:*

*Braggadocio?*  
*\* They're using  
robotic sporting  
competition  
to motivate  
science & technology*



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

*Notes on my thoughts,  
reactions and questions as I  
read:*

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

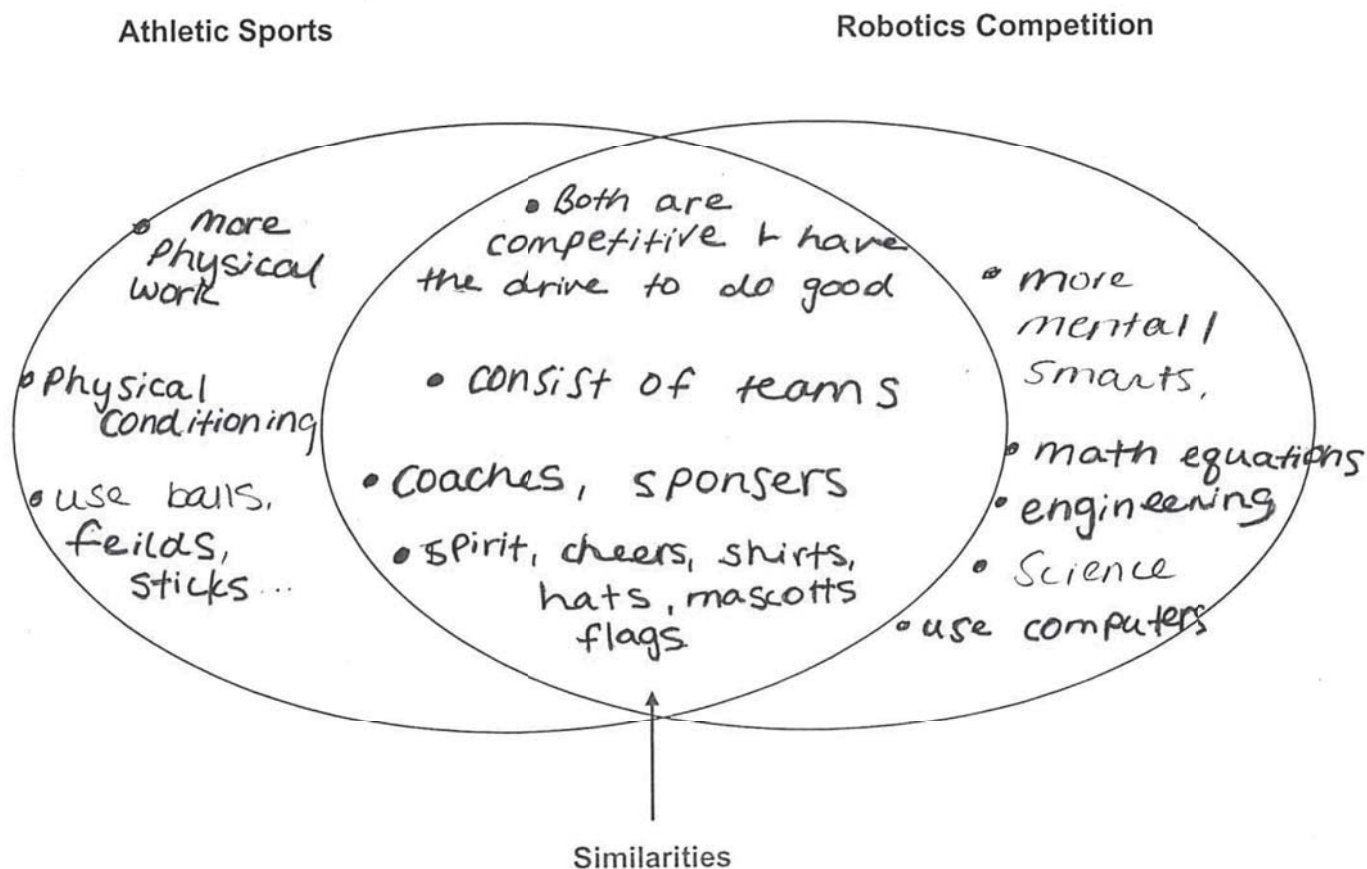
The article talks about how new Robotics clubs have changed the way people think. Kids from elementary and up are learning how to build a program robots also going to competitions to have robot face-offs. Each team averaging about 28 people who really love technology & science & have a blast doing it all.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

a new brand of sportsmanship called coopetition, hopes of steering more, young students towards robotics, & science engineering

**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

she feels as though she's sticking up  
 for robotics competition in a sense, she considers  
 it a sport because has similar characteristics athletic sports do  
 "The robotics club calls it a new kind of sportsmanship  
 "coopetition" says Deb Mumm-hill



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"... three robots, all towing around trailers bounce about like bumper cars..."	gives you more of a vivid picture of what exactly goes on in competition & what it looks like
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"...scoop up soccer sized balls and shoot or spit them..."	allows for clearer understanding of what the robots are doing

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

1<sup>st</sup> paragraph "this is how 45 robots, representing teams from... are slugging it out this weekend..."

1<sup>st</sup> paragraph "...competition is fierce..."

by using colorful words & phrases such as "slugging it out" and "fierce competition" it makes the fighting robots seem really exciting and entertaining when, who knows, it could not be to that extent. It all depends on what you think is fierce and exciting.

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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD7

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
3	3	3

### Demonstrate Understanding: 3

Responses indicate **incomplete or partial understanding of main ideas**. The student understands that there is a robot competition that helps encourage young students to explore science and engineering (margin note on page 2, questions 1, 2, and 3), but does not understand that “coopetition” is the most important idea in the article. Even when directly asked about “coopetition” in question 2, the student quotes part of the article describing the opportunity to move more young students toward science and engineering. The margin notes on the first page identifying facts do not raise the score above a 3.

### Develop an Interpretation: 3

Responses **present interpretations that may be overly broad, simplistic, or incomplete**. The margin note on page 2 shows a beginning interpretation of the article. Its placement next to the text would count as textual evidence. Questions 3 and 4 again show a beginning interpretation of the article, but miss any connection to the concept of “coopetition” despite the quote in question 4 using the word.

### Analyze Text: 3

Responses **provide overly general and superficial judgments about the writer’s strategies**. Both questions 5 and 6 rely only on analyzing the author’s word choice on a superficial level. The comments may be accurate, but they do not demonstrate analysis at a proficient level. More analysis or connection to why or how these phrases show author’s purpose or make the writing more effective would move the score to a 4.

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intentionally left blank.



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student _____	SSID _____
Teacher _____	Class _____
School _____	District _____

## STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

**By Bill Graves**

*The Oregonian*, March 7, 2009

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
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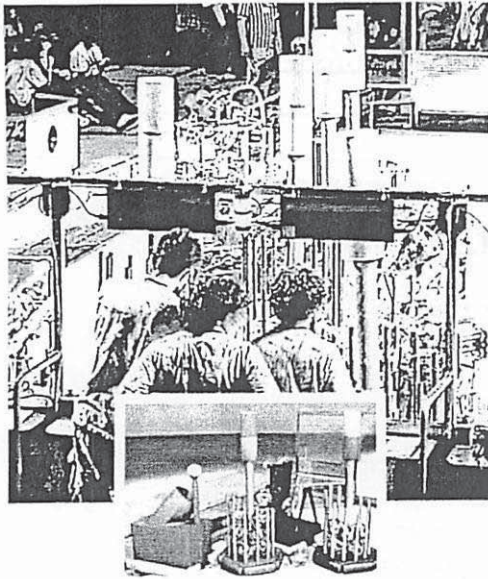
Practice Task F6

**Reading Performance Assessment**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,  
reactions and questions as I  
read:*



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – *Students Programmed to Help Out Their Rivals***

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

*"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.*

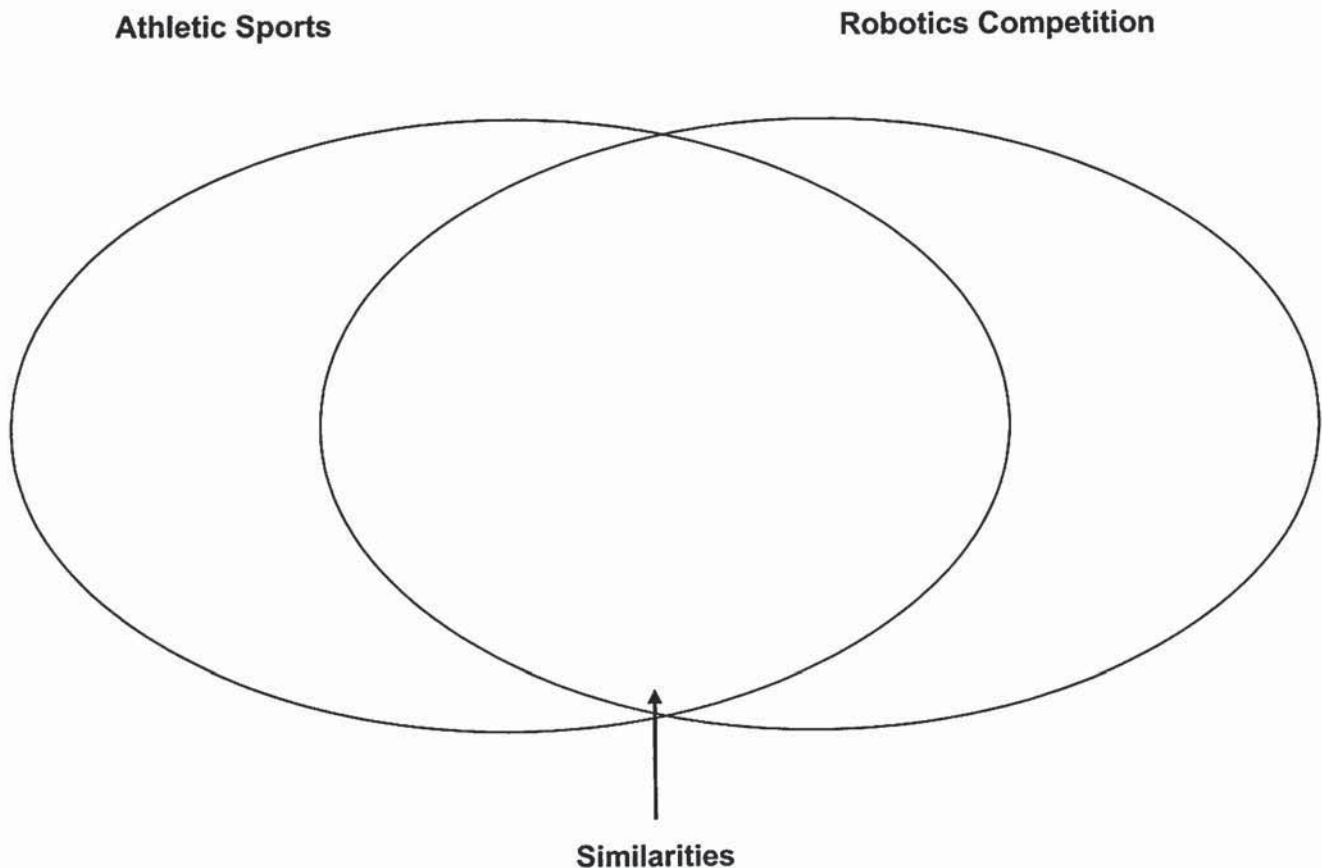
*Notes on my thoughts,  
reactions and questions as I  
read:*

1. If you were trying to summarize this article for someone who had not read it, what would you say about it? *Its about students building robots and to get a high school diploma and maybe a scholarship*

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – *Students Programmed to Help Out Their Rivals***

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective. *Ms. Mumm-Hill says students need science, engineering and mathematics*

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – *Students Programmed to Help Out Their Rivals***

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification		
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification		

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD5

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
2-	1	1

### Demonstrate Understanding: 2-

**The responses show limited skills** in demonstrating understanding. The minimal answers to questions 1 and 4 show a beginning understanding of the article. *"Its about students building robets and to get a high school depolma and maybe a colership."* *"Ms. Mumm-Hill says students need science, engineering and mathematics."* These two responses are enough to raise the score above a 1. (**Note:** the misspellings and errors in writing conventions do not affect the score.)

### Develop an Interpretation: 1

Although question 3 was designed to elicit responses about developing an interpretation, this response is a direct copy of information in the text. There are no responses that demonstrate developing an interpretation.

### Analyze Text: 1

There are no responses that demonstrate analyzing text.

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**Reading Performance Assessment Practice Task 10**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

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- ☐ Questions you have that show what you are **wondering** about as you read.
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Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_ **SSID** \_\_\_\_\_  
 Teacher \_\_\_\_\_ **Class** \_\_\_\_\_  
 School \_\_\_\_\_ **District** \_\_\_\_\_

## STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

**By Bill Graves**

*The Oregonian*, March 7, 2009

1. Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

2. The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

3. In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

4. "You don't want them not to show up," McNee said. "We want everybody to compete."

5. The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
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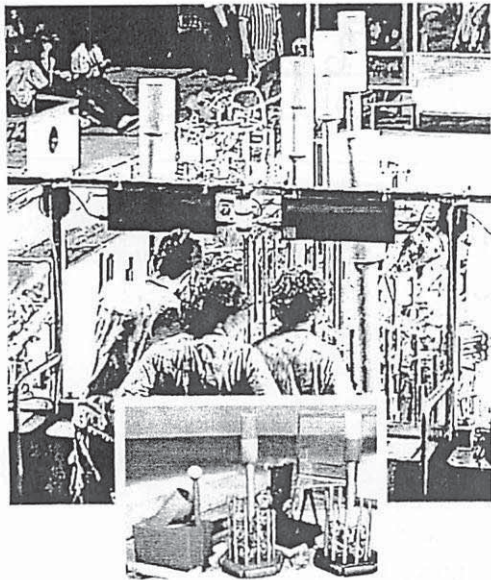
1.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

6 The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

7 “We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



8 To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

9 The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

10 The Oregon City team, for example, has about 30 members, ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

11 On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

12 “We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

13 Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,  
reactions and questions as I  
read:*



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

14 Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

15 "This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

*Notes on my thoughts,  
reactions and questions as I  
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1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

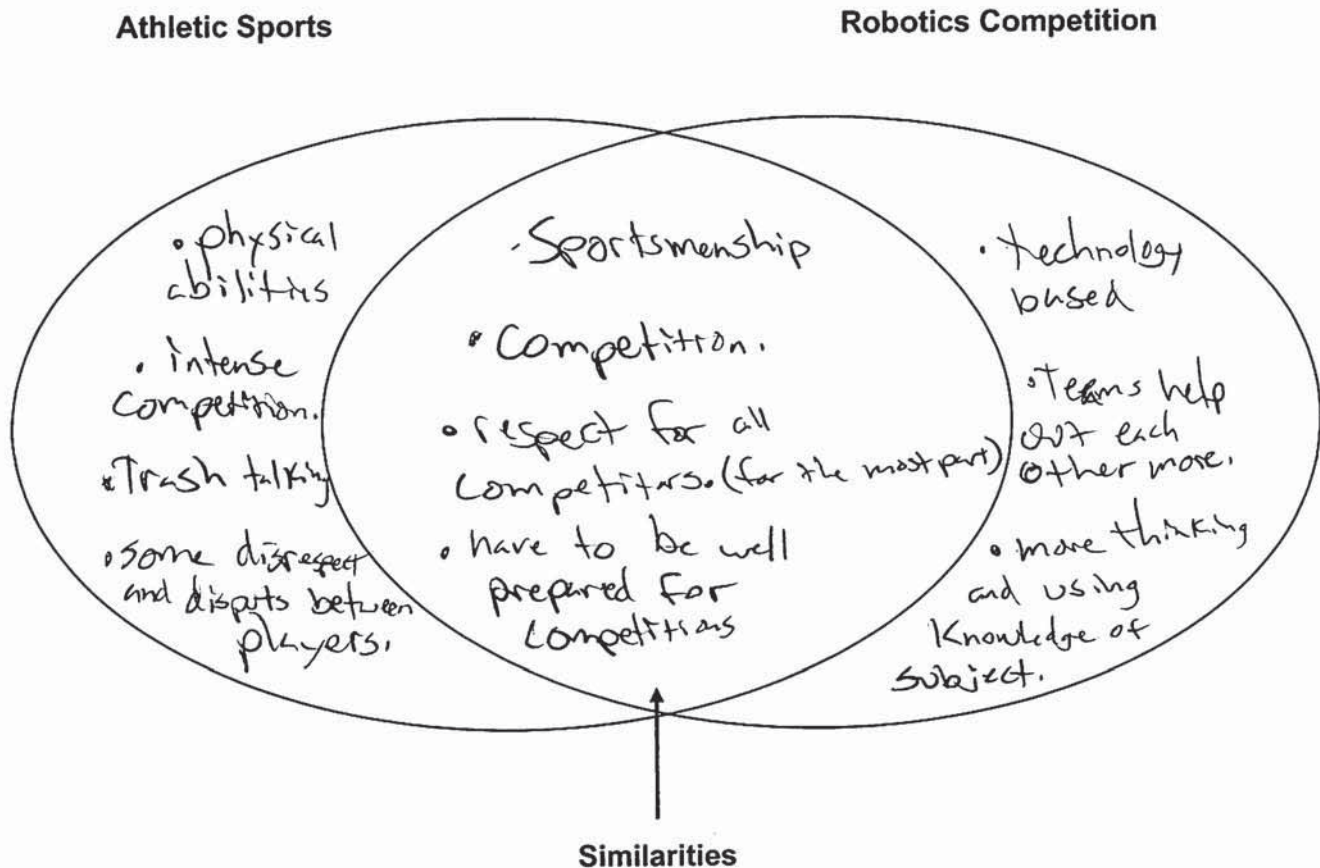
I would say that it really shows how the competition in Robotics is similar but different to sports. It also demonstrates the teamwork and effort that goes into the competitions. The teams explained in the article seem to have much respect for each other as competitors.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

It is used to explain the respect teams have for each other, and the help they provided with their opponents. The teams demonstrated good sportsmanship between one another at the regional event. They helped each be able to compete.

**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

she views sports competitions as team building activities. She says they are productive too, but they involved the "Crush your opponent" aspect in competition. It is the part that involves that slight disrespect for the other team, while in competition.



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"bounc <del>ing</del> about like bumper cars"	I Shows how rough the robots are hitting each other.
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"Brand and promote their machines"	It is showing that, just like athletes, like runners, that the robots get sponsors as well.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD8

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
5	4	2

### Demonstrate Understanding: 5

**The responses are insightful and complex.** The answer to questions 1 and 2 indicate an understanding of how the robotics competition works and extends into the issue of “coopetition” involved in the event. Question 3 responses add to the demonstration of understanding the article by explaining parts of the robotics competition.

### Develop an Interpretation: 4

**The responses present reasonable conclusions, generalizations and connections with some textual evidence.** The first demonstration of skill appears in part of the response to question 1. *“The teams explained in the article seem to have much respect for each other as competitors.”* This conclusion is further explored/explained in the response to question 4. Question 3 responses demonstrate a solid understanding of the connections between sports and robotics competitions using inferences and generalizations. To score higher, there would need to be more **textual evidence** than just *“crush your opponent”* cited in question 4.

### Analyze Text: 2+

**There are too few reader responses** to demonstrate skill in analyzing text. The potential for a higher score is seen in question 5, but this is only a brief insight into the author’s craft. To score higher, there would need to be more analysis of ideas, craft, purpose, or strategies.

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**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

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Student: \_\_\_\_\_ SSID \_\_\_\_\_  
 Teacher: \_\_\_\_\_ Class \_\_\_\_\_  
 School: \_\_\_\_\_ District \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

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*By Bill Graves*

*The Oregonian, March 7, 2009*

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"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
 reactions and questions as I  
 read:*

*Simple game seems  
 like they have  
 been doing some thing  
 for 10 years.*

*Teams from different  
 states unlike most  
 highschool sports.*

*unlike sports it is  
 free.*

*Help each other.*

*Like sports have  
 mascots, cheers, and  
 special clothing.*

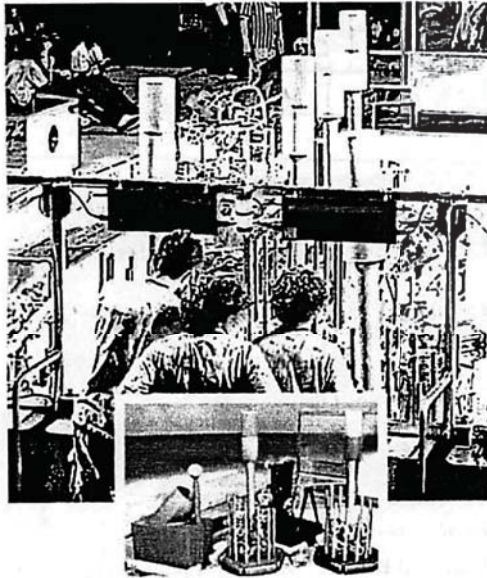


**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

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The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

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The Oregon City team, for example, has about 30 members, ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

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Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts, reactions and questions as I read:*

*Coopetition*  
 Have team spirit but also help one another.

*Robotics teams are like countries working together to solve a common problem, one team helping another is not like sports.*  
 Large teams. avg. 28

*simulates workplace*  
*Opinion*

*Girls & boys on same team unlike sports.*

*Different prizes for different achievements*

*\$6,000 is a lot, could be used for something better.*  
*Expensive just like sports.*



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ... It changed the way I view the world. It helped me realize this is the future." opinion

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

*Notes on my thoughts, reactions and questions as I read:*

Robotics can change peoples lives. Teaches new skills and how to work in a team like the real world.

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

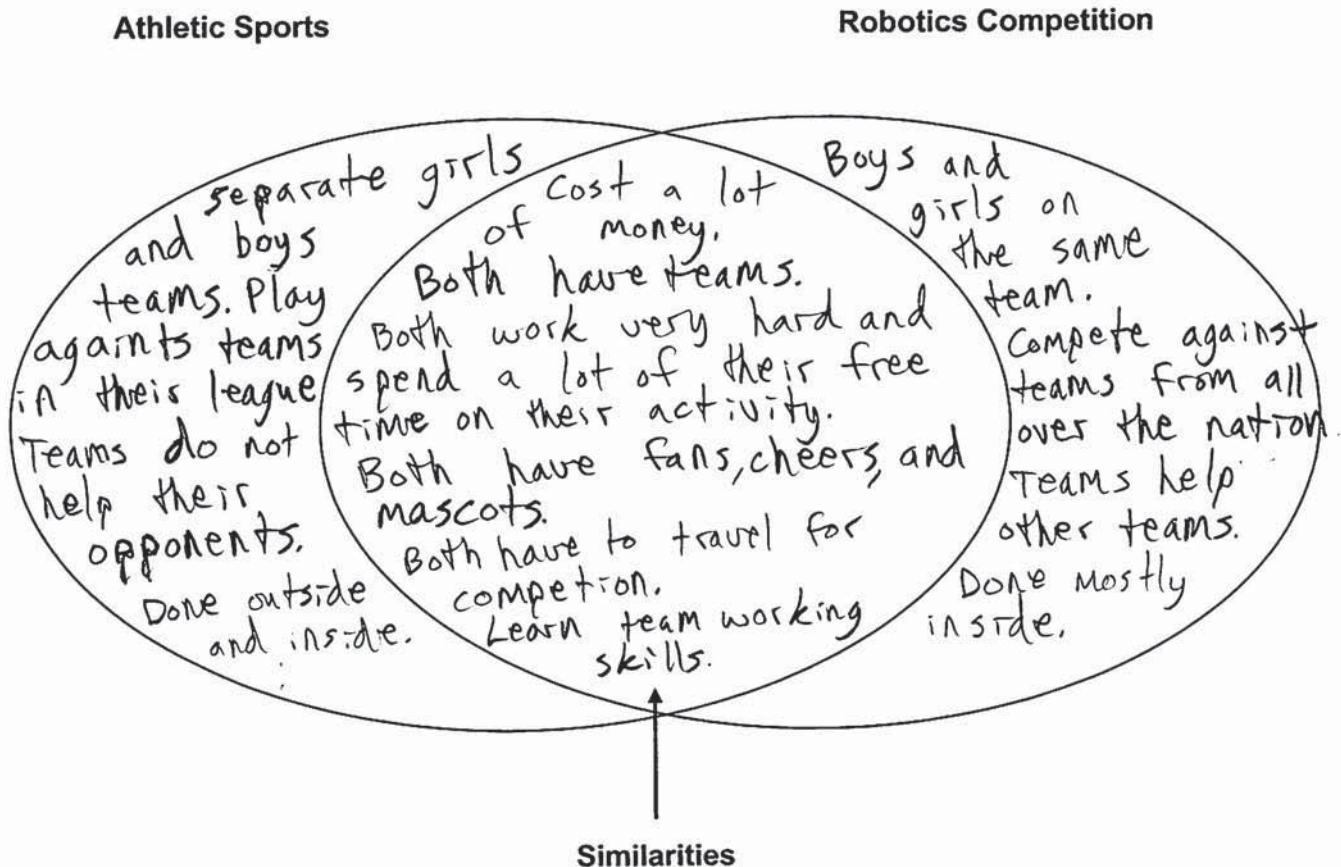
This article explains a robotics competition and the positive benefits of a high school robotic's team. It shows how robotic teams help each other even when competing against one another. The article also elaborates on the skills, such as leadership and mechanical skills, that a robotics team provides its members.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

Coopetition is helping those in need, even though you are competing against them. At robotics regional events coopetition is demonstrated when a team assists another team in getting their robot functioning correctly, while still having their own team spirit. They call it "gracious professionalism" because they are kind to each other, while still having the drive to win.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective. Ms. Mumm-Hill believes sports are a good activity for students, but does not believe in their harsh competition. Shown by her quote "we took out the bad part, the 'braggadocio,' and 'crush your opponent.'" She talks about the importance of working in a team and as a team, which is a positive aspect of both sports and robotics.



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	slugging it out.	Emphasises that there is a competitive nature to robotics.
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	bounce about like bumper cars.	Puts a picture in your mind of what an actual robotics competition is like.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

Yes Bill Graves does present information in a way that is likely to influence a readers opinion. He uses his own opinions about the positive and helpful aspects of robotics competition. He uses a quote about how robotics teams are going to help solve the worlds problems by teaching team cooperation. He also gives an example of a success story of a student, whose life was changed by robotics and how it was a "life altering program". Bill made sure to only show the benefical side of robotics competitions with the use of opinions, in order to steer the readers opinion in the direction of his own.



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD10

X Informative  
   Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
6	6	6

### Demonstrate Understanding: 6

Reader responses are insightful and complex. They indicate accurate, thorough understand of main ideas and supporting details and recognize subtleties and complexities within the text. Beginning with the margin notes and notes in the text, the student shows understanding of the thesis of the article, differentiates fact and opinion, recognizes relevant supporting details (*“simulates workplace”*), and relationships between ideas (*“unlike sports...”*, *“like sports...”*). Questions 1 and 2 indicate accurate, thorough understanding of main ideas and supporting details, including the subtle understanding of the benefits of the competition academically and socially to the participants.

### Develop an Interpretation: 6

Reader responses are insightful and complex. They make note of subtleties, complexities, and implicit relationships in interpreting the text with well-supported relevant, valid textual evidence. Beginning with the margin notes, a connection is made between sports and the robotics competitions and a connection between the robotics competition and the real world (*“Robotics teams are like countries working together to solve a common problem.”*). A prediction/inference also occurs in the margin notes (*“Robotics can change people’s lives. Teaches new skills and how to work in a team like the real world.”*) The responses to questions 3 and 4 continue to show **reading between the lines** with inferences and conclusions about the similarities and differences between athletic sports and robotics competition and the beliefs of Ms. Mumm-Hill. Textual support is imbedded in the question responses and is implied in the placement of margin notes.

### Analyze Text: 6

Reader responses are insightful and complex. They clearly identify author’s purpose; articulate well reasoned, insightful assertions about the author’s ideas and strategies with specific, strong, accurate textual evidence. Question 5 demonstrates understanding of figurative language and how it makes the writing effective. The margin notes contain identification of similes (author’s craft), but no support for effectiveness. Question 6 is the true demonstration of analysis at the exceeds level. The analysis discusses the author’s strategies and reasoning in making decisions while writing the article. Support is embedded within the explanation.

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**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

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- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_ \_SSID\_\_\_\_\_  
 Teacher \_\_\_\_\_ \_Clas:\_\_\_\_\_  
 School \_\_\_\_\_ istrict \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

**By Bill Graves**

*The Oregonian*, March 7, 2009

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

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"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
 reactions and questions as I  
 read:*

- Although the article starts out explaining the competition these teams face, it quickly flows into showing you the friendliness of the teammates and lessons learned from it.
- The times, places, and events are all fact, but article also includes opinions of the people participating.

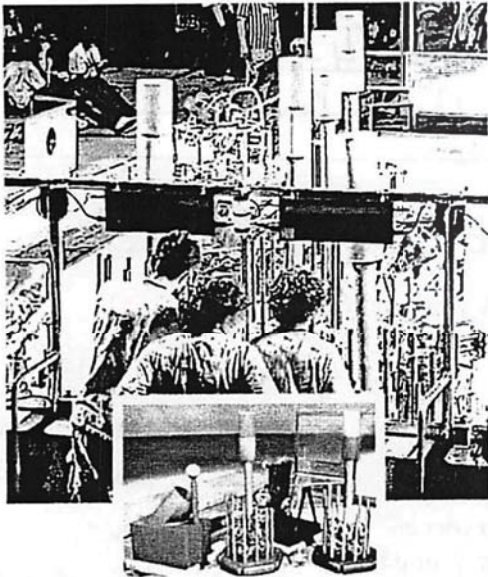


**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts, reactions and questions as I read:*

- What encourages these students to spend so much time and effort helping each other despite it being a competition?
- The author's organization is well done. Each paragraph holds new information, but still stays on topic without randomly jumping around.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

*Notes on my thoughts,  
reactions and questions as I  
read:*

How might these  
skills help teens  
later in life?

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

This article holds a lot of information on robotics teams and competitions, and the work students have to go through, but also the value of the skills.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

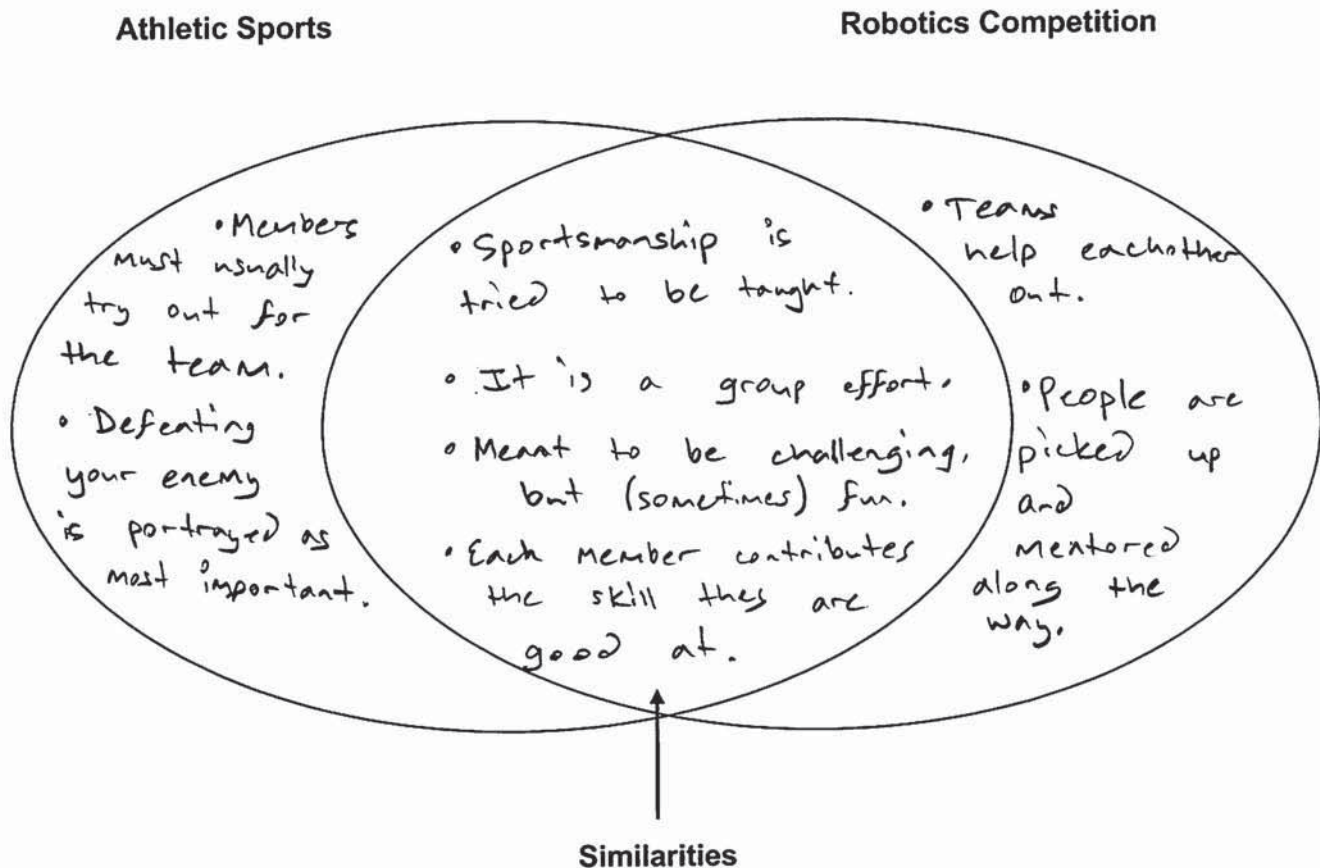
Coopetition meant everyone was competing, but still display true civility and sportsmanship.

During a competition, a robot from Spokane wouldn't move, and students were quickly helping out to keep them in the running.



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

"the robotics competition uses a sports model to engage students she said, "but we took out the bad part,"

The author feels robotics is a different type of sportsmanship.

**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Two groups of three robots, all towing trailers, bounce about like bumper-cars..."	It helps you visualize the scene.
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	↑ same quote.	Also personifies the robots as if they were people, bouncing around and trying to sink soccerballs.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

The article gives information, but indirectly shows they believe robotics to be a worthwhile activity by presenting how the skills relate to the real world;

"Today's workers need to work with teams and in other teams and countries to solve the world's complex problems."

and by ending with a young girl's experience on how robotics changes their outlook on life,

"It helped me realize this is the future."



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD 4

X Informative  
   Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
5	5	5

### Demonstrate Understanding: 5

Responses indicate **accurate, thorough understanding of main idea and supporting details**. The margin notes demonstrate a deeper understanding of the article (e.g., *“Although the article... quickly flows into showing you the friendliness of the teammates and lessons learned from it.”*) and of **facts and opinions** used in the piece. The questions asked in the margin notes show the student following the reasoning in the text and **recognizing subtleties** in the text. A solid, if brief, summary is provided in question 1. Question 2 explains the meaning of coopetition, a critical understanding of the article, with textual evidence.

### Develop an Interpretation: 5

The response to question 3 reveals accurate **inferences** and **interpretations** made regarding the **connections** between athletic sports and robotics competitions. Question 4 shows an accurate **interpretation** of Ms. Mumm-Hill’s feelings about sports competitions with **valid textual support**.

### Analyze Text: 5

The margin notes offer insight into the **author’s writing strategies** (e.g., *“The author’s organization is well-done. Each paragraph holds new information, but still stays on topic without randomly jumping around.”*) Question 5 gives two examples of figurative language and how its use **makes the writing effective**. The strength of the response to question 6 is what makes the total evaluation of this trait is a 5. The analysis and textual support move this score to exceeds.

**Special Note:** Sometimes there is a tendency to equate length with quality of performance. A well-done short answer can meet and/or exceed the standard. Look only at the quality of the response(s) not the quantity.

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**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
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Student \_

Teacher \_

School \_

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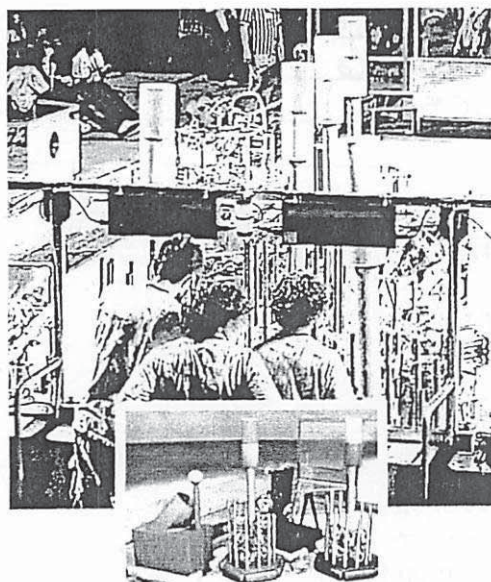
Practice Task F6

**Reading Performance Assessment**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

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“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

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*Notes on my thoughts,  
reactions and questions as I  
read:*

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

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*Notes on my thoughts,  
reactions and questions as I  
read:*

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

This article explains the events and sort of requirement a person must have to compete in the robotics competition. Working over a 6 week period to raise money, build a robot and also help other programs. They work together and help each other instead of wishing them to fail.

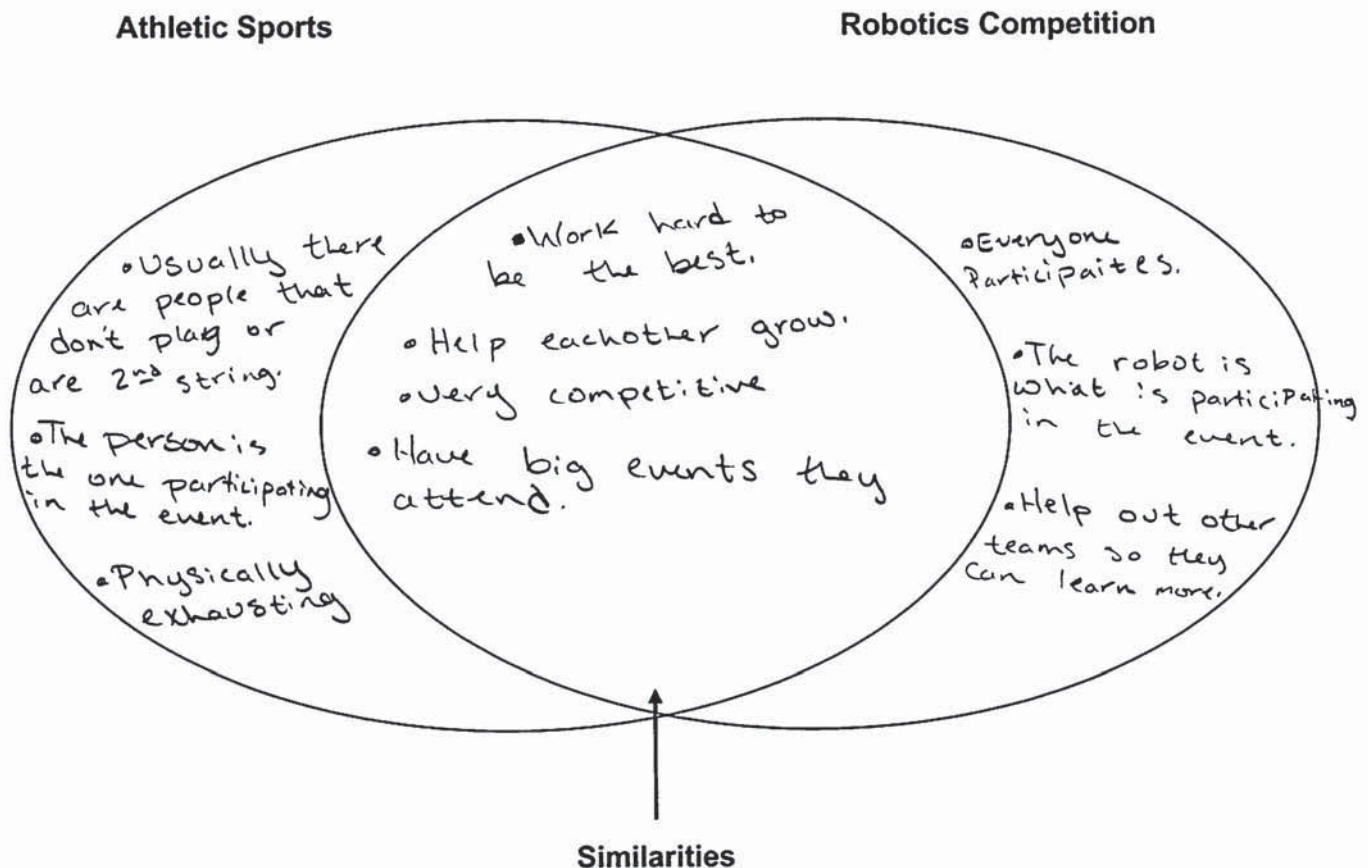
2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

The word coopetition means that the teams work together even though they are competing against each other. An example is in the article when Roger Collier says, "We have been mentoring them all year" They had been helping the other teams out by sending 10 kids at a time to help out.



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She probably doesn't care for athletic sports because they are so aggressive and don't really help each other in the article she says, "Today's workers need to work in teams with other teams and countries to solve the world's complex problems." This shows that she likes robotics because they all work together unlike athletic competitions.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"...bounce about like bumper cars in a fenced area..."	It gives the reader a visual picture of what is going on and gives them a way to relate to the article.
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"Students said they commonly worked on their projects daily from the time they got out of school until midnight"	This text gives the reader an idea of how much hard work is put into these projects and how much time spent on them.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

The author adds a lot of information about the robotics being able to work together and "solving the world's complex problems." Also putting it in a good light by showing the reader that teams truly care about one another's participation, by saying, "but we took out the bad part, the crush your opponent." Last is in the last part of the article having Erica Smith as a sort of example that shows robotics can change you. Showed when she says, "...It changed the way I view the world. It helped me realize this is the future."



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD2

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
4	4	4

### Demonstrate Understanding: 4

Responses indicate **accurate, literal understanding of main idea and supporting details**. A solid summary of the article is provided in question 1. Understanding the meaning of “coopetition” is a critical part of demonstrating the **main idea and supporting details**.

### Develop an Interpretation: 4

Responses indicate **reasonable interpretations, conclusions, and connections** supported by **some textual evidence**. Question 3 shares connections between athletic sports and robotics competition. **Reasonable conclusions** are drawn in the overlapping section of the Venn diagram (e.g., “*work hard to be the best*,” “*help each other grow*,” “*very competitive*,” and “*have big events they attend*”). Question 4 demonstrates an accurate **interpretation** of how Ms. Mumm-Hill feels about athletic competitions supported by text.

### Analyze Text: 4-

Questions 3 and 4 show **analysis of writer’s strategies** (use of figurative language and word choice). **Author’s ideas – support, reasoning, and use of sources** – are demonstrated in question 4 (e.g., “*The author adds a lot of information...*” and “*...having Erica Smith as a sort of example that show...*”). **Some textual evidence** is provided as support in both answers.

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intentionally left blank.

**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and **make notes in the margin** as you read. Your notes should include:

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- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
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Student \_\_\_\_\_ SSID \_\_\_\_\_  
 Teacher \_\_\_\_\_ Clas \_\_\_\_\_  
 School \_\_\_\_\_ District \_\_\_\_\_

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*Notes on my thoughts,  
 reactions and questions as I  
 read:*

*I like how the  
 kids from the  
 other school  
 helped out the  
 other school,  
 shows great  
 sportsmanship.*

*No one wants to  
 win without  
 beating everyone  
 first. I think that's  
 why they helped  
 each other.*

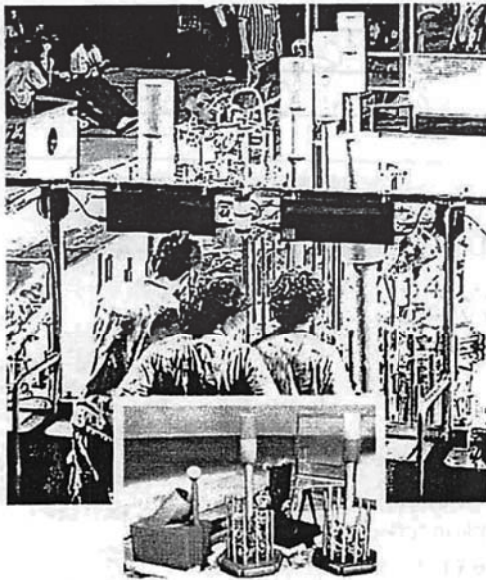


**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

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*Notes on my thoughts,  
reactions and questions as I  
read:*

“we’re a work  
Force development  
group” – I like that  
because it shows  
that even a Robotics  
competition can  
make a change.

I like how even  
in a robotics team  
there is much  
diversity.

This really shows  
great team  
work, I like it!



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

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"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

Notes on my thoughts,  
reactions and questions as I  
read:

Her quote  
is great.

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

I would say that it shows great sportsmanship something you don't hear in other activities. And how it can really teach someone something great about what's about to come.

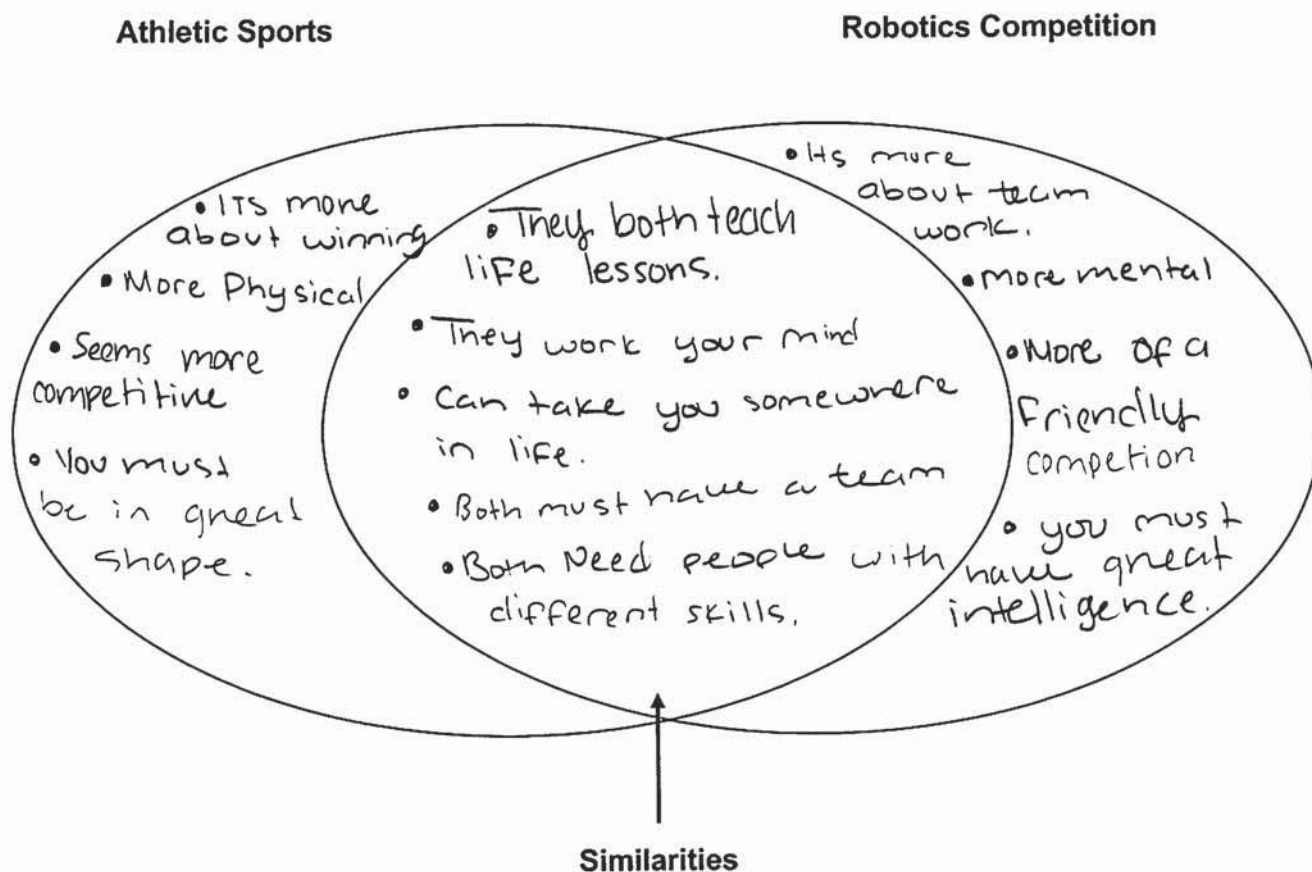
2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

It means that there is more to the competition than crushing your opponent you should work with each other to beat something that's bigger out there.

They showed it by helping another team in need because they wanted everyone to compete.

**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She shows it by first saying they use a sports model, but she says "we took out the bad part 'braggadocio', and 'crush your opponent'"



**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	Bounce about like Bumper Cars	It gives you the example of how the robots would be working
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	Two groups of three robots, bounce about like bumper cars as they shoot soccer sized balls into their opponents trailers.	Shows how intense it is, and how the competition goes.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

Well it shows how a robotics person kind of views sports so that kind of makes you form your opinion whether you agree or not. It just really emphasizes on they're great teamwork and it may influence athletic teams to maybe become a little more team oriented.



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD 6

X Informative  
   Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
4	4	4

### Demonstrate Understanding: 4

Responses indicate **accurate, literal understanding of main idea and supporting details**. Margin notes reveal identification of **important ideas and details** with some insight. The **summary** in question 1 is adequate when paired with the response in question 2. The clear understanding of the concept “coopetition” strengthens the demonstration of understanding.

### Develop an Interpretation: 4

The response to question 3 is a complete Venn diagram, showing the student’s ability to make **generalizations, draw conclusions**, and make **connections** between athletic sports and robotics competitions. In question 4, the student **interprets** Ms. Mumm-Hill’s view of sports competitions and supports it with text. The margin notes do not significantly add to developing an interpretation.

### Analyze Text: 4-

Responses show **analysis of writer’s strategies** (use of figurative language and word choice) in question 3 despite the misidentification of type of figurative language. In question 4, **interpretation** of the author’s point of view and **purpose** is explained. More textual support would strengthen the score. It is a low 4, but above a 3.

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**Reading Performance Assessment – Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
- ☐ Questions you have that show what you are **wondering** about as you read.
- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_ SSID \_\_\_\_\_  
 Teacher \_\_\_\_\_ Class \_\_\_\_\_  
 School \_\_\_\_\_ strict \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

*By Bill Graves*

*The Oregonian, March 7, 2009*

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

The final rounds of competition, which are free and open to the public, will be between 1 and 3 p.m. today. While the competition is fierce, it is softened by uncommon civility and geared to produce future scientists and leaders.

In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
reactions and questions as I  
read:*

*real reason  
4 these  
programs / camps*

*quality that gets  
passed on into  
your character  
(helping others)*



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship "coopetition," Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

"We're a work force development group," she said. Today's workers need to work in teams and with other teams and countries to solve the world's

complex problems, she said.

To develop those skills, the robotics competition uses a sports model to engage students, she said, "but we took out the bad part, the 'braggadocio' and 'crush your opponent.'"

The regional contest, Oregon's sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

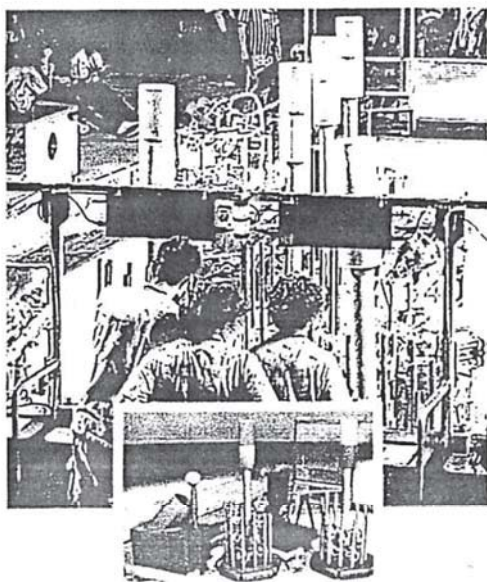
The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham's team has only five members, two of whom learned how to program from scratch this year.

"We've been mentoring them all year long," said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. "We sent 10 kids at a time to help them." Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.



Notes on my thoughts,  
reactions and questions as I  
read:

willing to  
help others that  
your competing  
against.

Program for  
kids to find out  
if they are interested  
in science

makes a good  
point, with  
everyones different  
backgrounds comes  
different skills  
and ideas that  
could be put together  
to make something  
great happen.

work they  
had 200

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, *The Oregonian*, March 7, 2009. Used by permission of *The Oregonian*.

*Notes on my thoughts,  
reactions and questions as I  
read:*

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

I would say this article was mostly to encourage people to try out the Robotics program. Reasons were to find more people who would be interested in being future scientists.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

coopetition - to gladly help the other teams out.

"members of a team from Meridian, Idaho were helping the Spokane team fix some chains."

They did this because they wanted every one to compete.

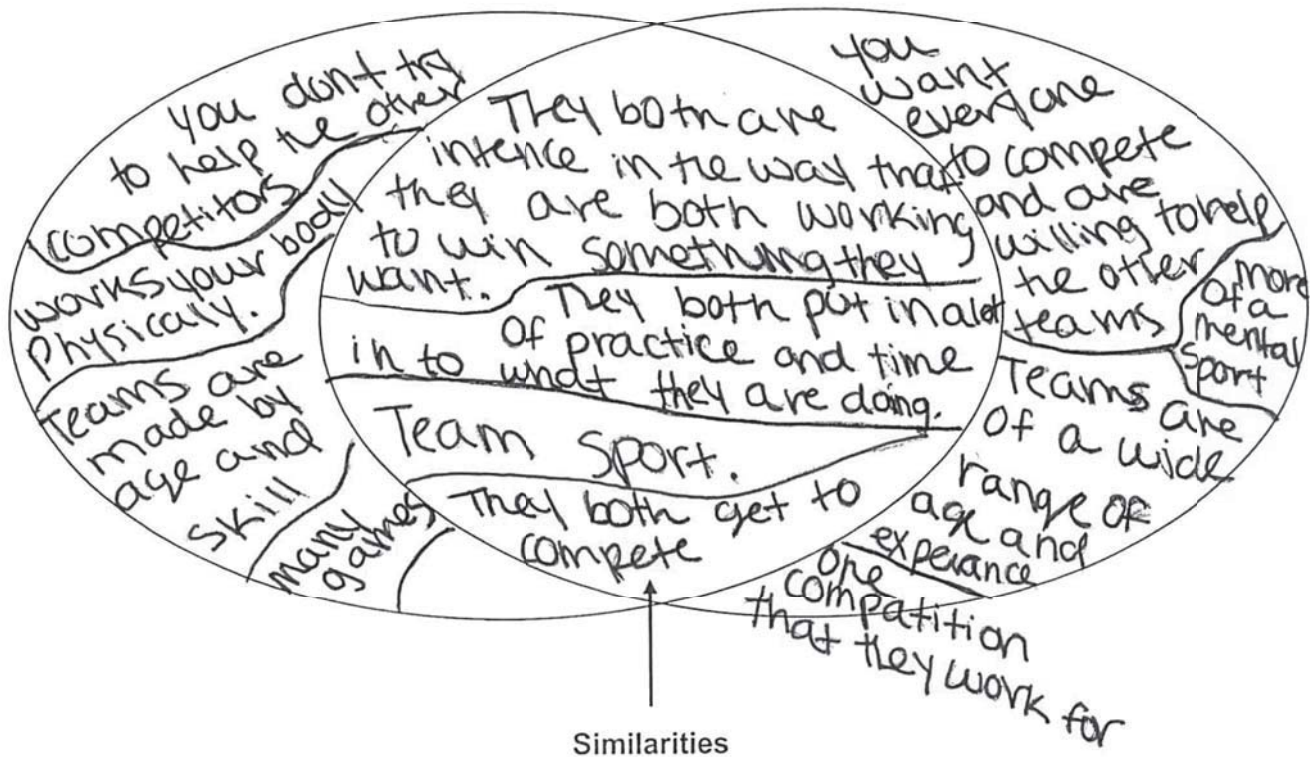


**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.

Athletic Sports

Robotics Competition



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

"but we took out the the bad part, the 'braggadocio' and 'crush your opponent!'"

She likes how they both have a set goal but she doesn't like the attitude that people who do sports have to do whatever it takes to beat your opposing team.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Just as the modern workplace does!"	Shows how it will be preparing you for how things will be when your older working a real job.
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	"Robots battle for supremacy in Portland this weekend!"	makes the role of the robots more exciting.

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

The author makes the robot competition more exciting by calling it a battle. The word battle makes people think about fighting when is more exciting then how they later explain that they will be moving soccer sized balls into their opponents trailers. He also uses people who he knows will have nothing but good things to say about the subject like Erica Smith did.



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD9

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
5	5	4

### Demonstrate Understanding: 5

Responses indicate **accurate, thorough understanding of main idea and supporting details**. The margin notes provide an identification of key points in the article and a deeper understanding of the article (e.g., *“makes a good point with everyone’s different background comes different skills and ideas that could be put together to make something great happen.”*). Questions 1 and 2 indicate an accurate understanding of the main idea with **textual support**.

### Develop an Interpretation: 5

Question 3 reveals **conclusions** about similarities and differences in athletic sports and robotics that are more **insightful** (e.g., *“They both are intense in the way that they are both working to win something they want.”*). Response to question 4 indicates the ability to **draw a conclusion** that is **supported by text**.

### Analyze Text: 4

Responses to questions 5 and 6 **show how writer’s strategies** in word choice **contribute to effectiveness of the selection** with **some textual support**. Question 6 also contains a brief explanation of how the **writer’s strategy** in selecting individuals to quote could impact the article.

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**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
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- ☐ Notes that differentiate between **fact** and **opinion**.
- ☐ Observations about how the **author's craft** (organization, word choice, perspective, support) and **choices** affect the article.

Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_ SSID \_\_\_\_\_  
 Teacher \_\_\_\_\_ Clas \_\_\_\_\_  
 School \_\_\_\_\_ istrict \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

*Robots battle for supremacy in Portland this weekend, but for their young creators, the games are a "coopetition."*

*By Bill Graves*

*The Oregonian, March 7, 2009*

Two groups of three robots, all towing round trailers, bounce about like bumper cars in a fenced area called the crater as they scoop up soccer-sized balls and shoot or spit them into their opponents' trailers. The group that sinks the most balls wins. This is how 54 robots – each representing a team of high school students from Oregon, Hawaii, Alaska, California, Idaho or Washington – are slugging it out this weekend at Portland's Memorial Coliseum for a chance to go on to international competition in Atlanta next month.

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In the first two-minute round Friday, a robot built by a team from the Saint George's private school in Spokane failed to move. Minutes later, in another area called the pit, Eric Anderson, 15, and Ian McNee, 17, members of a team from Meridian, Idaho, were helping the Spokane team fix some chains, a battery cable and other problems.

"You don't want them not to show up," McNee said. "We want everybody to compete."

The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
 reactions and questions as I  
 read:*

*fighting robots?*

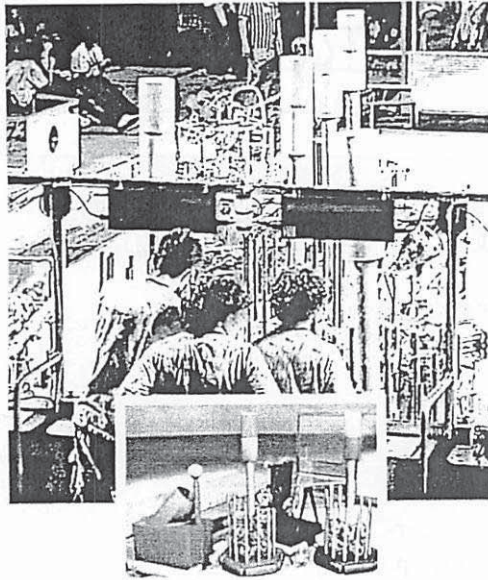
Practice Task F6

**Reading Performance Assessment**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

The robotic crowd calls this brand of sportsmanship “coopetition,” Says Deb Mumm-Hill, Northwest regional director in West Linn of For Inspiration and Recognition of Science and Technology, a nonprofit that organizes the competition in an effort to steer more students into science, engineering and mathematics.

“We’re a work force development group,” she said. Today’s workers need to work in teams and with other teams and countries to solve the world’s complex problems, she said.



To develop those skills, the robotics competition uses a sports model to engage students, she said, “but we took out the bad part, the ‘braggadocio’ and ‘crush your opponent.’”

The regional contest, Oregon’s sixth, is one of 44 Robotics Competitions staged worldwide by FIRST. Teams range in size from five to 40 students, but average about 28. They bring together students of diverse backgrounds, interests and ages, just as the modern workplace does.

The Oregon City team, for example, has about 30 members,

ages 14 to 18. It defies stereotypes with a balance of girls and boys and three female captains.

On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,  
reactions and questions as I  
read:*



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – *Students Programmed to Help Out Their Rivals***

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

*"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.*

*Notes on my thoughts,  
reactions and questions as I  
read:*

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

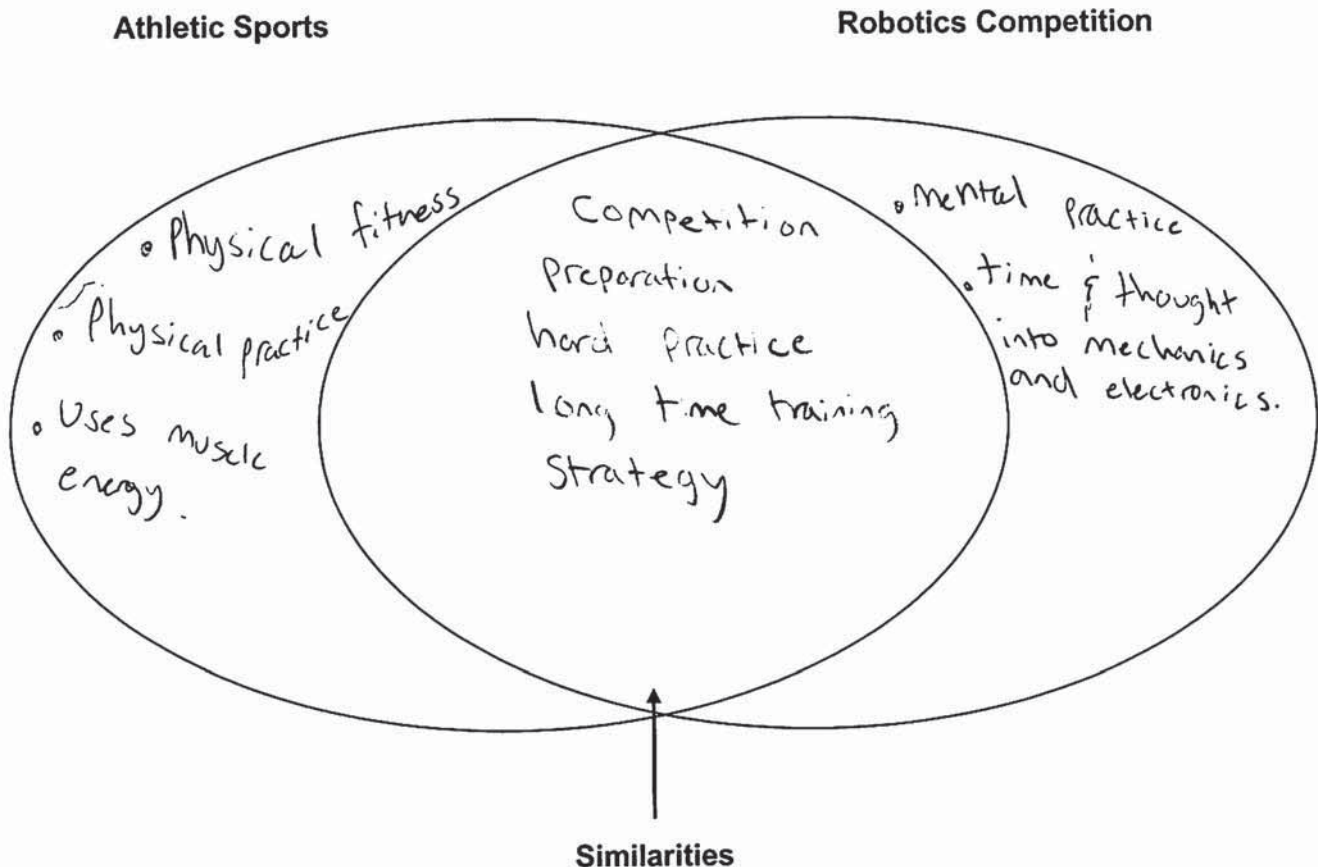
This article is about the achievements of other students around the Pacific achieving goals and giving themselves greater knowledge to help them in the future, all coming out of robotics, and competing with students from other schools.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

like competition; but humble.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She feels like the robotics  
is better for her and  
more interesting.



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input checked="" type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Coopetition"	gives ideas of the competition
<input checked="" type="checkbox"/> Simile <input checked="" type="checkbox"/> Metaphor <input type="checkbox"/> Personification	"Work force development group,"	tells about their undergoing of the helping and competing

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

he makes it sound positive  
and fun and interesting

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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD3

X Informative  
   Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
3	3	3

### Demonstrate Understanding: 3

Responses indicate **incomplete or partial understanding of main ideas**. Question 1 shows the student understands there is a robotics competition that may help participants achieve goals (“...other students around the Pacific achieving goals and giving themselves greater knowledge to help them in the future...”). There is no indication that the student understands the meaning of “coopetition” and the impact that style of competition has on the participants (student response in question 2 “like competition; but humble” is off the mark.)

### Develop an Interpretation: 3

Responses **present interpretations that may be overly broad, simplistic, or incomplete with inadequate textual evidence**. The Venn diagram in question 3 is simplistic in its comparison of athletic sports and robotics competition. There is no textual support given for the broad conclusion in question 4. The lack of textual support pushes the score toward a 2, but the responses show **broad, simplistic interpretations** not **limited skills or incorrect understanding**.

### Analyze Text: 3

Responses **provide overly general and superficial judgments about the writer’s strategies**. Question 5 responses are **general** about the **writer’s strategies** in word choice, and question 6 gives a **superficial response** about the **author’s ideas and reasoning** (“he makes it sound positive and fun and interesting”). There is **limited textual evidence** in the question 5 responses.



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**Reading Performance Assessment Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Read the following article carefully and make notes in the margin as you read. Your notes should include:

- ☐ Comments that show that you **understand** the article. (A summary or statement of the main idea of important sections may serve this purpose.)
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Your **margin notes** are part of your score for this assessment.

Student \_\_\_\_\_ **SSID** \_\_\_\_\_  
 Teacher \_\_\_\_\_ **Class** \_\_\_\_\_  
 School \_\_\_\_\_ **strict** \_\_\_\_\_

### STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

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The robot makers display team spirit with cheers, mascots, shirts, flags, buttons, hats and capes, but they also commonly help one another as part of what they call "gracious professionalism." It is a value that the

*Notes on my thoughts,  
 reactions and questions as I  
 read:*

*Even though  
 it's a competition  
 they are very courteous  
 with each other.*



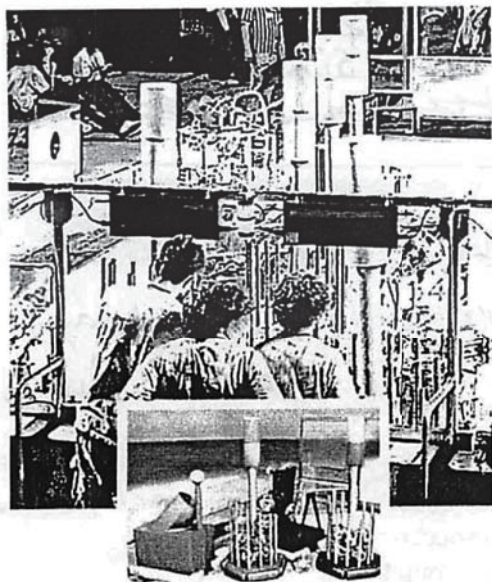
Practice Task F6

**Reading Performance Assessment**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

hundreds of coaches and sponsors and thousands of adult mentors try to foster in students.

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On Thursday morning, the Oregon City team was in the pit helping the Gresham High team program its computer. Gresham’s team has only five members, two of whom learned how to program from scratch this year.

“We’ve been mentoring them all year long,” said Roger Collier, coach for Oregon City, which offers some level of robotics training in all of its schools, even the elementary ones. “We sent 10 kids at a time to help them.” Teams for the last group of three robots still standing after the elimination rounds today go to the international contest in Atlanta. So will the best rookie team, the team that has done the most to promote the FIRST program, and the team with the best-engineered robot.

Teams must each raise \$6,000 to build their robots during the same six-week winter period. Students said they commonly worked on their projects daily from the time they got out of school until midnight and 16 hours a day on weekends. They are expected not only to build and program a working robot, but also to raise money, brand and promote their machines, create a Web site and mentor younger students.

*Notes on my thoughts,  
reactions and questions as I  
read:*

Basically they're  
trying to get  
more kids interested  
and more money.

So why are they  
making the students  
build the robots  
in less than  
six weeks?

The students have  
their education  
to worry about as  
well. And why  
not go longer  
so you can  
get a better  
robot?



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

Erica Smith, 18, a senior, had plans to go to Portland State University to study art or English before a friend invited her to join the Oregon City robot team last year. She soon found herself learning how to weld, wire circuits, run a machine lathe and organize a team. She's one of the team captains this year and plans to attend Heriot-Watt University in Scotland next year to study artificial intelligence.

"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

"Students Programmed to Help Out their Rivals" By Bill Graves, The Oregonian, March 7, 2009. Used by permission of The Oregonian.

Notes on my thoughts,  
reactions and questions as I  
read:

So someone found  
their true passion  
due to this program.

1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

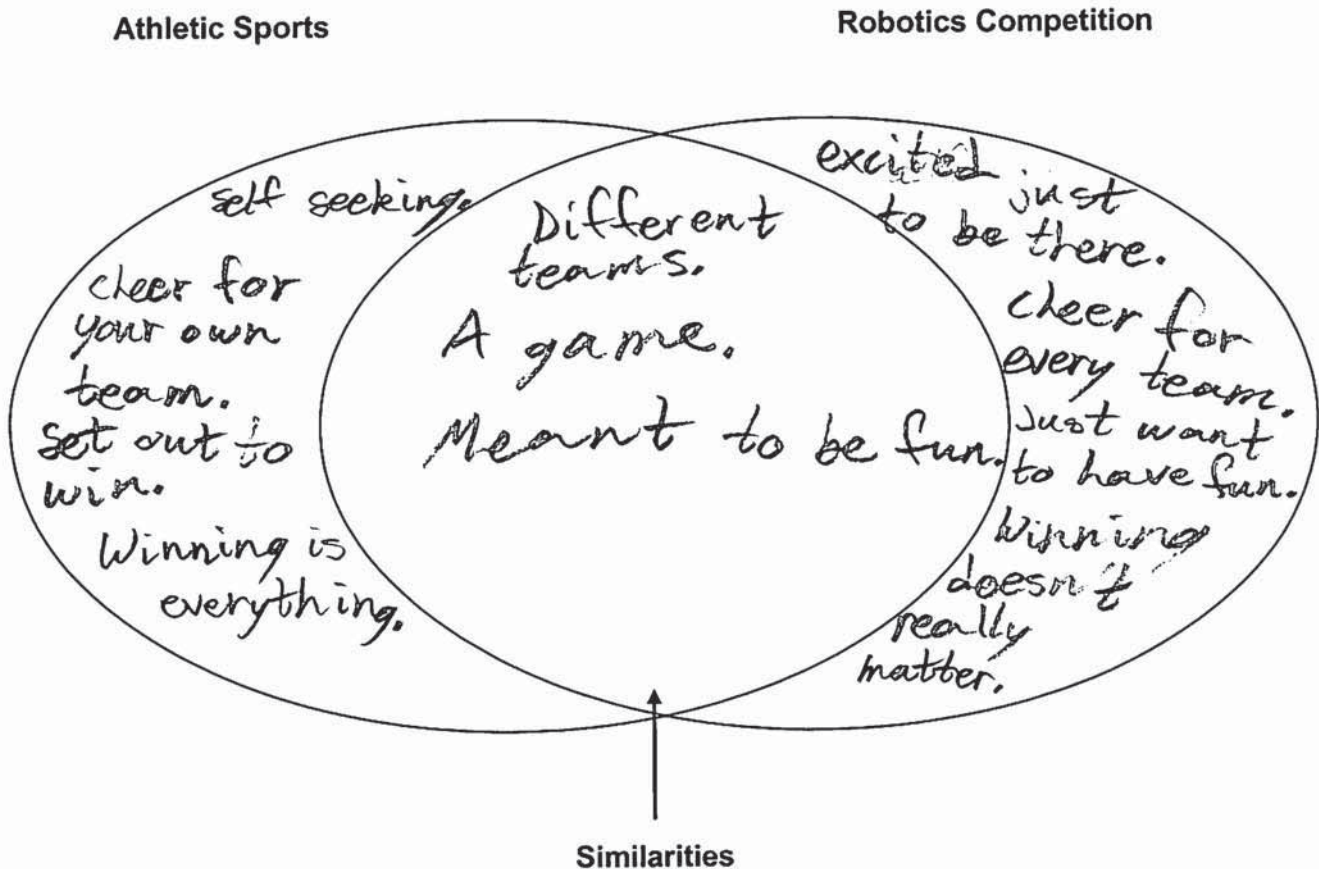
Students in a robotics program find their true passions and learn how to have fun without being so competitive with the other teams.

2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

This basically means that the students are very kind and generous to each other even though they're in a competition. If a team's robot malfunctions, the other teams try to help them.

**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

3. Using the Venn diagram below, compare participation in athletic sports to participation in the robotics competition. Include both **similarities** and **differences** from the article and your own experience.



4. Although the article doesn't explain directly how Deb Mumm-Hill feels about athletic competitions, the author gives some clues about her attitude. Explain how Ms. Mumm-Hill views sports competitions, using examples or quotes from the article to support your perspective.

She doesn't care for aiming at just winning. "We took out the bad part, the 'braggadocio' and 'crush your opponent.'"



**Reading Performance Assessment    Practice Task F6**  
**High School – 2009 – Students Programmed to Help Out Their Rivals**

5. Using the chart below, give 2 examples of figurative language (simile, metaphor, or personification) from the article and explain how each example helps make the writing more effective.

Check the Type	Text from Article	How it Makes the Writing Effective
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	<i>"It is a value that the hundreds of coaches and sponsors and thousands of adult mentors try to foster in students."</i>	<i>It makes the program sound more open to all walks of life.</i>
<input checked="" type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input type="checkbox"/> Personification	<i>"This is how 64 robots are slugging it out this weekend."</i>	<i>It gives the paper more character than just stating it's a competition.</i>

6. A newspaper article is supposed to report information factually, but the author can sway readers' opinions by the information he emphasizes or omits. How does Bill Graves present information in this article in a way that is likely to influence the reader's opinion? Give specific examples from the text.

*He's basically trying to get people to get interested in robotics by having some people like Erica Smith share that they found their true passion in robotics so it intrigues the curiosity.*



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## Reading: Essential Skills Scores and Commentary

Work Sample Title: *Robotics*

Paper Number: L3C RD 1

☒ Informative  
☐ Literary

Demonstrate Understanding	Develop an Interpretation	Analyze Text
4	4	4

### Demonstrate Understanding: 4

Responses indicate **accurate, literal understanding of main idea and supporting details**. Margin notes reveal the identification of **important ideas and details** with some insight. Simply writing questions in the margin usually doesn't add value to a score, but answering the questions and giving another view does indicate **understanding of main idea and supporting details**. Together the responses to questions 1 and 2 reveal an **understanding of the main idea**.

### Develop an Interpretation: 4

The margin notes indicate the student's ability to **draw conclusions** and propose alternatives (e.g., *"So why are they making...six weeks? The students have their education to worry about as well. And why not go longer so you can get a better robot?"*). The responses to questions 3 and 4 indicate **reasonable interpretations, conclusions, and connections** supported by **some textual evidence**.

### Analyze Text: 4

Although not an example of a strong 4, the responses totaled together do make the score in the 4 range. Responses to question 3 reveal **reasoned judgments** about **how writer's strategies contribute to effectiveness of the selection** despite the error in identification of type of figurative language. Question 4 shares a **reasoned judgment** about **author's purpose** and **author's ideas**. **Some textual evidence** is provided in both questions 3 and 4.

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## Practice Score Sheet – Level 3 Reading – Content Area Teachers

Paper Number	DU	DI	AT
L3C RD7			
L3C RD5			
L3C RD8			
L3C RD10			
L3C RD4			
L3C RD 2			
L3C RD6			
L3C RD9			
L3C RD3			
L3C RD1			