

Participant Packet

Student Papers

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



This packet contains
10 Student Papers with Commentary and Scores
Practice Score Sheet

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.

Reading Performance Assessment **Task 6**
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 Period** _____
School _____ **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

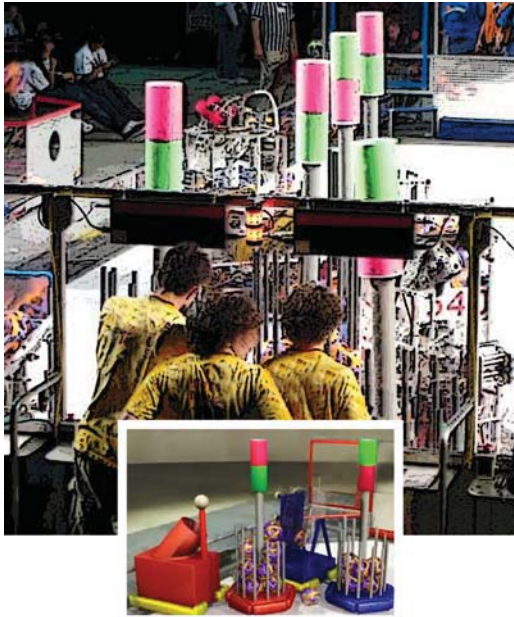
Notes on my thoughts, reactions and questions as I read:

Reading Performance Assessment **Task 6**
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:

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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.

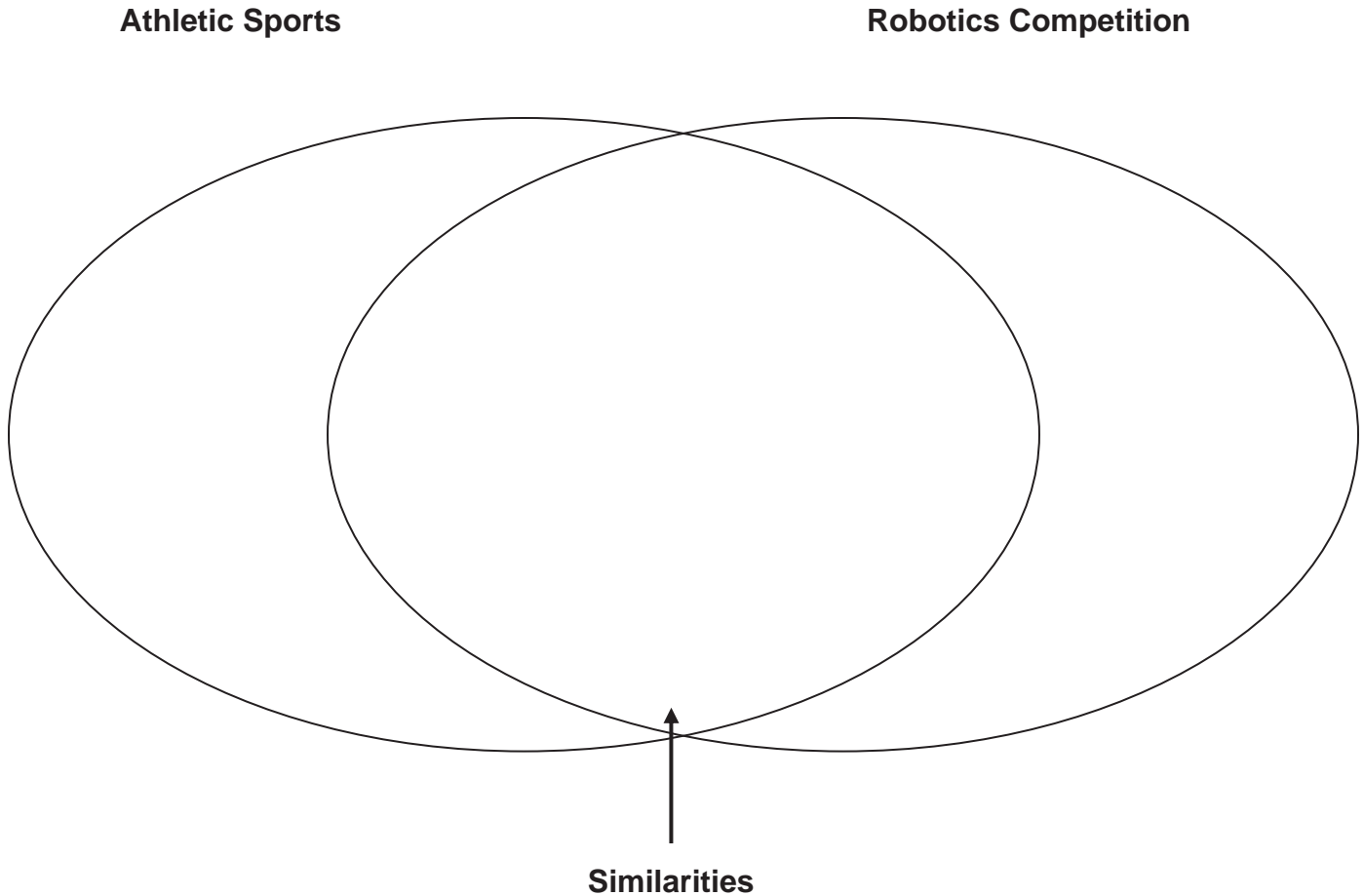
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1. If you were trying to summarize this article for someone who had not read it, what would you say about it?

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 **Task 6**
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**.



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.

Reading Performance Assessment **Task 6**
High School – 2009 – *Students Programmed to Help Out Their Rivals*

5. Using the chart below, give 3 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
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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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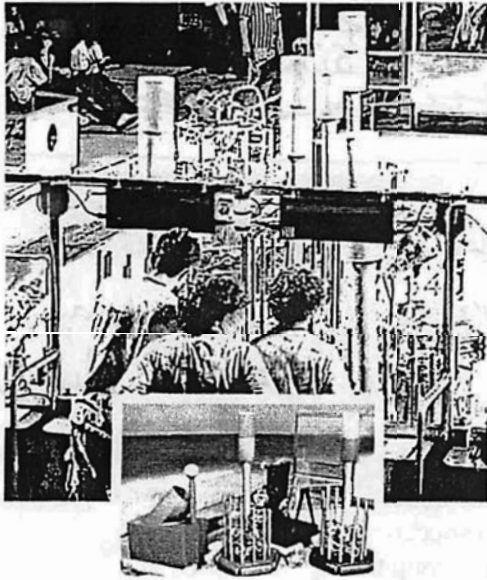
*Even though
 it's a competition
 they are very courteous
 with each other.*

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:

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."

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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?

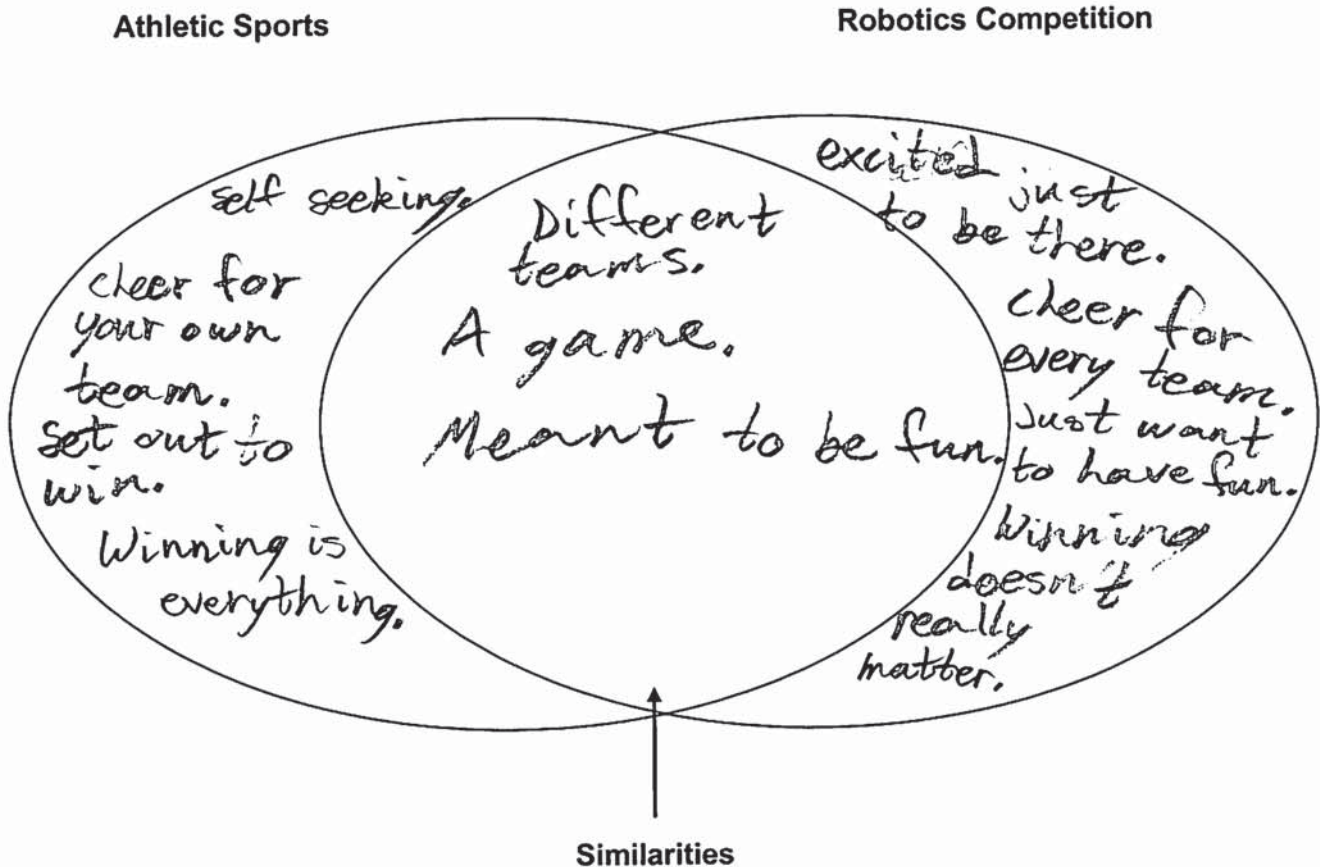
Students in a robotics program find their true passions and learn how to have fun without being so competitive with the other teams.

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.

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

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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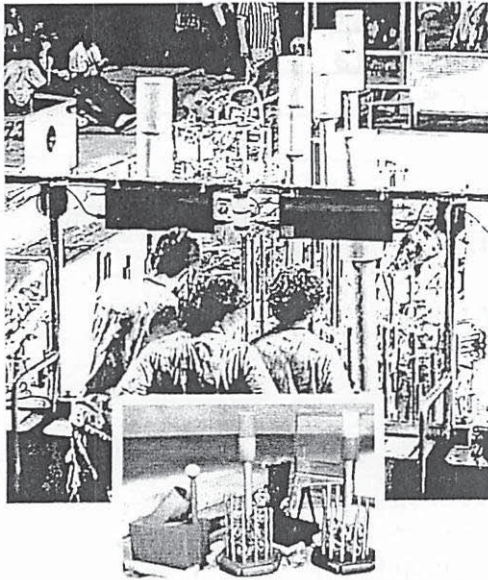
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Reading Performance Assessment Practice Task F6
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"This has been the most amazing and life-altering program I've ever been in," she said. "It has given me so many skills. ...It changed the way I view the world. It helped me realize this is the future."

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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?

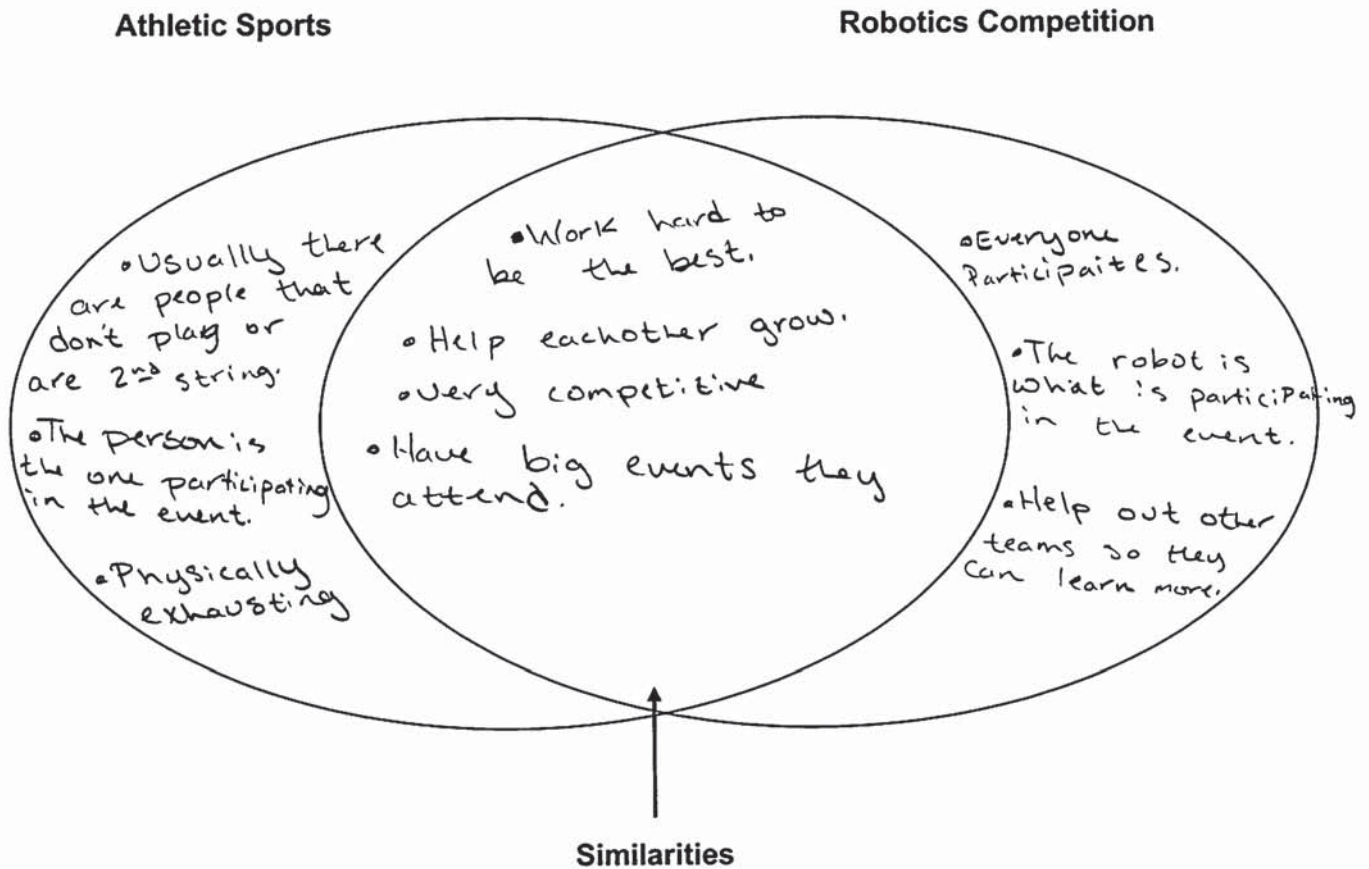
This article explains the events and sort of requirement a person must have to compete in the robotics competition. Working over a 6 week period to raise money, build a robot and also help other programs. They work together and help each other instead of wishing them to fail.

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
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<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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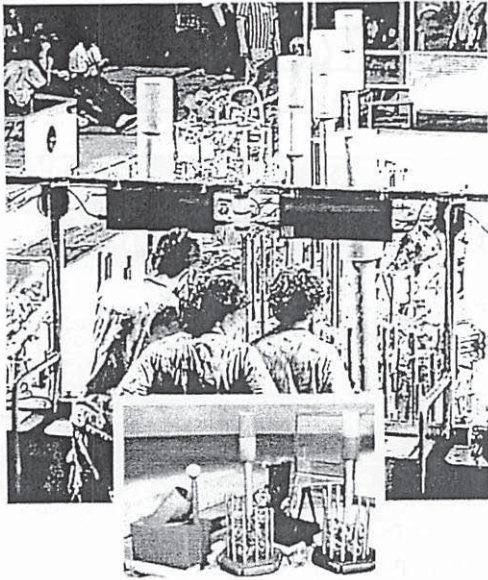
fighting robots?

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

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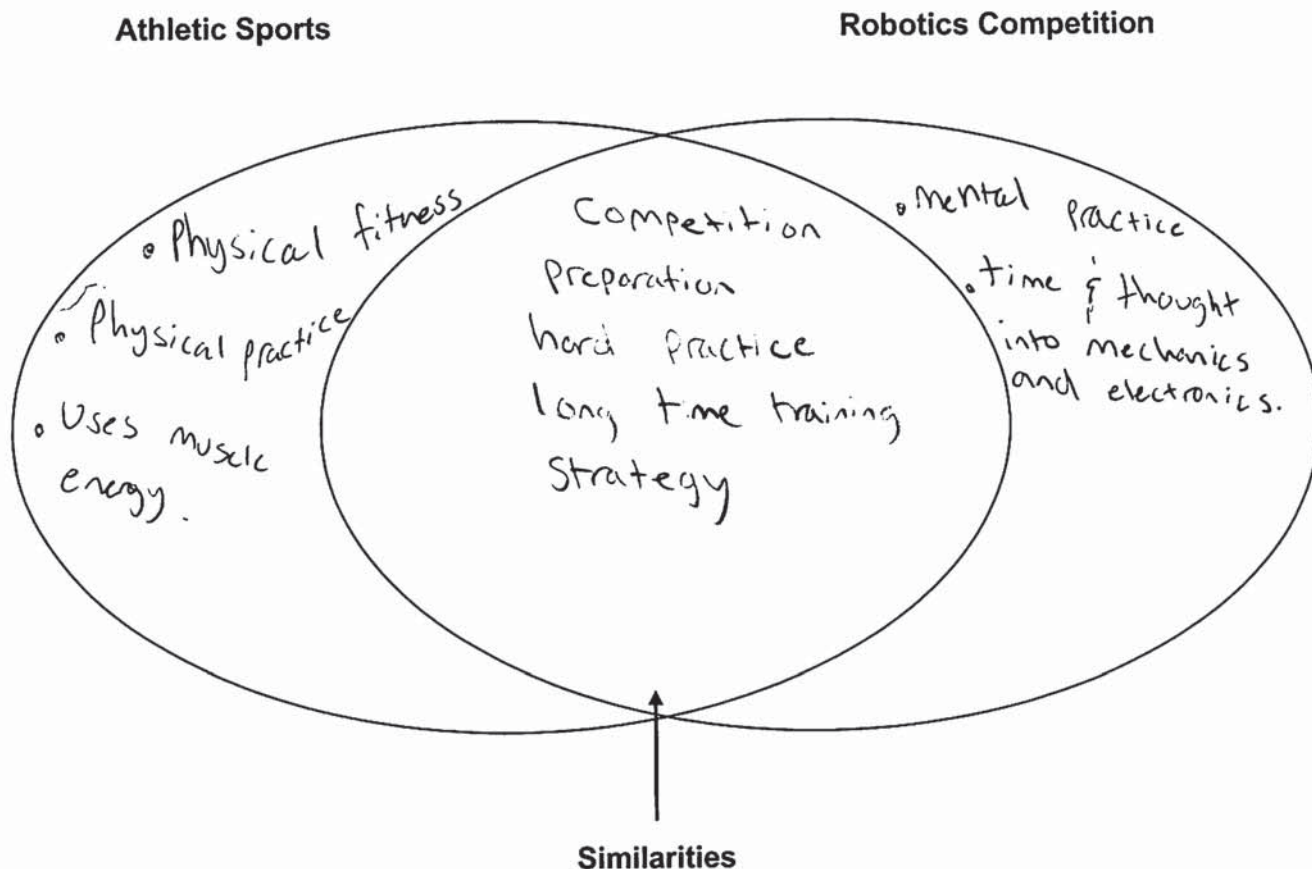
This article is about the achievements of other students around the Pacific achieving goals and giving themselves greater knowledge to help them in the future, all coming out of robotics, and competing with students from other schools.

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

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<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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intentionally left blank.

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

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STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

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*Notes on my thoughts,
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• 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.

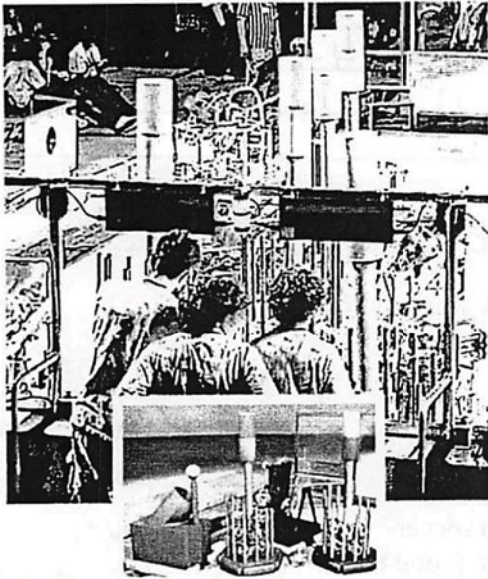
• The times, places, and events are all fact, but article also includes opinions of the people participating.

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

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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."

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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.

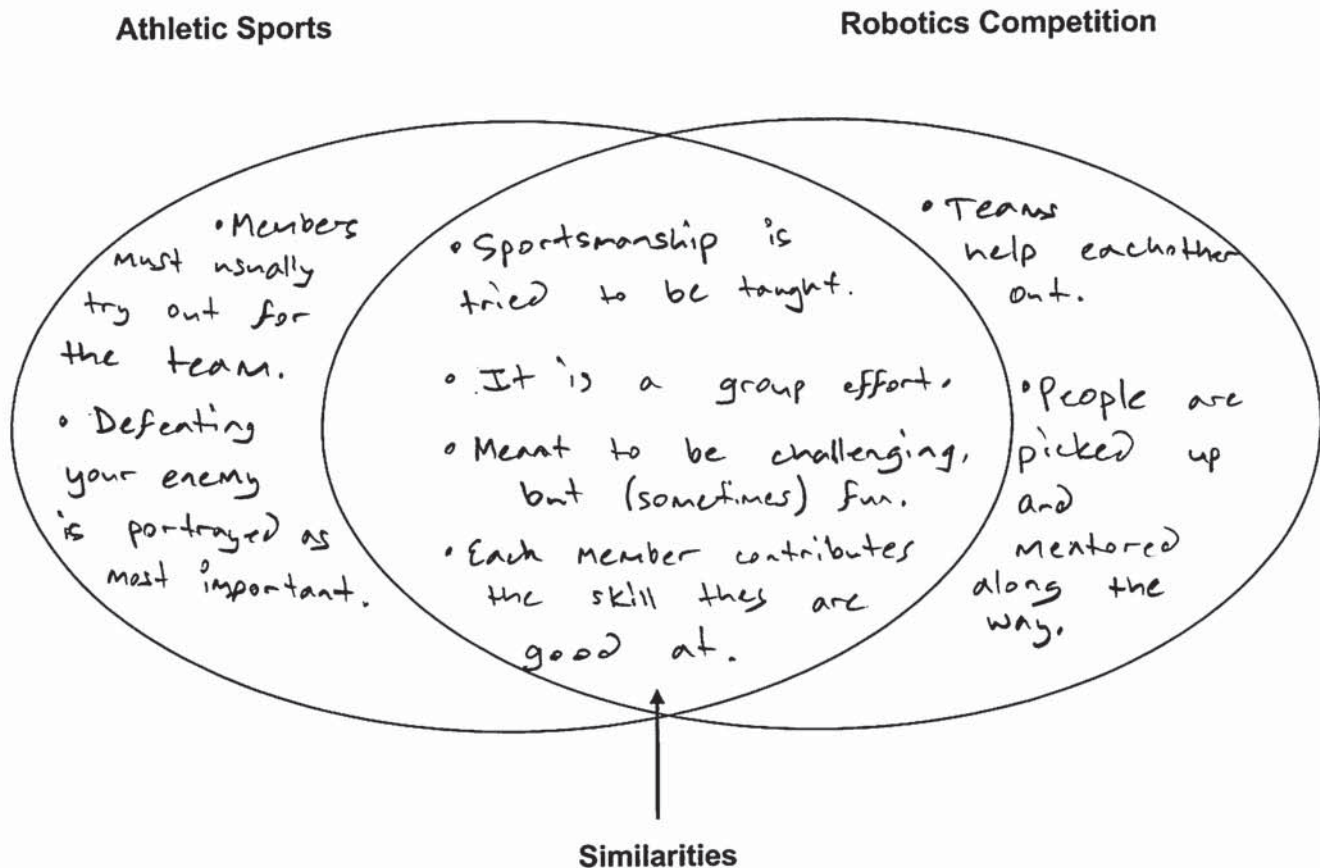
2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

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

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"the robotics competition was 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

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<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	<p>↑ same quote.</p>	<p>Also personifies the robots as if they were people, bouncing around and trying to sink soccerballs.</p>

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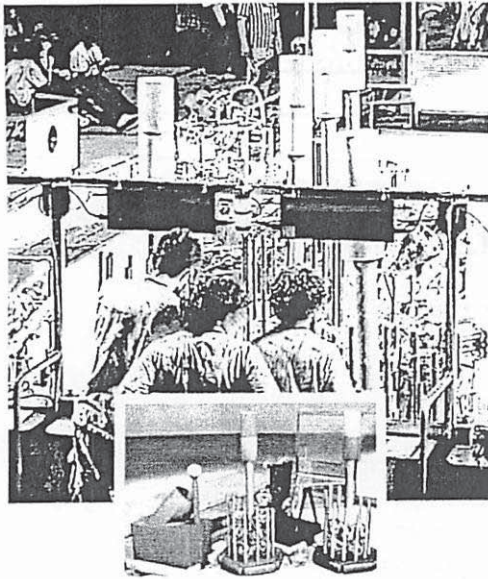
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Reading Performance Assessment Practice Task F6
High School – 2009 – Students Programmed to Help Out Their Rivals

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

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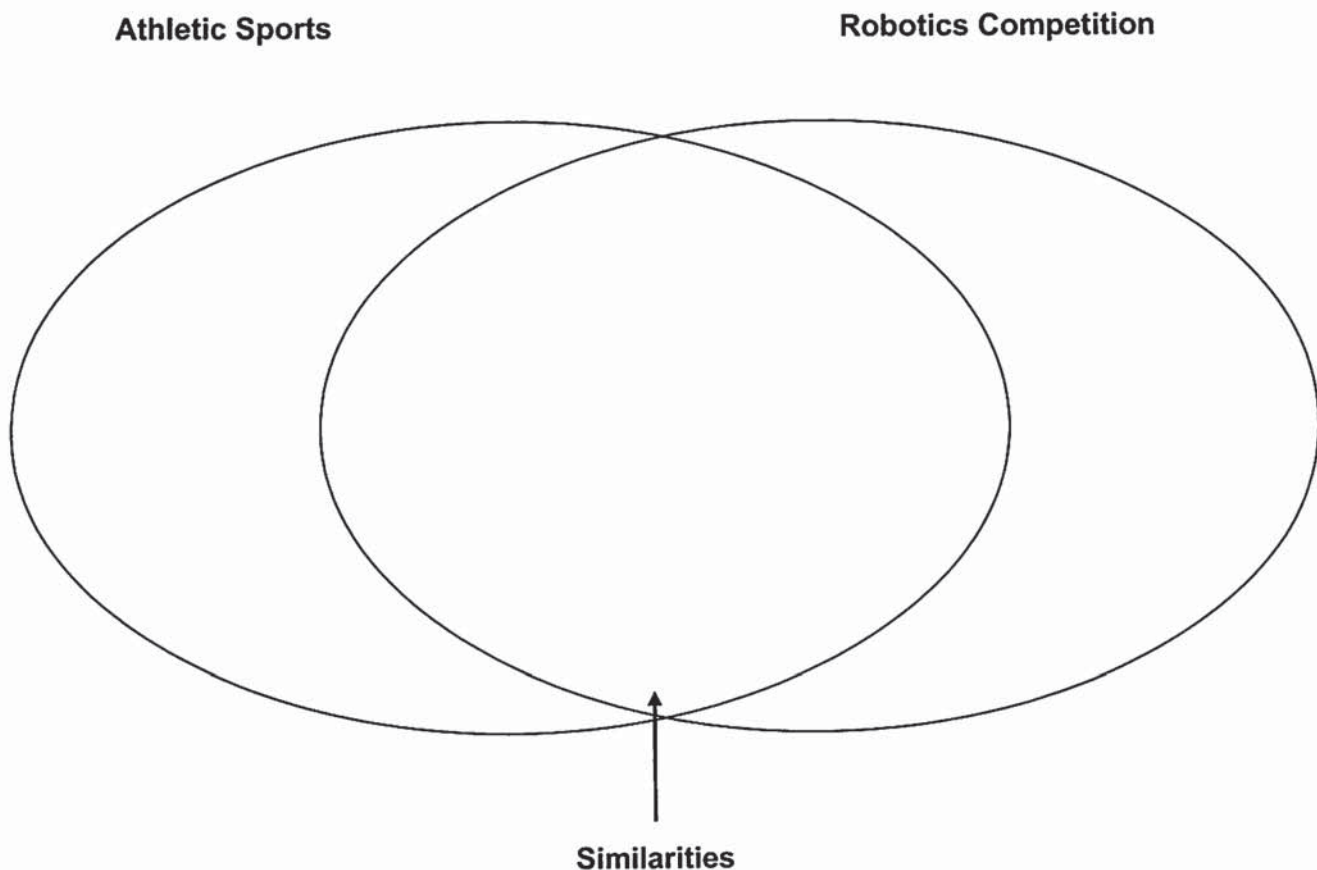
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2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

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.



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Reading Performance Assessment Practice Task F6
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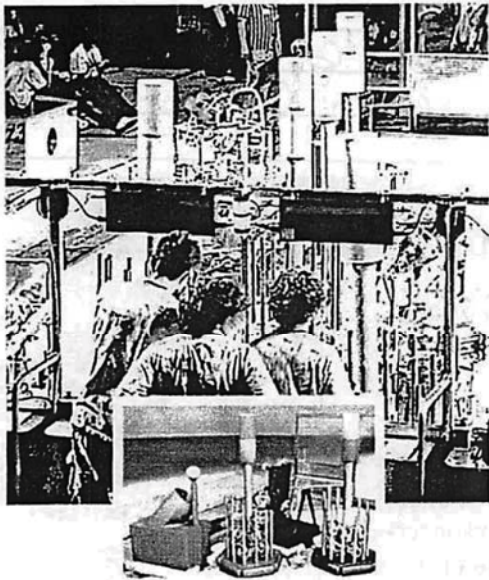
No one wants to win without beating everyone first. I think that's why they helped each other.

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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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.

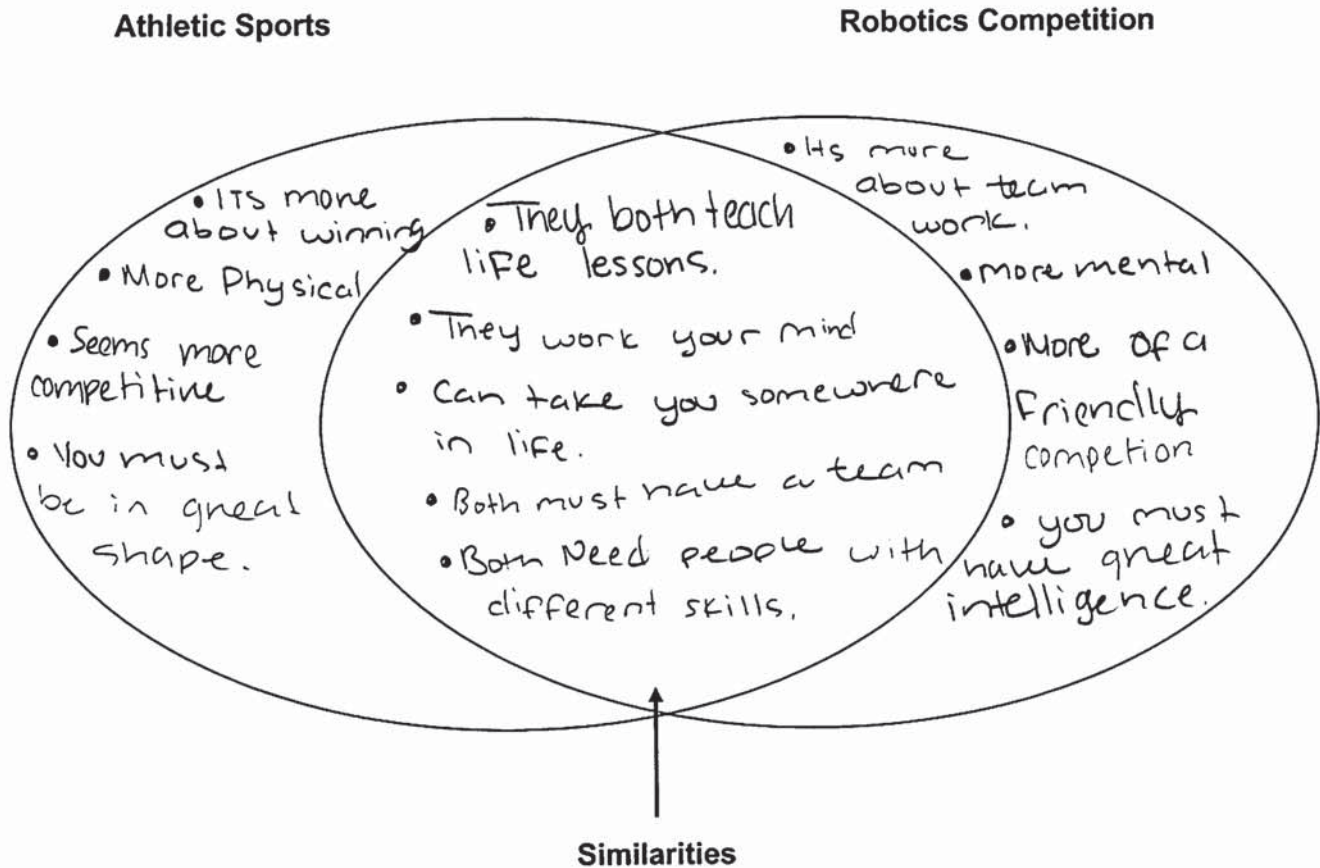
2. A new word has been created by the Robotics event, "coopetition." Explain what this word means and give examples of how it is demonstrated by the teams at the regional event.

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

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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'"

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<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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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 _____
 Teacher _____
 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.

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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:

1st sentence = fact

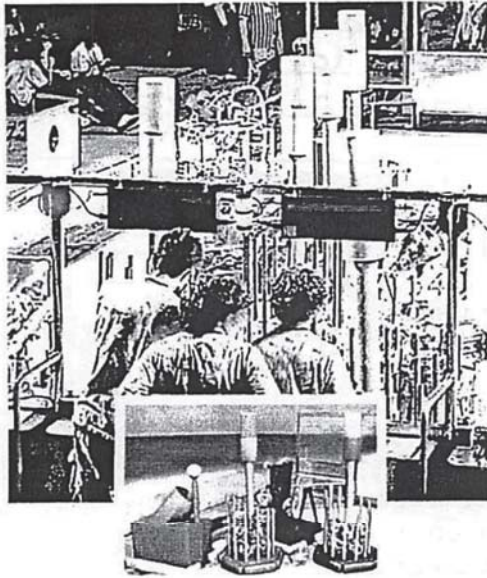
Paragraph = fact

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.’”

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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.

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:

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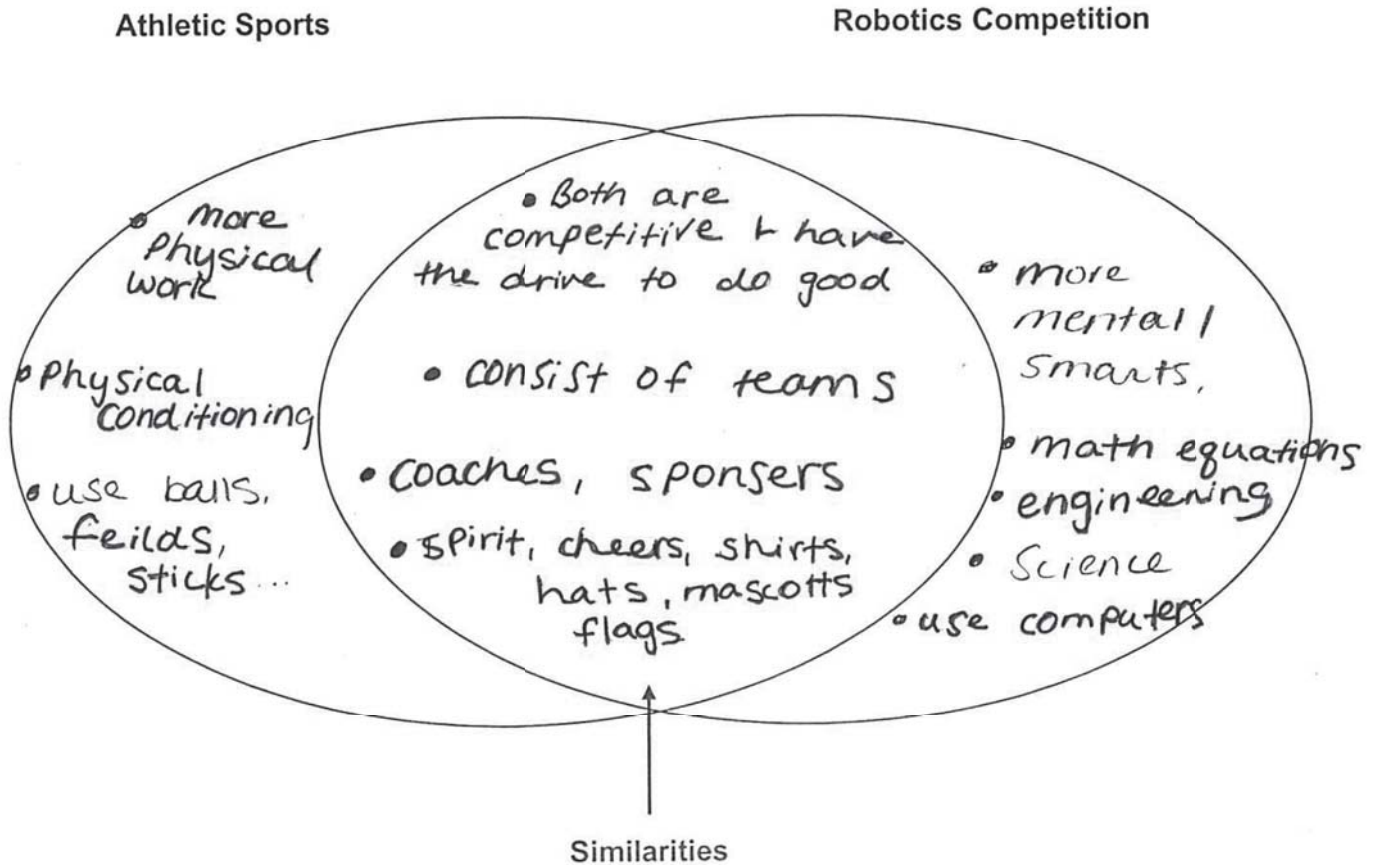
The article talks about how new Robotics Clubs have changed the way people think. Kids from elementary and up are learning how to build a program robots also going to competitions to have robot face-offs. Each team averaging about 28 people who really love technology & science & have a blast doing it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

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

1st 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 Performance Assessment Practice Task 10
High School – 2009 – Students Programmed to Help Out Their Rivals

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

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By Bill Graves

The Oregonian, March 7, 2009

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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

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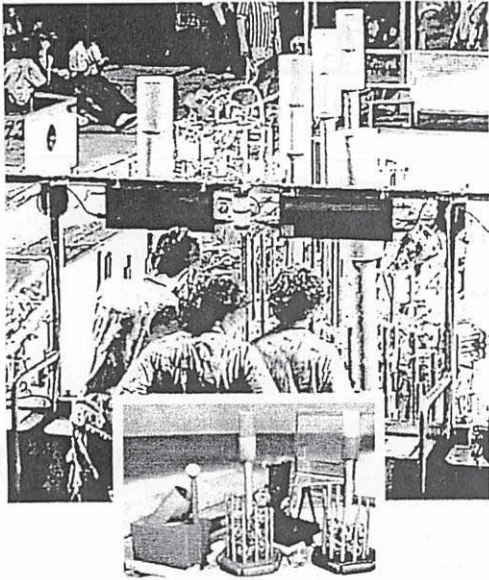
1.

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 “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.

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.’”

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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.

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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,
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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?

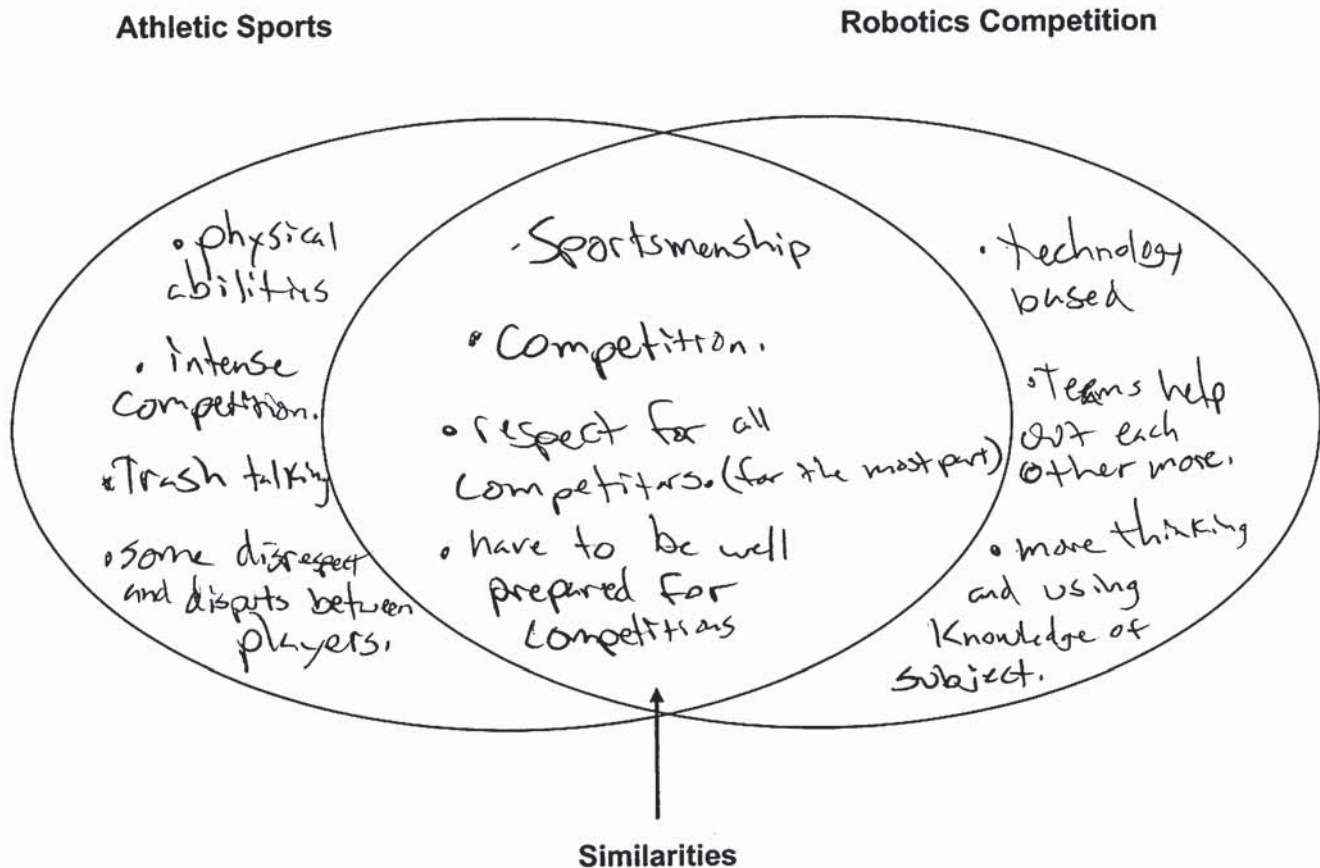
I would say that it really shows how the competition in Robotics is similar but different to sports. It also demonstrates the teamwork and effort that goes into the competitions. The teams explained in the article seem to have much respect for each other as competitors.

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	<p>"bounced about like bumper cars"</p>	<p>I shows how rough the robots are hitting each other.</p>
<input type="checkbox"/> Simile <input type="checkbox"/> Metaphor <input checked="" type="checkbox"/> Personification	<p>"Brand and promote their machines"</p>	<p>It is showing that, just like athletes, like referees, that the robots get sponsors as well.</p>

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

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STUDENTS PROGRAMMED TO HELP OUT THEIR RIVALS

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By Bill Graves

The Oregonian, March 7, 2009

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

*real
Reason
4 these
programs / camps*

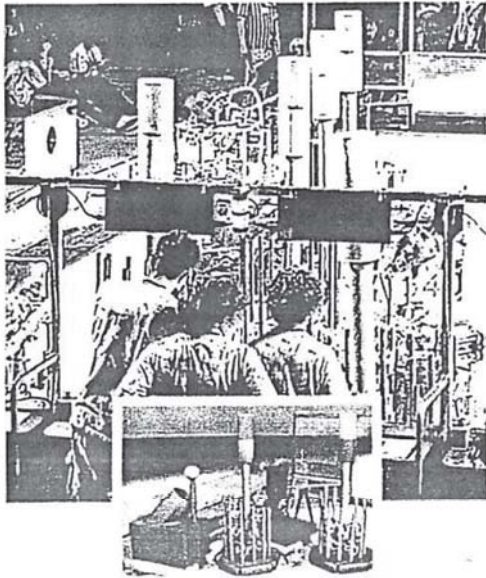
*quality that gets
passed on into
your character
(helping others)*

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.

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

willing to help others that you competing against.

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

makes a good point, with everyone's 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."

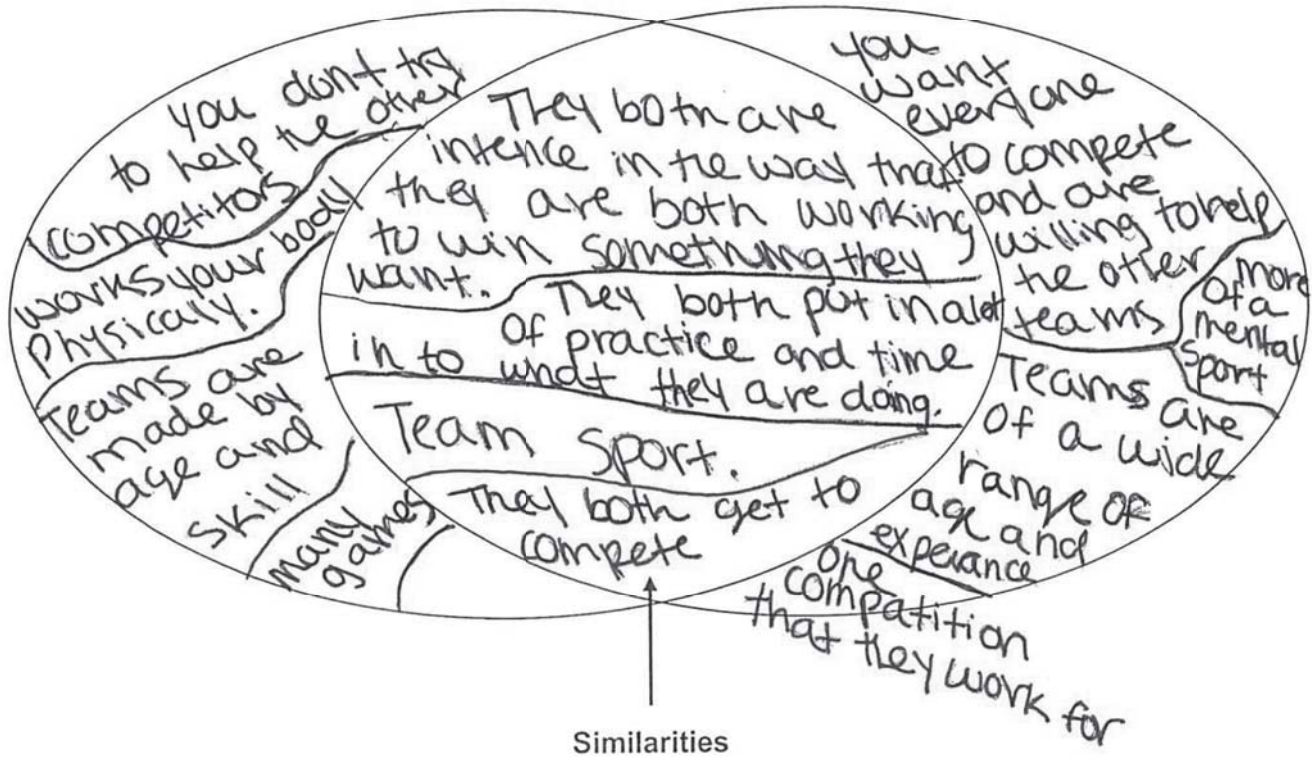
They did this because they wanted every one to compete.

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 what ever 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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intentionally left blank.

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:

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.

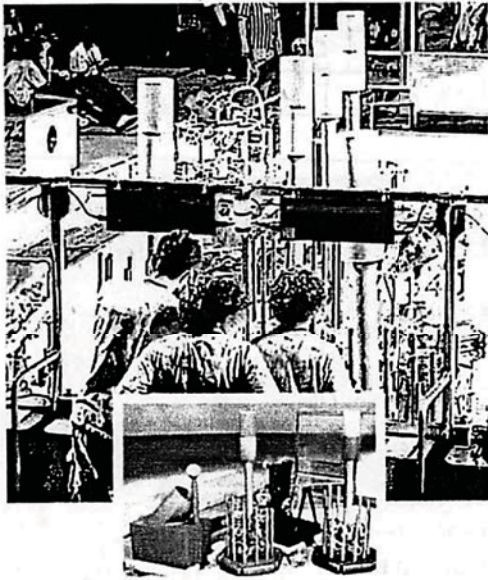
Like sports have mascots, cheers, and special clothing.

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

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

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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.

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:

*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

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?

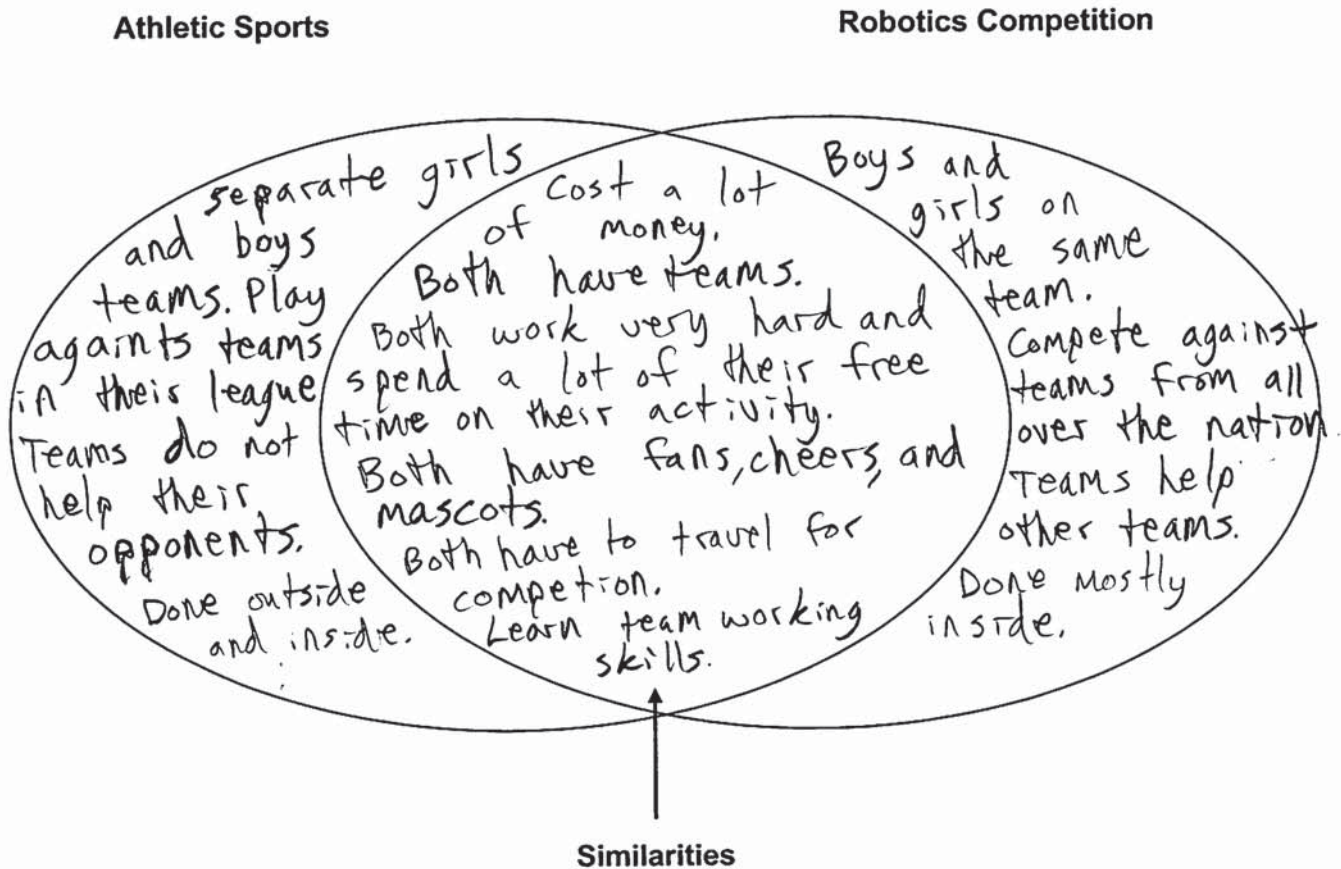
This article explains a robotics competition and the positive benefits of a high school robotic's team. It shows how robotic teams help each other even when competing against one another. The article also elaborates on the skills, such as leadership and mechanical skills, that a robotics team provides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