



The following pages include the answer key for all machine-scored items, followed by a sample response for the hand-scored item.

- The rubrics show sample student responses. Student responses other than that shown in the rubric may earn full or partial credit.
- Which responses to hand-scored items receive full or partial credit will be confirmed during range-finding (reviewing sets of real student work)
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key
1.	In the excerpt from <i>Game Face: Balancing Act</i> , Halmeoni’s words and actions during the tea ceremony show that she <u>honors</u> her guests because she <u>saves the best tea</u> for them.
2.	Part A: D Part B: B
3.	Part A: A Part B: D,E
4.	Part A: C Part B: B
5.	Once the tea ceremony begins in the excerpt from <i>Game Face: Balancing Act</i> , the narrator is <u>excited to help</u> Halmeoni. In the story “ <i>Sugar-on-Snow</i> ,” Chester feels this way about Grandpa <u>throughout the whole story</u> .
6.	Part A: D Part B: C,D
7.	Open Ended
8.	Part A: A Part B: C
9.	Part A: B Part B: D
10.	Part A: D Part B: B,D



11.	<p>Chronological = “Later, fireworks lit up the sky, and folks danced long into the night.” (paragraph 9)</p> <p>Cause-and-effect = “These celebrations made the lives of hardworking frontier families much more enjoyable.” (paragraph 10)</p> <p>Problem-and-solution = “Lonely pioneers often used work as an excuse to visit.” (paragraph 1)</p>
12.	<p>Part A: C</p> <p>Part B: C</p>
13.	<p>Part A: D</p> <p>Part B: B</p>
14.	<p>In paragraph 1 of the excerpt from “Loving the Ranger Life,” the phrase good stewards mean people who want to <u>take care of</u> the park. The words “<u>protecting natural . . . resources</u>” in this paragraph help explain the meaning of the phrase.</p>
15.	<p>Part A: A</p> <p>Part B: D</p>
16.	<p>Part A: A</p> <p>Part B: C,E</p>
17.	<p>Part A: B</p> <p>Part B: A,D</p>
18.	<p>Part A: C</p> <p>Part B: B,C</p>
19.	<p>Helped protect land important to native people = <u>Damon</u></p> <p>Helped create a children’s program for a national park = <u>Marie</u></p> <p>Led educational experiences to teach about parks = <u>Both</u></p>
20.	<p>Open Ended</p>

#7 Open Ended

Example Student Response:

Passage 1

Narrator goes from being grouchy to excited to learn

Learns to respect the slow and methodical tradition of darve

Starts by not wanting to get dressed: sarcasm (“Great,” I muttered, touching the delicate silk. “Tea and dress up. Two of my favorite things.”)

Shows interest by asking questions (“Why don’t you just pour the water from the kettle directly into the teapot?”)

Describes her grandmother in graceful terms (“Halmeoni continued to pour, her arms flowing gracefully over the cups. She moved carefully, making sure not to splash.”)

Passage 2

Narrator is at first upset about the horses not being able to help:

(“Where are the horses?” he asks as Grandpa wraps his arms around him and hugs him.

10 “I thought you were going to ask that,” Grandpa says. “The horses won’t be helping this year—”



11 Chester interrupts, “Grandpa, I love the horses.”)
Then realizes the work is just as fun (“When he smells the sweet steam of the boiling sap, Chester forgets about the horses.”)
And the payoff is just as satisfying (“With a big grin, he adds, “A maple treat I love to eat.”)

#20
Open
Ended

Example Student Response:

“Rangers Rule!”:

The Junior Ranger activity booklet includes activities such as learning about the park, picking up litter to help care for it, and sharing the joys of the parks with friends.

“Next, you’ll need to complete four activities from the Activity Booklet. These might include writing down your thoughts, creating a poem, or answering questions about the canyon. For one of your activities, volunteer to pick up litter.”

“This is a good way to help with the real work of a ranger—keeping the Grand Canyon clean and safe.”

“Explore Awesome Parks!”:

Marie’s experiences on her cross-country trip and discussion about how participating in the Junior Ranger program influenced her interest in national parks shows how her interest grew in the parks. This then led her to contribute to the well-being of the Waco Mammoth National Park.

“their Junior Ranger program proved to be a great way for both me and my sister (she’s six years older) to get excited about the stop. I was hooked.”

“I made a presentation to the staff and they adopted a lot of my ideas.”

“Loving the Ranger Life”:

The various roles of park rangers (e.g., teachers, nature guides, historians), their personal motivations, and the specific tasks they enjoy, such as Tom Medema’s snowshoe hikes, Linda Jeschke’s educational sessions with children, and Damon Panek’s diverse daily activities and emergency roles. The park rangers explain the national park programs they provide to involve and spark interest in youth. They use these programs to help preserve national parks.



ILLINOIS

Assessment of Readiness

"I really enjoy watching the kids when they are totally engaged in their Junior Ranger sessions."
"I like helping people get excited about a new thing they learned about the outdoor world."
"it makes me feel good that I can help protect it and help people understand why this place is important"