PSSA, Grade 4 Science

Lamp Effects on Ice and Soil

Handscoring Anchor Set
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:**

**Soil:**
Lamp Effects on Ice and Soil Scoring Guide

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | The response demonstrates a *thorough* understanding of the change to objects caused by temperature change or light by:  
        - describing how the crushed ice was most likely affected by the lamp AND  
        - describing how the soil was most likely affected by the lamp.  
        The response is clear, complete, and correct.                                      |
| 1     | The response demonstrates a *partial* understanding of the change to objects caused by temperature change or light by:  
        - describing how the crushed ice was most likely affected by the lamp OR  
        - describing how the soil was most likely affected by the lamp.  
        The response may contain some work that is incomplete or unclear.                 |
| 0     | The response provides *insufficient* evidence to demonstrate any understanding of the concept being tested.                                         |

Note: No deductions should be taken for misspelled words or grammatical errors.

Responses that will receive credit:

**Crushed Ice (1 point):**

- Some (or all) of the ice melted and changed into a liquid (water).
- The level of the contents in the beaker was decreased.
- Molecules in the ice sped up.
- Energy was added to the ice.

**Soil (1 point):**

- The soil becomes warmer on top.
- The soil becomes drier on top.
- Energy was added to the soil.

9/15/10
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice under the lamp probably melted a little. If you add heat to ice, it turns into a liquid; water. If you added more heat it would turn into water vapor, a gas.

Soil: The soil probably wasn’t affected as much as the crushed ice. If it was wet it probably got hard and sticky.

A-1 Score Point 2
The response demonstrates a thorough understanding of the change to objects caused by temperature change or light by completing both tasks presented in the item. The student states “the crushed ice under the lamp probably melted a little.” The additional description contains information that is correct, but not necessary for credit. “The soil probably just got hot” is an acceptable answer for how the soil is affected by the lamp. This response demonstrates clear understanding of the content and receives two points.
A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The ice probably melted. The light provides heat too and crushed ice is cold, so it probably melted.

Soil: It probably got really dry and crusty. Soil needs to keep moist and with the heat from the light it most likely dried up.

A-2 Score Point 2
The response demonstrates a thorough understanding of the change to objects caused by temperature change or light by completing both tasks presented in the item. The descriptions (*ice probably melted* and *it [soil] probably got really dry and crusty*) represent correct answers to the given prompt. This response is complete and correct.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice turned into a liquid called water

Soil: The soil may have dried a bit

A-3 Score Point 2
The response demonstrates a thorough understanding of the change to objects caused by temperature change or light by completing both tasks presented in the item. The student correctly states that “the crushed ice turned into a liquid called water” and “the solid may have dried a bit.” The response shows a clear understanding and receives two points.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The ice proble melted a littel from the light and when it warms up and from the heat on the earth

Soil: The soil proble will not do any thing, it will just sit and get a littel warm

A-4 Score Point 2
The response demonstrates a thorough understanding of the change to objects caused by temperature change or light by completing both tasks presented in the item. The student states “the ice proble melted a littel.” The discussion about getting heated from the earth does not detract from the correct answer. Additionally, the student describes that “the soil...will just sit and get a littel warm.” The first part of the answer (the soil proble will not do anything) would not be acceptable, but the continuation of the answer earns credit. This response is complete and receives two points.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice would turn into water because the lamp is acting like the sun giving off heat to make it melt.

**Soil:** Nothing would happen to the soil because it can't melt to anything.

---

**Score Point 1**
The response demonstrates a partial understanding of the change to objects caused by temperature change or light by completing one of the tasks presented in the item. The description of how the ice is affected by the lamp (the crushed ice would turn into water or make it melt) is acceptable. The statement that “nothing would happen to the soil because it can’t melt to anything” is not an acceptable response. There is no additional credit for this response. This response contains an incomplete answer and receives one point.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: *was big ice. When it sat far ten minutes all of it went into little ice cubes and it was melting.*

Soil: *the soil turned all gewey like a drink it was very warm.*

**A-6 Score Point 1**
The response demonstrates a partial understanding of the change to objects caused by temperature change or light by completing one of the tasks presented in the item. The description that “[the ice] was melting” is acceptable. The description of how the soil is affected by the lamp is unclear. “The soil turned all gewey like a drink” is unclear. Even though the student continues to say “it was very warm,” the first statement detracts from the answer. This response contains work that is unclear and demonstrates a partial understanding.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: It will melt

Soil: It won't melt.

A-7 Score Point 1
The response demonstrates a partial understanding of the change to objects caused by temperature change or light by completing one of the tasks presented in the item. This response states that “[the ice] will melt” and “[the soil] won't melt.” The description of how the crushed ice is affected by the lamp is acceptable. The student does not receive credit for the description of how the soil is affected by the lamp. They must describe what happens to the soil and cannot get credit for describing something that does not happen. This response is incomplete and receives one point.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice will mostly be like after the ten minutes is up for the crushed ice, it will turn into water that's called melting into a liquid.

**Soil:** What I think will happen to the soil is after the ten minutes the soil will be all mushy, the it will be ready to be planted.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: When the student put the crushed ice under for 10 minutes, but at the start it was full. Then a little of it was gone.

Soil: When the students put the soil under for 10 minutes, but at the start there was a lot. Then when it was done half of it was gone.

A-9 Score Point 0
The response demonstrates insufficient understanding of the change to objects caused by temperature change or light by completing none of the tasks presented in the item. The response does not represent a correct answer. Stating that “a little of it was gone” seems to attempt to describe evaporation, but is not clear enough for credit. The description of how the soil was affected makes it clear the student does not have a good understanding of the content. This response contains no work that is acceptable for credit.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice was probably more affected than the soil because soil is out in sun all day and crushed ice is inside all day and is kept cold, and as I said in question 73, lamps have heat energy.

Soil: The soil was probably less affected than the crushed ice because soil is usually under crops and out in sun all day and crushed ice is usually spent inside in a freezer all day long.

A-10 Score Point 0
The response demonstrates insufficient understanding of the change to objects caused by temperature change or light by completing none of the tasks presented in the item. Both of the descriptions are not acceptable for credit. The students answer does contain some information that is correct, but never provides an answer to the questions presented. The descriptions attempt to say why each object was affected, but never state how. This student response receives no credit for the information given.
PSSA, Grade 4 Science

Lamp Effects on Ice and Soil

Handscoring Training Set 1
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The ice will be affected because it will become water also a liquid.

Soil: The soil wasn't affected because the soil didn't change.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** You have to crush the ice lamp of the 10 minutes two objects is the same but you have to each.

**Soil:** The soil is brown like you have to soil the plants water in is the different.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

 Crushed ice: the crushed ice will melt into water

 Soil: The soil will not melt at all.
Use the drawings below to answer question.

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: It probably melted.

Soil: The soil gets more hot and if there is any water in it, it will evaporate.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice turned into water after ten minutes.

**Soil:** The soil didn't change; it stayed a solid.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The lamp would cause the ice to melt and turn to water.

**Soil:** The lamp would cause the soil to dry out and become hard.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:**
This object is most likely to melt because as the lamp heats up, the ice will melt so the ice would be turned into a liquid that is how I figured this out the problem.

**Soil:**
This object would most likely to melt or stay the same because if the solid was a ice cube, it would melt if it was a rock it would not melt and that is my answer.
Use the drawings below to answer question.

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice looks like rocks and the bright lamp turn it into rocks.

**Soil:** The soil looks like water and also it turn into water.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice was affected by the lamp because the crushed ice melted, evaporated, and was turned into water vapor. So, the crushed ice was turned from a solid to gas.

Soil: The soil was affected because the soil took nutrition from the light of the lamp and gained more nutrition.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: the crushed ice did not melt

Soil: The soil stayed the same
PSSA Science: Lamp Effects on Ice and Soil (Grade 4); Training Set One

**Subject:** Science  **Item:** Lamp Effects on Ice and Soil  **Grade:** 4

Name

<table>
<thead>
<tr>
<th>Number</th>
<th>Score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T1-10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PSSA, Grade 4 Science

Lamp Effects on Ice and Soil

Handscoring Training Set 2
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice:  

Soil:  

Crushed ice.
Use the drawings below to answer question.

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The **crushed ice** would turn to **water** because it's so hot.

**Soil:** The **soil would start to smoke** because of how hot the lamp is.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: It would melt cause of the heat.

Soil: It would heat cause of the heat.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: *The ice will directly turn into liquid.*

Soil: *The soil will get softer and softer.*
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** If the crushed ice is going to melt in to water it (think this because when ice is put under light(heat, warmth) it goes into water.

**Soil:** If you put the soil under the light it will dry up and not be as Iomp.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice will most likely melt because the light is like the sun.

Soil: The soil will most likely stay the same unless it has water and seeds in it, then it will grow a flower.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice looks like eggs, and like beads, ants.

**Soil:** The soil is having friction on it, and it looks like sand.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: it would melt into water and it would get /indy and it won't be cold. It would be warm.

Soil: it would melt and be like ticked mud and you could use it to plant a garden.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: Of course crushed ice is gonna be affected by the lamp.

Soil: The soil will not get affected by the lamp.
Use the drawings below to answer the question.

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

<table>
<thead>
<tr>
<th>Crushed ice:</th>
<th>The crushed ice would have started to melt in the container because of the heat coming from the lamp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil:</td>
<td>The soil would have gotten hot in the container it’s in because of the heat that is coming from the lamp.</td>
</tr>
<tr>
<td>Number</td>
<td>Score</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>T2-1</td>
<td></td>
</tr>
<tr>
<td>T2-2</td>
<td></td>
</tr>
<tr>
<td>T2-3</td>
<td></td>
</tr>
<tr>
<td>T2-4</td>
<td></td>
</tr>
<tr>
<td>T2-5</td>
<td></td>
</tr>
<tr>
<td>T2-6</td>
<td></td>
</tr>
<tr>
<td>T2-7</td>
<td></td>
</tr>
<tr>
<td>T2-8</td>
<td></td>
</tr>
<tr>
<td>T2-9</td>
<td></td>
</tr>
<tr>
<td>T2-10</td>
<td></td>
</tr>
</tbody>
</table>
PSSA, Grade 4 Science

Lamp Effects on Ice and Soil

Handscoring Practice Set*

*Responses in this set do not have true scores. Apply scores based on scoring criteria.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The lamp is crushed ice in 10 minutes.

Soil: The soil is the pant.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** will most likely turn from a solid to a liquid or in other words melt.

**Soil:** will most likely stay the same just get a little warm.
A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** It might melt because the heat coming from the lamp might help melt the ice.

**Soil:** It has the light shining on the soil so, the soil is getting light from the lamp. The soil will get light and if you put it in the ground with water it will grow a plant.
Use the drawings below to answer the question:

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: The crushed ice will most likely to melt. It will melt because ice melts all the time. If it melts, it will become water to drink. The student could drink it or throw it out.

Soil: The light will do nothing to the soil. It will just make the soil warm and mushy. The soil would be good for farming or playing with or throwing it out.
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: \[ \text{It would melt} \]

Soil: \[ \text{It would melt} \]
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** The crushed ice was affected because it is nothing but frozen water crushed up in a cup so it would melt and turn into a liquid.

**Soil:** It probably become hard because it is drying up and if you take it out it may feel like a brick because it dried.
Use the drawings below to answer question.

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: _The crushed ice will melt into a liquid._

Soil: _It won't change._
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

**Crushed ice:** Crushed ice is a material you leave it under a lamp for 10 mins.

**Soil:** Soil is for plants to help them grow and to help a lot.

Them grow
Use the drawings below to answer question

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

Crushed ice: probably melted

Soil: warmed up
Use the drawings below to answer question:

![Diagram showing crushed ice and soil under a lamp](image)

A student placed these two objects directly beneath a lamp for 10 minutes. Describe how each object was most likely affected by the lamp.

<table>
<thead>
<tr>
<th>Crushed ice:</th>
<th>Crushed ice was most likely affected by the lamp because the crushed ice would get smaller if it is just sitting there for 10 minutes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soil:</td>
<td>Soil was most likely affected by the lamp because the soil will get all wet and mushy if it is under a lamp for 10 minutes.</td>
</tr>
</tbody>
</table>
# Practice Set*

**Subject:** Science  
**Item:** Lamp Effects on Ice and Soil  
**Grade:** 4

<table>
<thead>
<tr>
<th>Number</th>
<th>Score</th>
<th>Consensus</th>
<th>Annotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P-10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Responses in this set do not have true scores. Apply scores based on scoring criteria.*
PSSA, Grade 4 Science

Lamp Effects on Ice and Soil

Handscoring Training Sets 1 and 2
True Scores/Annotations
<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
</table>
| T1-1  | 1     | Crushed ice: Correct response: ‘...will become water also a liquid.’
                      Soil: No credit |
| T1-2  | 0     | Crushed ice: No credit
                      Soil: No credit |
| T1-3  | 1     | Crushed ice: Correct response: ‘...melt into water’
                      Soil: No credit – ‘will not melt at all’ |
| T1-4  | 2     | Crushed ice: Correct response: ‘It will probaly melted’
                      Soil: Correct response: ‘...gets more hot...’ |
| T1-5  | 1     | Crushed ice: Correct response: ‘...turned into water...’
                      Soil: No credit |
| T1-6  | 2     | Crushed ice: Correct response: ‘...melt...’
                      Soil: Correct response: ‘...dry out...’ |
| T1-7  | 1     | Crushed ice: Correct response: ‘...to melt...’
                      Soil: No credit |
| T1-8  | 0     | Crushed ice: No credit
                      Soil: No credit |
| T1-9  | 1     | Crushed ice: Acceptable response – the student includes melting and evaporation – both stages are given – student cannot get credit for solid to gas without saying the ice melted first
                      Soil: No credit – ‘took nutrince from the light’ is not acceptable |
| T1-10 | 0     | Crushed ice: No credit – ‘did not melt’ is not acceptable
                      Soil: No credit |
<table>
<thead>
<tr>
<th>Paper</th>
<th>Score</th>
<th>Crushed ice</th>
<th>Soil</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2-1</td>
<td>0</td>
<td>No credit</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>T2-2</td>
<td>1</td>
<td>Correct response: “…turn into water…”</td>
<td>No credit – implying that the soul will burn is not correct</td>
<td></td>
</tr>
<tr>
<td>T2-3</td>
<td>2</td>
<td>Correct response: “…melt…”</td>
<td>Correct response: “…harden cause of the heat”</td>
<td></td>
</tr>
<tr>
<td>T2-4</td>
<td>1</td>
<td>Correct response: “…turn into a liquid.”</td>
<td>No credit – ‘softer’ is not a defined affect the lamp would have on the soil</td>
<td></td>
</tr>
<tr>
<td>T2-5</td>
<td>2</td>
<td>Correct response: “…goes into water.”</td>
<td>“…dry up…”</td>
<td></td>
</tr>
<tr>
<td>T2-6</td>
<td>1</td>
<td>Correct response: “…melt…”</td>
<td>No credit – growing a flower is not acceptable</td>
<td></td>
</tr>
<tr>
<td>T2-7</td>
<td>0</td>
<td>No credit</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>T2-8</td>
<td>1</td>
<td>Correct response: “…melt…”</td>
<td>No credit – the soil will not melt</td>
<td></td>
</tr>
<tr>
<td>T2-9</td>
<td>0</td>
<td>No credit</td>
<td>No credit</td>
<td></td>
</tr>
<tr>
<td>T2-10</td>
<td>2</td>
<td>Correct response: “…melt…”</td>
<td>Correct response: “…gotten hot…”</td>
<td></td>
</tr>
</tbody>
</table>
PSSA, Grade 4 Science

Handscoring Nonscorable Codes
## PENNSYLVANIA NONSCORABLE CODES

For PSSA Reading, Science, and Mathematics and all Keystone Open-ended Items (items with zero as a valid score point):

<table>
<thead>
<tr>
<th>Non-scoreable Code</th>
<th>Definition/Example/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B – Blank</strong></td>
<td>Completely blank response. This includes responses that:</td>
</tr>
<tr>
<td></td>
<td>• Are completely erased (so that words are unreadable)</td>
</tr>
<tr>
<td></td>
<td>• Are completely crossed out (so that words are unreadable)</td>
</tr>
<tr>
<td></td>
<td>• Online responses that consist solely of “white space” (e.g., spaces, tabs, returns)</td>
</tr>
<tr>
<td><strong>R – Refusal</strong></td>
<td>Response indicates a refusal to attempt the task. This includes:</td>
</tr>
<tr>
<td></td>
<td>• <em>I don’t care; I’m not taking this test; This is stupid; I won’t do it; you can’t make me answer this question</em></td>
</tr>
<tr>
<td></td>
<td>• <em>I don’t know; IDK; we never learned this; X; NA</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Unrelated song lyrics/rap lyrics/poetry (e.g., the lyrics to Hotel California in answer to a writing prompt asking whether backpacks should be allowed in class)</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Intentionally off-task response (e.g., a detailed description of what the student ate for breakfast that morning in answer to a question about Mozart’s childhood)</em></td>
</tr>
<tr>
<td></td>
<td>This also includes responses that consist solely of scribbles, random keystrokes (yyyyyyyy, av:aeoiavbve, hhrnttuuvv), indecipherable writing/keystrokes (swensts mengetstets awrawnstets) emoticons, stray marks, doodles, drawings, circles, underlines, a couple of random letters (not a word), copying the question and/or test directions, or other evidence that no attempt was made to address the task.</td>
</tr>
<tr>
<td><strong>K – Off task/topic</strong></td>
<td>Response makes no reference to the item or (if applicable) the passage provided, but does not seem to constitute an intentional refusal.</td>
</tr>
<tr>
<td></td>
<td>If any part of the response relates to the item in any way, score the response.</td>
</tr>
<tr>
<td><strong>F – Foreign Language</strong></td>
<td>Responses written entirely in a language other than English.</td>
</tr>
<tr>
<td></td>
<td>Note that mathematics responses may still be scoreable if they also contain mathematical language (numbers, operators, etc.) that can be assessed by the rubric.</td>
</tr>
<tr>
<td></td>
<td>Also note that a Spanish language version of the test is available for students for mathematics and science assessments. These are scored by qualified Spanish-speaking scorers.</td>
</tr>
<tr>
<td><strong>U – Illegible</strong></td>
<td>This category includes:</td>
</tr>
<tr>
<td></td>
<td>• Responses that are completely illegible due to poor handwriting.*</td>
</tr>
<tr>
<td></td>
<td>• Online or typed responses that are incoherent due to consisting of random strings of words that are not clearly a Refusal or Off Topic (e.g., <em>best day school teacher inspired so I rode my car</em>)</td>
</tr>
<tr>
<td></td>
<td><em>If a response is difficult to read, every effort is made to read the response. Multiple people, including a Team Leader and/or a Scoring Director, will attempt to decipher the response, and the original answer document will be reviewed if necessary. If, ultimately, only a portion of the response is legible, that verbiage will be scored on its own merits.</em></td>
</tr>
</tbody>
</table>

**Note:** In reading, copied irrelevant text receives a score of 0.

**Note:** Responses that consist of a couple of words and do not represent a complete thought (e.g., *I think that, Ramps are*) receive a score of 0.

**Note:** Crossed out, but legible/partially legible, responses are scored according to the rubric based on whatever verbiage is legible.