

Critical Skills Assignment Answer Key

Critical Reading and Informative Writing (A)

Starter feedback for correct and incorrect answers is in **blue**. Use or adapt the feedback in this answer key as you grade each student assignment. Many answers will vary. The model answers demonstrate what a complete student response should include, but they do not represent the only correct response to most questions.

Read the passage. Then answer the questions.

Chocolate Chip Fact or Fiction?

(1) The true story of the invention of chocolate chip cookies is hard to figure out. The facts of the story have become mixed up over time, and people have added their own ideas to it. But there are some facts that are clear and true about the creation of Ruth Wakefield's tasty recipe.

The Basic Ingredients

(2) Ruth Graves Wakefield completed a degree in what is now called family and consumer sciences at Framingham State University in 1924. She was a dietician, taught home economics, and gave lectures about food in a time before there were such things as television or the Food Network. Then she and her husband, Kenneth, bought the Toll House Inn and opened a restaurant there near Whitman, Massachusetts.

(3) Ruth's cooking made the restaurant famous. People enjoyed coming to it for fine meals. They liked having a nice dining experience. They thought Ruth's desserts were the best! This is where the legend of the chocolate chip cookie begins. But there are many different accounts of the tale.

Bar Blooper?

(4) A recipe that Ruth baked was for Butter Drop Do cookies. She served them with ice cream. One of the most repeated stories about Ruth's recipe starts with a missing ingredient. The story goes that Ruth realized she was out of baker's chocolate. So she cut up a Nestlé chocolate bar and used that in her cookies instead.

(5) A slightly different tale claims she didn't have the nuts the recipe called for. So she chopped up a Nestlé chocolate bar and added it instead of nuts.

(6) A third telling says the recipe wasn't Ruth's doing at all. The Nestlé chocolate was added to the cookie dough because of the big mixer on the counter. Its motion caused a chocolate bar to fall into the batter from a shelf above. Rather than throw the batter away, the batch was made. And so was history!

(7) Others argue that with all her food training and because she ran a fancy restaurant with strict rules, Ruth wouldn't have run out of chocolate. She wouldn't have had such an accident. They think she probably invented the recipe not by mistake, but by experimenting. She worked hard until she found what she thought was the most delicious way to make the old recipe for Butter Drop Do cookies.

A Cookie Hit

(8) Ruth's Toll House Crunch cookies, as she called them then, were a huge success. The recipe was featured on a radio program. It was printed in newspapers. Soon people all over New England were baking the cookies with the chocolate pieces.

(9) As more people baked the cookies, demand for Nestlé chocolate rose. The company noticed and made improvements. First they redesigned the candy bars to make them easier to break into pieces. Then they included a special cutter. Finally, they started shaping the chocolate into small chips especially for the cookies.

The Chocolate Deal

(10) Some people question why Ruth used Nestlé chocolate for her cookies. Some say Andrew Nestlé, the owner of the company, gave her the first bar as a gift because he liked to stay at the inn. Others say after she began using Nestlé chocolate, she contacted the company and made a deal with them.

(11) Another part of the story says she was paid \$1 and a lifetime supply of chocolate for her recipe. Other people believed Nestlé hired her as an adviser in exchange for her recipe. No matter what, the recipe for Toll House cookies has been printed on packages of Nestlé chocolate chips since 1939.

(12) Despite what is true and what is make-believe, the fact remains that people love Ruth Wakefield's invention and are likely to enjoy chocolate chip cookies for many years to come.

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

1. Reread Paragraphs 1 and 2. Answer the questions about the main idea.

(a) Which statement **best** tells the main idea of the passage?

- A. Ruth Wakefield was the first to make chocolate chip cookies at her restaurant, the Toll House Inn.
- B. The truth about how Ruth Wakefield came up with her chocolate chip cookie recipe has changed over the years.
- C. Ruth Wakefield knew a lot about food because she learned about it in school.
- D. Ruth Wakefield's chocolate chip cookies are a tasty dessert.

Teacher feedback: (The correct answer is B.)

(b) Which sentence from the text supports the answer in Part (a)?

- A. The facts of the story have become mixed up over time, and people have added their own ideas to it.
- B. Ruth Graves Wakefield completed a degree in what is now called family and consumer sciences at Framingham State University in 1924.
- C. She was a dietician, taught home economics, and gave lectures about food in a time before there were such things as television or the Food Network.
- D. Then she and her husband, Kenneth, bought the Toll House Inn and opened a restaurant there near Whitman, Massachusetts.

Teacher feedback: (The correct answer is A.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

2. Reread the section titled “Bar Bloop?”

(a) Which questions does the section titled Bar Bloop? answer?

Choose **all** answers that are correct.

- A. Which recipe did Ruth Wakefield use when she was first creating her chocolate chip cookies?
- B. What is one of the stories people tell about how Ruth Wakefield invented her recipe?
- C. What made the Toll House Inn so popular?
- D. Why did Ruth Wakefield decide she wanted to open a restaurant?

Teacher feedback: (The correct answers are A and B.)**(b)** Which sentences from the text support the answers in Part (a)?Choose **all** answers that are correct.

- A.** One of the most repeated stories about Ruth’s recipe starts with a missing ingredient.
- B.** She served them with ice cream.
- C.** She worked hard until she found what she thought was the most delicious way to make the old recipe for Butter Drop Do cookies.
- D.** They think she probably invented the recipe not by mistake, but by experimenting.

Teacher feedback: (The correct answers are A, B, and C.)**Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)****3.** Reread these sentences from Paragraph 6:

Rather than throw the batter away, the batch was made. And so was history!

In these two sentences, the author makes a play on words by using the figure of speech, “And so was history!” What does the author mean by using this figure of speech? How do the two sentences work together?

Model Answer

The author says “And so was history!” because according to one of the stories about how Ruth Wakefield invented her chocolate chip cookie recipe, a chocolate bar was supposed to have fallen off a shelf and into a mixing bowl of cookie dough where it was chopped into bits. Rather than toss the dough away, Ruth made the cookies and the result was the first batch of chocolate chip cookies. Since this was the first batch of chocolate chip cookies ever made, the author is saying that Ruth Wakefield made history.

The two sentences work together because the cookies were made and history was also made.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
1	The answer explains what the author means by using the figure of speech “And so was history!”	Your answer should explain what the author means by using the figure of speech “And so was history!”
1	The answer explains how the two sentences work together.	Your answer should explain how the two sentences work together.

Feedback for completely correct answer:

Your answer explains what the author means by using the figure of speech “And so was history!” Your answer also explains how the two sentences work together.

4. Reread the sections called Bar Blooper? and A Cookie Hit.

Which statement describes how the structures of these sections are different?

- A.** The Bar Blooper? section compares and contrasts different stories of how Ruth Wakefield came to invent her recipe, while A Cookie Hit compares and contrasts different Nestlé products.
- B.** The Bar Blooper? section uses order of events to tell the order in which Ruth Wakefield made her recipe, while A Cookie Hit uses order of events to tell when Nestlé started making chocolate chips.
- C.** The Bar Blooper? section tells how Ruth Wakefield solved a problem at her restaurant by inventing a new recipe, while A Cookie Hit tells how the popularity of Ruth’s recipe caused the Nestlé company to make changes.
- D.** The Bar Blooper? section compares different stories about how Ruth Wakefield invented her recipe, while A Cookie Hit uses cause and effect to tell how Ruth’s recipe caused the Nestlé company to make changes in the way they sold their chocolate.

Teacher feedback: (The correct answer is D.)

Score: (1 point)

5. In the passage the author tells how the invention of chocolate chip cookies was good for many people. Give at least two examples of those who benefited and explain how they benefited.

Use information from the text to support your answer.

Model Answer

Ruth Wakefield benefitted from inventing her recipe because she became famous. She also received free chocolate for life according to some stories. The passage also said that she might have gotten other work from the Nestlé company.

The Nestlé company benefitted from Ruth’s recipe because they were able to sell a lot of chocolate to people who wanted to make her recipe. The passage tells that they even put Ruth’s recipe on their chocolate chip packages, which would help them sell even more.

The last paragraph of the passage says that people also benefitted from the recipe because they got to enjoy chocolate chip cookies for many years to come.

Award points for specific answers as shown below (for a total of 0–4 points).

Points	Concept Addressed	Feedback for Student Answers
4	The answer provides two examples of who benefitted from the invention of chocolate chip cookies and explains how each benefitted. The answer includes information from the text to support the answer. (1 point for each example, 1 point for each explanation)	Your answer should provide two examples of who benefitted from the invention of chocolate chip cookies and should explain how they benefitted. Your answer should include information from the text to support your answer.

Feedback for completely correct answer:

Your answer gives at least two examples of those who benefitted and explains how they benefitted. Your answer uses information from the text to support your answer.

Read the passage. Then answer the questions.

The Mistake that Bounced

- (1) More rubber! That was the cry during World War II. The U.S. army needed tires for trucks and boots for soldiers, but the enemy had control of the rubber trees.
- (2) Back home in the United States people scrimped and saved. They donated old tires, boots, even raincoats to the cause. Finally, the government asked scientists to invent something to replace rubber.
- (3) Two men working for different companies tried to meet the challenge. One was James Wright of General Electric and the other was Earl L. Warrick of Dow. Without knowing they were working with the same material, they experimented by mixing silicone oil with boric acid. But instead of rubber, what they made was a mistake! The stuff didn't work at all like they expected. If they threw a glob on the floor, it bounced much higher than a ball made of rubber! Yet, if they left some resting on a counter, it oozed into a puddle! It would never do for making tires or boots!
- (4) The men asked other scientists for ideas about how to use it. But no one could figure out what to do with the goo they'd nicknamed "nutty putty," or "bouncing putty." Still, each man applied to the government for the right to say he had invented it. This right is called a patent.
- (5) Earl filed his request before James but the credit for the new item is most often given to James. People think this is because he worked for General Electric, the company who sold the first large batch to Peter Hodgson. He was the man who finally had an idea for how to use the invention gone wrong.
- (6) Children can thank Peter, an advertising agent, for thinking of that sticky blob as a toy they might enjoy. He saw some scientists playing with the putty at a party. At the time, he was working on a catalog for the Block Shop, a toy store in Connecticut, and thought the scientists' toy should be included. "I couldn't help noticing how people with busy schedules wasted as much as 15 minutes...just (playing with) and stretching it."
- (7) Ruth Fallgatter, the woman who owned the Block Shop agreed. Peter hired a college student to divide the putty into small amounts they put in clear cases. Then they listed the putty as a toy for adults. It sold well in the catalog, but Ruth decided not to include it the next year, thinking the putty didn't have a future.
- (8) Peter disagreed and thought children would love it. He began packaging the glop in eggs and got the legal right to give it a new name—Silly Putty! He was right! Children loved Silly Putty and bought so much that Peter became a millionaire!
- (9) Of course, kids found other ways to use Silly Putty. When they weren't bouncing it, they discovered it could pick up ink. When they pressed it onto printed pages like newspaper comics, it made copies of the pictures. They also marveled at the way they could stretch it like crazy but break it if they hit it with a hammer!

(10) Perhaps if Peter Hodgson had bought that first batch of putty from Dow, Earl Warrick would have been remembered as the inventor of Silly Putty instead of James Wright. But, though Earl and James invented it by mistake, Silly Putty is recognized as one of the most popular toys of all time. In 2000, it went on display at the Smithsonian's National Museum of American History. And in 2001, it joined the National Toy Hall of Fame as a toy that has been really good for children's creativity and learning!

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

6. Reread Paragraphs 4 and 5. Then read this sentence:

This right is called a patent.

(a) Which word means nearly the same as the underlined word?

- A. claim
- B. draft
- C. demand
- D. provision

Teacher feedback: (The correct answer is A.)

(b) Which sentence from the text supports the answer in Part (a)?

- A. The men asked other scientists for ideas about how to use it.
- B. But no one could figure out what to do with the goo they'd nicknamed "nutty putty," or "bouncing putty."
- C. Still, each man applied to the government for the right to say he had invented it.
- D. Earl filed his request before James but the credit for the new item is most often given to James.

Teacher feedback: (The correct answer is C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

7. Reread Paragraph 3. Why was the putty unfit for making tires and boots?

Use a quotation from the passage to support your answer.

Model Answer

In the paragraph it says, "Yet, if they left some resting on a counter, it oozed into a puddle!" That means the putty would not be able to hold its shape long enough to be made into anything.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
2	The answer explains why the putty was unfit for making tires and boots, and uses a quotation from the text to support the answer. (1 point for explanation, 1 point for quotation)	Your answer should explain why the putty was unfit for making tires and boots, and should use a quotation from the text to support the answer.

Feedback for completely correct answer:

Your answer explains why the putty was unfit for making tires and boots, and uses a quotation from the text to support your answer.

8. Answer the questions about the main idea of the passage.

(a) Which statement **best** tells the main idea of the passage?

- A. Scientists made Silly Putty by mistake and didn't know what to do with it.
- B. Peter Hodgson invented Silly Putty, which has been recognized as one of the best toys for children.
- C. Though invented by mistake, Silly Putty became a favorite children's toy.
- D. Peter Hodgson realized Silly Putty would be a good toy for children.

Teacher feedback: (The correct answer is C.)

(b) Which sentence from the text **best** supports the answer in Part (a)?

- A. But instead of rubber, what they made was a mistake! (Paragraph 3)
- B. But, though Earl and James invented it by mistake, Silly Putty is recognized as one of the most popular toys of all time. (Paragraph 10)
- C. Children loved Silly Putty and bought so much that Peter became a millionaire! (Paragraph 8)
- D. He began packaging the glop in eggs and got the legal right to give it a new name—Silly Putty! (Paragraph 8)

Teacher feedback: (The correct answer is B)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

9. Which statement **best** tells why scientists invented Silly Putty when they were trying to create a new kind of rubber?

- A. Scientists were tired from trying to make a new kind of rubber and made Silly Putty for something fun to do.
- B. Scientists thought they could help by making a toy to earn money for the war effort instead of rubber.
- C. Scientists mixed silicone oil and boric acid and accidentally made something new that was rubbery but didn't act like rubber.
- D. Scientists misread the directions when they were trying to make rubber and added too much silicone oil and boric acid.

Teacher feedback: (The correct answer is C.)

Score: (1 point)

10. Which statements **best** explain why scientists were asked to invent a new kind of rubber?

Choose **all** answers that are correct.

- A.** The U.S. Army needed rubber for tires and boots.
- B.** The enemy controlled the rubber trees.
- C.** The U.S. Army wanted scientists to invent a new toy for soldiers' children.
- D.** The enemy didn't know how to make tires for trucks and boots.

Teacher feedback: (The correct answers are A and B.)

Score: (1 point)

Read the passage. Then answer the questions.

Izzy and his Cardboard Bike

(1) Cardboard boxes have long been a good, cheap building material for children. Give a kid a box, and he or she may remodel it into a hideout, a pretend boat, or even a castle. But a man in Israel is using recycled cardboard to make fully useable bicycles. They are single speed with environmentally friendly braking systems. And they are strong enough to support adult riders weighing over two hundred and fifty pounds!

(2) In 2009, Ishar Gafni, known as Izzy, got the idea for making the bike while talking with some friends at the local bike shop. Someone told about a man who had made a cardboard canoe. “It was this canoe that was sitting in the back of my head when it suddenly struck me,” Izzy said. “Why not make a bicycle out of cardboard, too?” Engineers and Izzy’s friends told him it would be impossible. But he proved them wrong three years later when he test rode the first model of his cardboard bike.

(3) Izzy experimented with Japanese paper-folding to find the strongest folds. Using this art form called origami, Izzy had to fold the cardboard in several different directions. “Making a cardboard box is easy...” he said, “but to make a bicycle was extremely difficult...It took a year and a half, with lots of testing and failure until I got it right.”

(4) There are other steps besides Izzy’s folding procedures that make the bikes strong. Izzy sticks the folded pieces together with a mix of varnish and glue. Varnish is like a clear paint that dries hard and makes things shiny. Izzy also gives the bikes a secret coating he invented that makes them fire and waterproof. He has to. Cardboard is paper and can burn. When it gets wet it weakens and can collapse. The finishing touch is to paint the bike with a shiny paint called lacquer.

(5) Izzy has gone on to build four more full-size models and one for kids, too. If the bikes work out, he has plans for making wheelchairs, strollers, and other items from recycled cardboard using the folding techniques he has devised.

(6) Using cardboard makes the bikes lightweight and inexpensive to build. It only costs about \$9 to \$12 for each one. But building a factory to make the bikes may make them cost more than \$9 to \$12 at first. Izzy’s hope, however, is that eventually the cost of the bikes will be lower than regular bikes and people in really poor countries will be able to get them for free.

Choose answers to multiple choice questions. Type responses to questions that ask you to write a response. Be sure to save your work.

11. Reread Paragraphs 4 and 5. Then read this sentence:

If the bikes work out, he has plans for making wheelchairs, strollers, and other items from recycled cardboard using the folding techniques he has devised.

(a) Which word is a **synonym** for the underlined word in the sentence?

- A. choices
- B. methods
- C. plots
- D. ideas

Teacher feedback: (The correct answer is B.)

(b) Which sentence from Paragraphs 4 and 5 **best** supports the answer in Part (a)?

- A. Izzy has gone on to build four more full-size models and one for kids, too.
- B. Cardboard is paper and can burn.
- C. There are other steps besides Izzy's folding procedures that make the bikes strong.
- D. When it gets wet it weakens and can collapse.

Teacher feedback: (The correct answer is C.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

12. Reread Paragraphs 1 and 2. Then answer questions about the main idea.

(a) Which statement **best** tells the main idea of the passage?

- A. Ishar Gafni proved he could invent a sturdy, useable bicycle made from cardboard.
- B. Ishar Gafni learned how to fold cardboard so it would be strong.
- C. Ishar Gafni proved his friends wrong with one of his inventions.
- D. Ishar Gafni works hard as an inventor and wants to make other things from cardboard.

Teacher feedback: (The correct answer is A.)

(b) Which sentence from the text **best** supports the answer in Part (a)?

- A. Cardboard boxes have long been a good, cheap building material for children.
- B. But a man in Israel is using recycled cardboard to make fully useable bicycles.
- C. “Why not make a bicycle out of cardboard, too?”
- D. But he proved them wrong three years later when he test rode the first model of his cardboard bike.

Teacher feedback: (The correct answer is B.)

Score: (2 points – both (a) and (b) must be correct to earn 2 points, if (a) is correct and (b) is incorrect award 1 point, if (a) is incorrect, award 0 points.)

13. Which statements tell the steps Izzy took to make his bicycles better?

Choose **all** answers that are correct.

- A. He folded in different directions.
- B. He tried new ways of painting.
- C. He bought the best materials.
- D. He invented a secret coating.

Teacher feedback: (The correct answers are A and D.)

Score: (1 point)

14. Why do you think Izzy makes his bicycle out of cardboard?

Support your answer with at least one detail from the passage.

Model Answer

I think Izzy makes his bicycles out of cardboard because he is trying to keep the expenses low and cardboard is a material people don’t want. So he would be able to get it free. At the end of the passage it said he wants to make the bikes cheaper so that even poor people can have one.

I also think Izzy makes the bikes out of cardboard because it is lightweight and would make a bike easy to carry over places where you couldn’t ride it such as on stairs.

Award points for specific answers as shown below (for a total of 0–2 points).

Points	Concept Addressed	Feedback for Student Answers
2	The answer explains why the student thinks Izzy makes his bicycle out of cardboard, and includes at least one detail from the passage to support the answer. (1 point for explanation, 1 point for detail)	Your answer should explain why you think Izzy makes his bicycle out of cardboard, and should include at least one detail from the passage to support your answer.

Feedback for completely correct answer:

Your answer explains why you think Izzy makes his bicycle out of cardboard. Your answer includes at least detail from the passage to support your answer.

15. You have read about the invention of the chocolate chip cookie recipe, Silly Putty, and the cardboard bicycle. Write about two of these inventions. Tell one way their creation was alike. Tell one way it was different.

Use examples from the passages to explain the similarity and the difference.

Model Answers

Model Answer 1:

If you believe the story about Ruth Wakefield coming up with her chocolate chip cookie recipe by mistake, then that is a similarity it has with Silly Putty. They both came about because of mistakes. With the recipe, Ruth didn't realize that she would create a whole new cookie when she added the bits of chocolate bar to her cookie dough. The scientists who invented Silly Putty didn't know what would happen when they mixed silicone oil and boric acid. Instead of a new kind of rubber, they created something that had fun properties and became a toy.

A difference in the creation of the two is that there are several stories about how Ruth invented her recipe and no one really knows which one is true. But with the invention of Silly Putty, there are records about it being invented, because both scientists who came up with it applied for patents through the government. So the real stories of how the two came up with how to create the putty can be tracked down.

Model Answer 2:

If you believe the story that said Ruth Wakefield came up with her recipe through hard work and not by mistake, then that is something the recipe and the cardboard bicycle have in common. The passage said that some believe Ruth worked hard and experimented to make a new cookie with chocolate and had to test many different ways to make her cookies before she came up with just the right ingredients to add together. That is the same way Izzy created the cardboard bicycle. He had to try many different ways to find the strongest folds.

The difference in the two creations is that Ruth's recipe has become a favorite cookie that has stood the test of time and people are still making it. Izzy's bicycle has not become popular yet and he has only made a few. It will take time before people decide whether they really like the cardboard bicycle.

Model Answer 3:

The invention of Silly Putty and the cardboard bicycle are alike in their creation of both related to transportation. With Silly Putty, the scientists were trying to make rubber to use as tires for trucks. The creation of the cardboard bicycle was meant to improve the way for people to get around, especially for people in poor countries where many can't afford regular bicycles.

The inventions are different in that the bicycle is made of recycled materials where the putty was made from different kinds of chemical materials. Izzy used cardboard because there is a big supply of the used material. But once the silicone oil and the boric acid is mixed together to make putty, it can't be taken apart to make something else.

Award points for specific answers as shown below (for a total of 0–4 points).

Points	Concept Addressed	Feedback for Student Answers
2	The answer tells one way the creation of two inventions in the passages is similar. The answer uses examples from the passages to explain the similarity. (1 point for similarity, 1 point for examples)	Your answer should tell one way the creation of two inventions in the passages is similar. Your answer should use examples from the passages to explain the similarity.
2	The answer tells one way the creation of two inventions in the passages is different. The answer uses examples from the passages to explain the difference. (1 point for difference, 1 point for examples)	Your answer should tell one way the creation of two inventions in the passages is different. Your answer should use examples from the passages to explain the difference.

Feedback for completely correct answer:

Your answer tells one way the creation of two inventions in the passages is similar, and one way it is different. Your answer uses examples from the passages to explain the similarity and the difference.

16. You have read three articles about people who have invented something. Write a report of three or more paragraphs comparing and contrasting two of these inventors.

- (a) Introduce each inventor clearly.
- (b) Tell what each did and how they came up with their ideas.
- (c) Tell the similarities and differences between the inventors.
- (d) Tell the similarities and differences between their methods.
- (e) Tell one way people who invent are different from ordinary people.
- (f) Tell something others can learn from the inventors' experiences.
- (g) Use examples from the text.
- (h) Present the information and your ideas clearly.
- (i) Include headings and linking words and phrases to guide and help the reader understand.
- (j) Group like facts and details together.
- (k) Include a conclusion that summarizes your report.

Score: Use the rubric to evaluate the student's writing. Award points for each category as shown below (for a total of 12–20 points). Students who do not respond should be given a 0.

Teacher feedback: Provide feedback about the student's writing in each category.

Category	Level 3 (5 points)	Level 2 (4 points)	Level 1 (3 points)
Purpose and Content	The writing is an informative report about two inventors from the passages. The writing introduces the inventors and tells about the similarities and differences between the two and between their methods using examples from the text. The writing includes one way the inventors are different from other people and something others can learn from their experiences.	The writing is a report mostly about two inventors from the passages. The writing mostly introduces the inventors and includes some similarities and differences between the two and between their methods using examples from the text. The writing may include one way the inventors are different from other people and something others can learn from their experiences.	The writing may not be a report and does not tell about two inventors from the passages. The writing may not include comparisons. The writing may not include how inventors are different from other people or something others can learn from them.
Structure and Organization	The writing is at least three paragraphs long. It takes the form of informative paragraphs and follows that form consistently, with main ideas and supporting details for each paragraph. All information is presented clearly with like details grouped together in paragraphs with a strong main idea. There are headings and many order and connecting words and phrases to create coherence in the writing. There is a strong conclusion.	The writing is at least two paragraphs long. The paragraphs have main ideas and most of the sentences in the paragraphs are details that support those ideas, but there may be some extraneous or irrelevant information included. Most information is clear, and most like details are grouped together to support a main idea. There may be some headings and some order and connecting words and phrases to create a sense of coherence in the writing. There is a conclusion.	The writing may be fewer than two paragraphs long or may not include paragraphs. There may be no clear main ideas, or details may not support those ideas. It may not include a conclusion. Much information may be unclear, and there may be no clear grouping of like details in support of a main idea. There may be no or few order or connecting words to create coherence in the writing.
Language and Word Choice	The writing contains many strong adjectives, concrete nouns, and vivid verbs to help convey information. The writing may have some use of figurative language to help form a picture in the reader's mind or include definitions. The language is clear and accurate and there is no ambiguity.	The writing uses some adjectives, concrete nouns, and vivid verbs. The writing is mostly clear and accurate, but there may be some ambiguity or the use of soft words such as "stuff" to describe concrete ideas or objects.	The writing may not use adjectives, concrete nouns, or vivid verbs. The writing may not be clear and accurate. There is frequent ambiguity and the use of soft words such as "stuff" to describe concrete ideas or objects.

Category	Level 3 (5 points)	Level 2 (4 points)	Level 1 (3 points)
Grammar, Usage, and Mechanics	The writing is in formal, standard English. The writing has no errors in grammar, usage, or mechanics. The writing has no errors in punctuation or spelling.	The writing is mostly in standard English. The writing may contain some errors in grammar, usage, or mechanics. The writing may contain some errors in punctuation or spelling. The errors do not interfere with the reader's understanding	The writing may not be in standard English. The writing may contain many errors in grammar, usage, or mechanics. The writing may contain many errors in punctuation or spelling. The errors may make it difficult to follow or understand the writing.

Final Assignment Score: (/50)