



English I

Short Answer Single Selection Scoring Guide

March 2016

Read the selection and choose the best answer to each question.

Blip

from Habibi
by Naomi Shihab Nye



- 1 It had seemed to Liyana that Poppy was walking differently during the weeks before they left. His stride had a new lift in it. He made lots of overseas phone calls. Mrs. Abboud would watch him and raise ten fingers like a coach or a referee when she thought he should get off.
- 2 But he also kept falling into silent spells. At the dinner table he forgot to remove the blue denim baseball cap he wore for yard work. He wasn't combing his hair as carefully as usual. When he read a newspaper story about demonstrations in Jerusalem, he rolled the newspaper into a tube and slapped it against his arm.
- 3 "What's up?" Liyana asked him as he poured gasoline into the lawn mower for the last time. He jumped. "Are you worried we're making a mistake?"
- 4 "No," he said. "I was just thinking about . . . how I like doing this."
- 5 She caught him staring at odd things—the hinge on the pantry cabinet, the medicine chest in the bathroom. When she asked what he was doing, he said, "Remembering."
- 6 Liyana, too, had been trying to memorize at least one small detail about each house on their street. The blue cottage with the crooked chimney, the green two-story only half painted. Did the painters break their arms? Did they lose their enthusiasm for that color? The brick house with the pink vine wrapped around its forehead in the summers. Liyana might never see the cherry trees or tulip beds or gray pebbles or cracked sidewalks again.

7 When she was younger, before she went to middle school and her arms seemed to grow longer in the night, she knew the easy latitude and longitude of her world. Now she was moving away to a land she knew little of, except the skillet of olive oil with crumbles of garlic and pine nuts browning on the stove. Liyana's mother stood over the skillet with the spatula poised, like a scientist. Poppy would pass through the house lifting his nose to the air, saying, "There it is, there's my country."

8 Well, where was hers? Was she on the verge of finding out? Sometimes Liyana felt she had passed her own country already and it was an age, not a place.

9 She wrote it down in her notebook.

10 *An age, not a place.*

11 What did it mean, exactly?

* * *

12 Liyana loved thinking of first lines for stories or poems or movies.

13 Since fourth grade, she'd kept a running list of them and liked to reread it to see if she could get the stories to go further in her head.

14 *The secret kiss grew larger and larger.*

15 *No one had dialed her number for a dozen years.*

16 *If she had known her cousin's secret, would she have teased her at dinner?*

17 Sometimes she took her lists of lines to Mrs. Lindenwood, her old fourth-grade teacher who loved creative writing, and Mrs. Lindenwood would put stars by the ones she liked best. Or Liyana would read them to Poppy in the yard after they'd washed the dinner dishes, as he sat drinking a cup of Arabic coffee in his favorite green metal chair with the scalloped back. On one of their last evenings in St. Louis, Poppy said, "Tell *me* her cousin's secret!"

18 Liyana hadn't read him the one about the kiss.

19 "Sometimes you remind me of Sitti, my mother," he told her.

20 "Why?" Liyana had a little picture of Sitti in her wallet, standing in a long dress in the archway entrance to her house.

21 "Making something out of nothing. It's her favorite thing to do. She gets a whole story out of—a button. Or a rock."

22 Liyana was quiet. She flicked at a mosquito, thinking how people considered other people. Did other people think *she* was strange? Sitti was eighty and Poppy said her mother had lived to be ninety-nine. What if it ran in the family?

- 23 Liyana and Poppy sat silently in the backyard while their gray cat, Sami, leaped down from the top of the wooden fence to bury his nose in the grass. Sami was going to live at their aunt's house, but Rafik and Liyana worried she might forget to feed him. They had discussed giving him tranquilizers and stowing him away in a backpack.
- 24 Liyana asked Poppy, "Do you remember that Emily Dickinson poem I liked a lot in second grade that starts, 'I'm nobody, who are you?'"
- 25 "Sort of. But I never thought you were nobody."
- 26 "I'm even more nobody now than I was then."
- 27 "Oh *habibti*,¹ don't say that! You're everything you need to be!"
- 28 "Poppy, remember when you told us your twentieth birthday was the most important landmark day of your life? I do *not* think it will be a very good day in mine."
- 29 "That's okay. You're only fourteen. You have a lot of time. And I only meant it was the landmark day of my life till *then*. I've had *lots* of better landmarks since. Like the days you and Rafik were born! And every day after! Twenty was just a little—blip—now that I look back on it."
- 30 Liyana wrote down what he said. "*A little—blip—now that I look back on it.*" She closed her notebook as Sami ran toward them with a lizard in his mouth.

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¹*Habibti* is an Arabic term of endearment for a female meaning "my dear" or "dear one."

English I Short Answer Single Selection

In "Blip," do you think Liyana and Poppy have a good relationship?
Explain your answer and support it with evidence from the selection.

Score Point 0 — Insufficient Response to the Question

Insufficient responses indicate a very limited reading performance.

These responses have one of the following problems.

- ❑ The idea is not an answer to the question asked.
- ❑ The idea is incorrect because it is not based on the text.
- ❑ The idea is too general, vague, or unclear to determine whether it is reasonable.
- ❑ No idea is present. Sometimes the response contains only text evidence. At other times there appears to be an idea; however, this idea cannot be considered an answer to the question because it merely repeats verbatim, or “echoes,” the text evidence.

I believe there relationship is good because they share a lot with each other and want to know whats happening.

Score Point 0

This response is insufficient because the student presents an idea that is too vague to determine whether it is reasonable. The idea that the relationship is good because they share a lot with each other is not specific enough to be a valid answer to the question.

In "Blip" I think Liwana and Poppy have a good relationship because Poppy says "I've had lots of better landmarks since. Like the days you and Rafik were born!" To Poppy the important landmark thing in his life was when she was born.

Score Point 0

This response is insufficient because the student does not present an idea. Stating that "to Poppy the important landmark thing in his life was when she was born" cannot be considered an answer to the question because it merely echoes the textual evidence provided.

In "Blip", I think Layard and Poppy have a good relationship because Poppy says in paragraph twenty-seven "don't say that" because Layard is "everything she needs to be".

Score Point 0

The student provides textual evidence from paragraph 27 but does not offer an original idea. Simply answering yes/no to the question does not constitute a reasonable idea. Providing only textual evidence indicates a very limited reading performance.

I think, Liyana and Poppy, in Blip, do not have a good relationship. I believe this because Poppy does not express his inner thoughts and feelings to Liyana and to have a good relationship, this needs to happen. When she asks him what's up + what he was doing he replied "I was just thinking" + "Remembering." This is just the answer that stops her questioning instead of the answer that expresses his feelings. Their relationship is not strong because he does not express his feelings.

Score Point 0

This response is insufficient because the student presents an idea that is incorrect. The idea that the relationship is "not strong because Poppy does not express his feelings" is a misreading of this section of the text. This response indicates a very limited reading performance.

Score Point 1 — Partially Sufficient Response to the Question

Partially sufficient responses indicate a basic reading performance.

These responses have one of the following characteristics.

- ❑ The idea is reasonable, but the response contains no text evidence.
- ❑ The idea is reasonable, but the text evidence is flawed and does not adequately support the idea. Text evidence is considered inadequate when it is
 - only a general reference to the text,
 - too partial to support the idea,
 - weakly linked to the idea, or
 - used inappropriately because it wrongly manipulates the meaning of the text.
- ❑ The idea needs more explanation or specificity even though it is supported with text evidence.
- ❑ The idea represents only a literal reading of the text, with or without text evidence.

Liyana and Poppy maintain a strong relationship. Liyana is able to read her creative writing to Poppy without any insecurities. Liyana's ease of expression towards Poppy depicts a strong bond of comfort and trust between the two.

Score Point 1

The response is partially sufficient because the student offers a reasonable idea but does not provide textual evidence. The student states that Liyana and Poppy “maintain a strong relationship” and then explains why the relationship is strong (Liyana is able to read her creative writing to Poppy without any insecurities, Liyana’s ease of expression towards Poppy). This explanation is reasonable because it describes the relationship between the two characters. However, because the student has not supported the idea with textual evidence, this response can be considered only a basic reading performance.

In the story “Blip”, Poppy and Liyana do have a strong relationship. They are close to each other and can have deep conversations. Liyana tells Poppy all her thoughts and Poppy assures her that she is not strange for those things but is actually very smart. He tells her, “You’re need to be.”

Score Point 1

The student offers the reasonable idea that the relationship is good because Liyana and Poppy can have deep conversations. Additional analysis clarifies the idea (Liyana tells Poppy all her thoughts and Poppy assures her that she is not strange). However, the textual evidence is too partial to support the idea. The quotation provided is truncated by an ellipsis and does not adequately support the idea. Because the text evidence is flawed, this response indicates only a basic reading performance.

Yes Liyana and Poppy have a good relationship, because they talk to each other about alot.
"They had discussed giving him tranquilizers and stowing him away in a backpack

Score Point 1

This student presents the reasonable idea that the relationship is good because Poppy and Liyana can talk to each other. The response is only partially sufficient because the textual evidence has been misappropriated. The quotation provided refers to a conversation between Liyana and her brother Rafik, not Liyana and Poppy. Because the text evidence does not adequately support the idea presented, this response indicates only a basic reading performance.

They seem to have a good relationship by the way Poppy speaks to her. "That's okay. You're only fourteen. You have a lot of time."

Score Point 1

In this response, the student presents the idea that Liyana and Poppy's relationship is good because of the way that Poppy speaks to Liyana. Although the student presents relevant text evidence that shows an example of how Poppy speaks to Liyana, the idea itself needs more explanation or specificity to be considered a sufficient response. For this reason, the student's reading performance is basic.

Score Point 2 — Sufficient Response to the Question

Sufficient responses indicate a satisfactory reading performance.

These responses have the following characteristics.

- ❑ The idea is reasonable and goes beyond a literal reading of the text. It is explained specifically enough to show that the student can make appropriate connections across the text and draw valid conclusions.
- ❑ The text evidence used to support the idea is accurate and relevant.
- ❑ The idea and text evidence used to support it are clearly linked.
- ❑ The combination of the idea and the text evidence demonstrates a good understanding of the text.

I think Liyana and Poppy have a good relationship because Poppy encourages Liyana. In the story Poppy tells Liyana "Oh habibti. You're everything you need to be." Liyana feels she is nobody and Poppy raises her self esteem.

Score Point 2

The student presents the reasonable idea that Liyana and Poppy have a good relationship because Poppy encourages Liyana and raises her self-esteem. The student supports this idea by providing a direct quotation that shows Poppy encouraging Liyana by telling her that she's "everything you need to be." The combination of the idea and text evidence demonstrates a good understanding of the text.

I believe that Liyana and Poppy have a good relationship. "Liyana would read them to Poppy in the yard after they'd washed the dinner dishes." This shows they spend time together and communicate with one another. Which means they have a pretty good bond or relationship with each other.

Score Point 2

At the beginning of the response, the student presents the reasonable idea that Liyana and Poppy have a good relationship. At the end of the response, the student explains that the two characters have a good relationship because they spend time together and communicate. In between the idea and explanation, the student provides a direct quotation to support the idea (Liyana would read them to Poppy in the yard after they'd washed the dinner dishes). The combination of the reasonable idea and text evidence demonstrates a satisfactory reading performance.

In "Blip" Liyana and Poppy have a great relationship as Father and Daughter. For example, the narrator tells us, "He wasn't combing his hair carefully as usual." It demonstrates that Liyana knows what Poppy does and when it's usual or not. Their relationship is as close as Father and Daughter can be.

Score Point 2

The student presents the reasonable idea that the relationship between Liyana and Poppy is good because Liyana knows whether Poppy is acting normal (Liyana knows what Poppy does and when it's usual or not). The quotation the student provides is clearly linked because it shows that Liyana notices that Poppy is behaving differently. Overall, the student demonstrates a good understanding of the text.

Liyana and Poppy have a very good, close relationship. She shares her journal with him, her most precious thoughts. "Or Liyana would read them to Poppy." Poppy also helps her realize her own value and self-worth, and that there are many important things in life. "You're everything you need to be!"

Score Point 2

The student offers two reasonable ideas: Liyana and Poppy are close because she shares her most precious thoughts with him, and Poppy helps Liyana realize her own self-worth. The student uses direct quotations from the selection as textual evidence for each idea. Although these quotations are short, they are relevant and provide sufficient support for the ideas. Overall, the student demonstrates a satisfactory reading performance.

Score Point 3 — Exemplary Response to the Question

Exemplary responses indicate an accomplished reading performance.

These responses have the following characteristics.

- ❑ The idea is perceptive and reflects an awareness of the complexities of the text. The student is able to develop a coherent explanation of the idea by making discerning connections across the text.
- ❑ The text evidence used to support the idea is specific and well chosen. Overall, the evidence strongly supports the validity of the idea.
- ❑ The combination of the idea and the text evidence demonstrates a deep understanding of the text.

Liyana and Poppy have a great relationship. "I'm even more of a nobody now than I was then." (P26) "Oh habibti, don't say that! You're everything you need to be!" (P27) Liyana can talk to her dad about anything and is very open to him by expressing her feelings and talking with him. Poppy, in turn, is very reassuring to his daughter, just like a father should be. Their capability to go back and forth like that shows how good their relationship is.

Score Point 3

The student demonstrates an accomplished reading performance by offering the perceptive idea that Liyana and Poppy have a great relationship because they can communicate back and forth with each other. The student develops a coherent explanation of how Liyana and Poppy both contribute to making the relationship a good one by describing how Liyana opens up to Poppy and how Poppy reassures her. The text evidence offered to support the idea shows a meaningful conversation between Liyana and Poppy and is specific and well chosen.

I think Liyana and Poppy have a strong relationship because she is able to open up to him and his answers make her see the light and give her confidence. When they are talking about Poppy's twentieth birthday and how it was a landmark Liyana says, "I do not think it will be a very good day in mine," Poppy reassures her by saying, "That's okay. You're only fourteen. You have a lot of time... Twenty was just a little blip now that I look back on it." Liyana is opening up about what she feels which can be hard to do, but she knows Poppy won't hurt her. His answers are just the comfort and confidence she needs.

Score Point 3

The student presents the perceptive idea that Liyana and Poppy's relationship is strong because "she is able to open up to him and his answers make her see the light and give her confidence." Direct quotations illustrating Liyana's fear that her twentieth birthday won't be a good day, and Poppy's reassurance that she has a long time before that, strongly support the validity of the idea presented. By recognizing the complexities of the two characters' relationship, the student demonstrates a deep understanding of the text.

Liyana and Poppy definately have a strong friendly relationship. Liyana would read to Poppy her personal journal containing her list of lines for use in stories. When Poppy says, "Tell me her cousin's secret!" he is not truly demanding her to tell him, he is simply being playful. Furthermore, Liyana and Poppy talk casually. "What's up?" Liyana asked him, "Are you worried we're making a mistake?" Liyana can speak to Poppy almost like a friend presenting their relationship as more than just family.

Score Point 3

The student offers the insightful idea that Liyana and Poppy have a friendly relationship that makes them "more than just family." The student's analysis focuses on examples of playful and casual conversations between Liyana and Poppy. The student strongly supports this analysis with direct quotations ("What's up?" Liyana asked him, "Are you worried we're making a mistake?") and a paraphrase (Liyana would read to Poppy her personal journal containing her list of lines for use in stories). The student demonstrates a deep understanding of the text, making this an exemplary response.

I think Liyana and Poppy have a good relationship. Throughout the story Poppy reaffirms his daughter's abilities and acts as a mentor. Many times Poppy encourages his daughter "Sort of. But I never thought you were nobody..." "sometimes you remind me of Sitti, my mother... Making something out of nothing. It's her favorite thing to do." Poppy guides Liyana, while Liyana offers her father happiness. "I've had lots of better landmarks since. Like the days you and Rafik were born! And every day after!"

Score Point 3

The student presents the perceptive idea that Poppy reaffirms Liyana's abilities by acting as a mentor to her. The student makes discerning connections across the selection by demonstrating the reciprocal nature of the relationship between Liyana and Poppy. Well-chosen textual evidence is provided to strongly support the validity of the idea. The combination of the idea and text evidence demonstrates an accomplished reading performance.