

# Appendix H

## Sample Passages, Questions, and Scoring Guides

### Reading for Literary Experience

Fly, Eagle, Fly

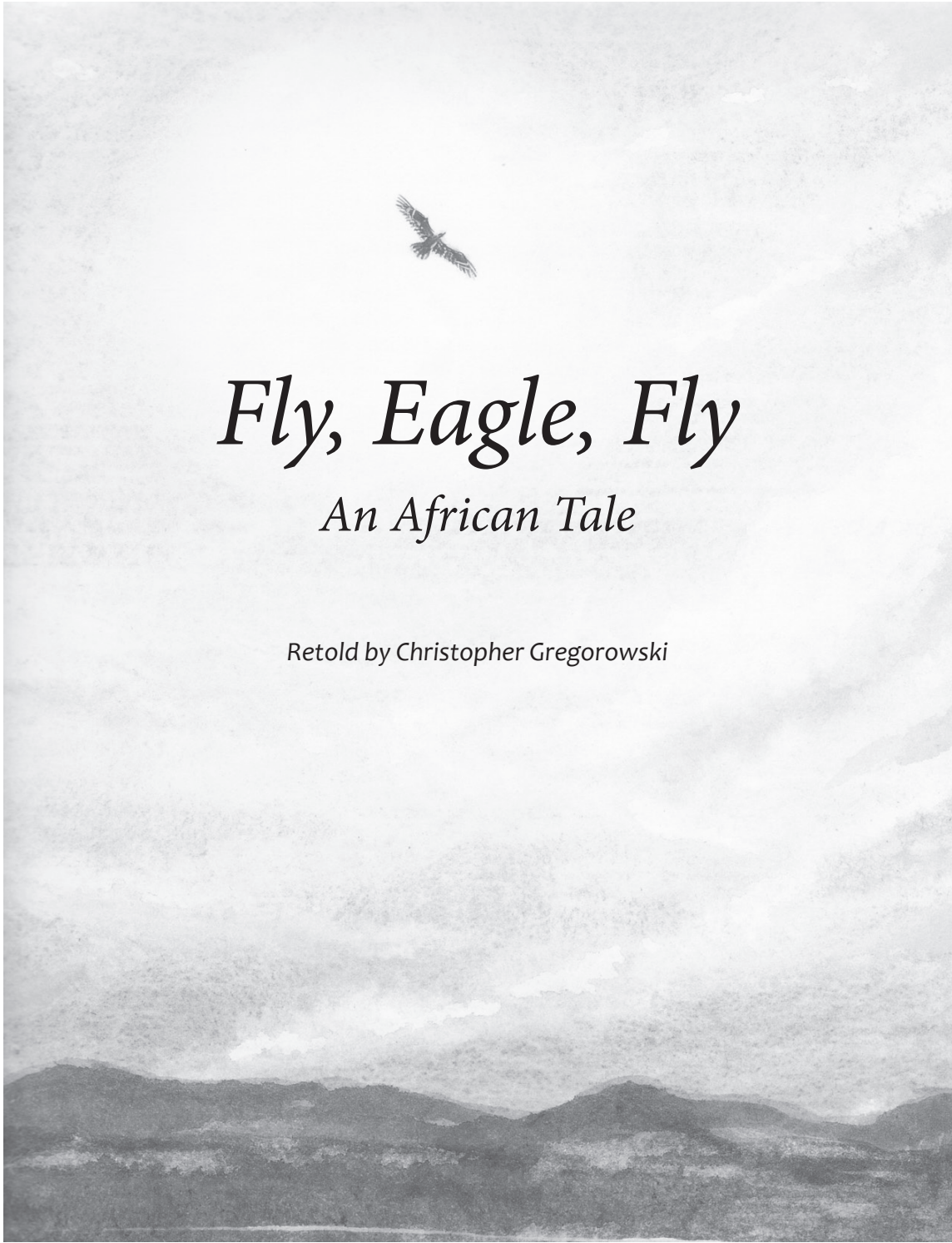
Enemy Pie

### Reading to Acquire and Use Information

Day Hiking

The Giant Tooth Mystery





# *Fly, Eagle, Fly*

*An African Tale*

Retold by Christopher Gregorowski

A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

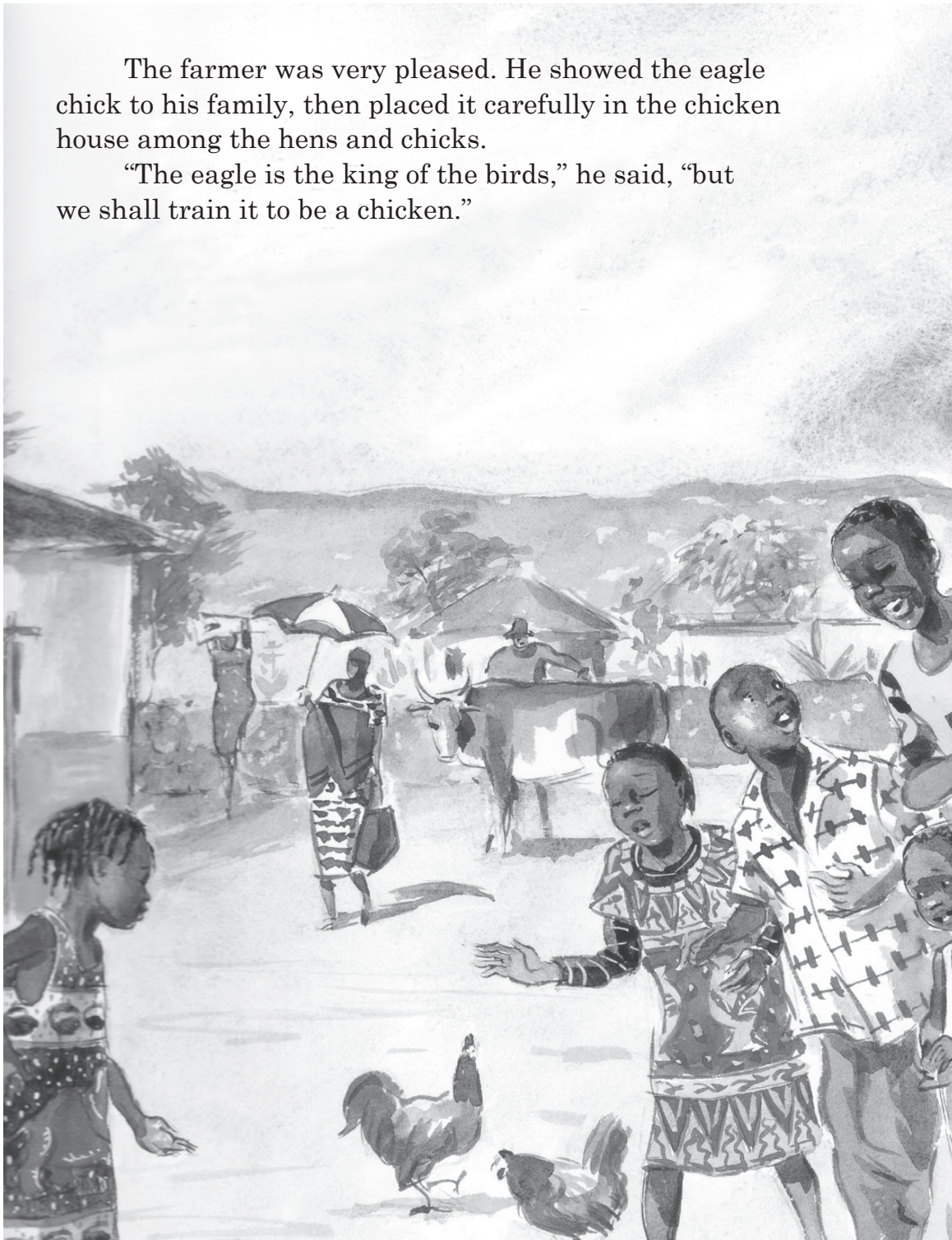
He was almost home when the children ran out to meet him.

“The calf came back by itself!” they shouted.



The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

“The eagle is the king of the birds,” he said, “but we shall train it to be a chicken.”



So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

“Hey! That is not a chicken. It’s an eagle!”

The farmer smiled at him and said, “Of course it’s a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it’s a chicken.”

But the friend was not convinced. “I will show you that it is an eagle,” he said.

The farmer’s children helped his friend catch the bird. It was fairly heavy, but the farmer’s friend lifted it above his head and said, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!”

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

“I told you it was a chicken,” the farmer said, and he roared with laughter.



Very early the next morning the farmer’s dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. “Give me another chance with the bird,” he begged.

“Do you know the time? It is long before dawn.”

“Come with me. Fetch the bird.”

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

“Where are we going?” asked the farmer sleepily.

“To the mountains where you found the bird.”

“And why at this ridiculous time of the night?”

“So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs.”

They went into the valley and crossed the river, the friend leading the way. “Hurry,” he said, “for the dawn will arrive before we do.”

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, “This will do.” He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. “It talks only chicken-talk.”

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. “Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth.” At that moment the sun’s first rays shot out over the mountain, and suddenly the world was ablaze with light.

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, “You belong not to the earth, but to the sky. Fly, Eagle, fly!” He scrambled back to the farmer. All was silent. The eagle’s head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.



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## Questions Fly, Eagle, Fly

1. What did the farmer set out to look for at the beginning of the story?

- ★ (A) a calf
- (B) herders
- (C) rocky cliffs
- (D) an eagle chick

2. Where did the farmer find the eagle chick?

- (A) in its nest
- (B) by the riverbed
- ★ (C) on a ledge of rock
- (D) among the reeds

3. What in the story shows that the farmer was careful with the eagle chick?

- ★ (A) He carried the eagle chick in both hands.
- (B) He brought the eagle chick to his family.
- (C) He put the eagle chick back in its nest.
- (D) He searched the riverbed for the eagle chick.

★ **Correct Answer**

4. What did the farmer do with the eagle chick when he brought it home?

- (A) He taught it to fly.
- (B) He set it free.
- ★  (C) He trained it to be a chicken.
- (D) He made a new nest for it.

5. During the friend's first visit, the eagle chick behaved like a chicken. Give **two** examples that show this.

 1. \_\_\_\_\_

\_\_\_\_\_

 2. \_\_\_\_\_

\_\_\_\_\_

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?

- ★  (A) He lifted it above his head.
- (B) He set it on the ground.
- (C) He threw it in the air.
- (D) He brought it to the mountain.

★ **Correct Answer**

7. Explain what the farmer’s friend meant when he told the eagle, “You belong not to the earth but to the sky.”



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8. Why did the farmer roar with laughter during his friend’s first visit?

- (A) The eagle was too heavy to fly.
- (B) The eagle was difficult to catch.
- (C) The eagle looked different from the chickens.
- ★  (D) The eagle proved him right.

9. Why did the farmer’s friend take the eagle to the high mountains to make it fly? Give **two** reasons.



1.

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2.

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★ Correct Answer

10. Find and copy words that tell you how beautiful the sky was at dawn.



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11. Why was the rising sun important to the story?

- ★ (A) It awakened the eagle's instinct to fly.
- (B) It reigned in the heavens.
- (C) It warmed the eagle's feathers.
- (D) It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.



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★ Correct Answer

## Fly, Eagle, Fly, Item 5

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5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

*Process: Focus on and Retrieve Explicitly Stated Information*

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### 2 – Complete Comprehension

The response identifies two ways that the eagle chick behaved like a chicken listed below.

*NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.*

### 1 – Partial Comprehension

The response identifies one way that the eagle chick behaved like a chicken listed below.

### 0 – No Comprehension

The response does not describe any of the ways listed below. It may include only a vague or circular description of how the eagle behaved.

*Examples:*

It acted like a chicken.

It looked like one.

It learned chicken ways.

### Ways in which the Eagle Behaved Like a Chicken

*NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.*

It walks/moves like a chicken.

It eats/pecks on the ground for food like a chicken.

It thinks like a chicken.

It won't fly (returns to the chickens on the ground).

It scratches with the chickens.

## Fly, Eagle, Fly, Item 7

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7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

*Process: Interpret and Integrate Ideas and Information*

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### 2 – Complete Comprehension

The response interprets the meaning of both parts of the quote – “belong not to the earth” and “belong to the sky” in terms of the story.

*Examples:*

It is supposed to be free in the sky and not stuck on the ground.

That it was not a chicken who walked on the earth. It was an eagle and meant to fly.

It was meant to be flying with other birds of its kind, not among chickens.

It is meant to fly, not walk.

The sky is his home, not the ground.

### 1 – Partial Comprehension

The response interprets only the first or the second part of the quote.

*Examples:*

That it was not a chicken. /It was an eagle.

It was the king of the flying birds.

It was not a ground animal.

It is meant to fly.

Or, the response describes the literal contrast only.

*Example:*

It was not a chicken but an eagle.

### 0 – No Comprehension

The response may provide an explanation of the quote that is vague or inaccurate, or it may provide a simple rephrasing of the quote itself.

*Example:*

It is supposed to be not of the earth but of the sky.

It belongs to the sky not on the ground.

## Fly, Eagle, Fly, Item 9

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9. Why did the farmer’s friend take the eagle to the high mountains to make it fly? Give two reasons.

*Process: Interpret and Integrate Ideas and Information*

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### 2 – Complete Comprehension

The response provides two reasons related to the sun, the mountains as the eagle’s natural habitat, or the mountain’s height in the sky. See the list of appropriate reasons below.

*NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.*

### 1 – Partial Comprehension

The response provides one reason related to the sun, the mountains as the eagle’s natural habitat, or the mountain’s height in the sky as listed below.

### 0 – No Comprehension

The response may provide a reason for making the eagle fly, rather than a reason for taking it to the mountains.

*Example:*

To prove it was an eagle.

The response may provide a reason that is vague or inaccurate, or it may simply repeat part of the question.

*Examples:*

It made it easier to fly.

To make it fly.

### Reasons Why the Farmer’s Friend Took the Eagle to the Mountains

*NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.*

To see the sun (rise)/to feel the warmth of the sun/to follow the sun.

To feel the updraft of the wind.

To be in its natural home/where it belongs/where it was found.

To get it closer to the sky/to get it higher.

## Fly, Eagle, Fly, Item 10

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10. Find and copy words that tell you how beautiful the sky was at dawn.

*Process: Examine and Evaluate Content, Language, and Textual Elements*

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### 1 – Acceptable Response

The response provides any of the words or phrases in the list below.

*Examples:*

Wispy pink clouds

Majestically

Golden brilliance

Ablaze with light

### 0 – Unacceptable Response

The response does not provide any of the words or phrases in the list below. The response may repeat words from the question.

*Examples:*

Sunrise

Dawn

Beautiful

### Words in the Story that Describe How Beautiful the Sky Was at Dawn

*Note any of the underlined words are sufficient and other parts of the quote also may be given. Ignore minor variations in phrasing from the text, as long as it is clear what is intended.*

The wispy clouds in the sky were pink at first, then began to shimmer with golden brilliance.

The sun rose majestically.

The sun's first rays shot over the mountain, and suddenly the world was ablaze with light.



## Fly, Eagle, Fly, Item 12

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12. You learn what the farmer’s friend was like from the things he did. Describe what the friend was like and give an example of what he did that shows this.

*Process: Interpret and Integrate Ideas and Information*

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### 2 – Complete Comprehension

The response describes one plausible character trait (persistent, stubborn, nice, clever, friendly to animals, etc.). In addition, the response provides one example of the farmer’s friend’s actions that are evidence of the character trait.

*Examples:*

He was determined. He kept trying to teach the eagle to fly.

He was clever. He knew to take the eagle to the mountain to make it fly.

He is the kind of person that doesn’t give up. He went back to the farmer’s house a second time to convince the eagle it was an eagle.

He was kind to animals. He wanted the eagle to be free.

### 1 – Partial Comprehension

The response provides one plausible character trait.

Or, the response provides one example of the friend’s actions that are evidence of the friend’s character.

*Examples:*

He is kind to animals.

He takes the eagle to see the sun and fly away never to live among the chickens.

### 0 – No Comprehension

The response does not provide an appropriate or accurate description of the farmer’s friend’s character, or provides a vague and general description that demonstrates limited comprehension of the story without further textual support.

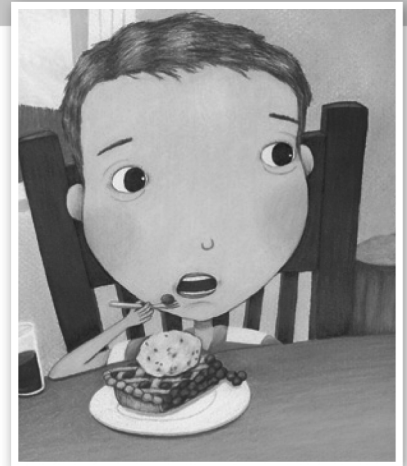
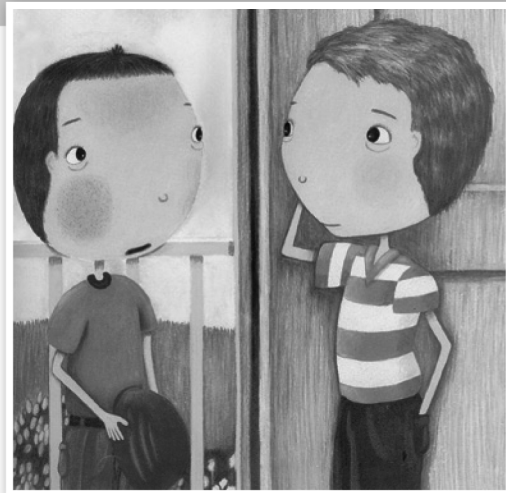
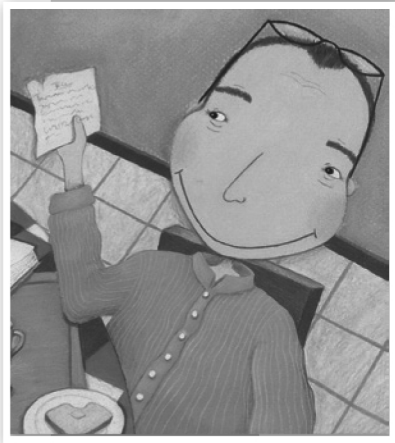
Or, the response may include some information from the story that has no connection to the description of the friend’s character.

*Examples:*

He is mean. He tells the eagle it is a chicken. (*Note that this response describes the farmer and not his friend.*)

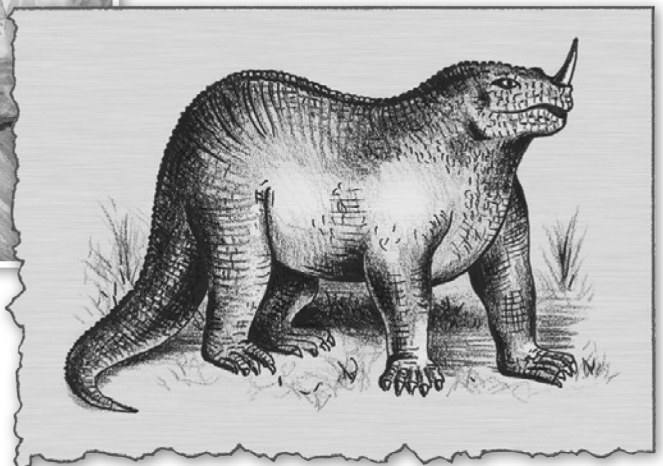
He is happy. (*Note that “happy” must have some text support to be considered acceptable.*)

# PIRLS 2011



Text for "Enemy Pie" can be found in the PIRLS Reader booklet in the back of the publication.

# Reader



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College

Questions Enemy Pie

1. Who is telling the story?

(A) Jeremy

(B) Dad

(C) Stanley

★ (D) Tom

2. At the beginning of the story, why did Tom think Jeremy was his enemy?



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3. Write **one** ingredient that Tom thought would be in Enemy Pie.



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★ Correct Answer

4. Find the part of the story next to the picture of a piece of pie: . Why did Tom think it could be a great summer after all?

(A) He liked playing outside.

★ (B) He was excited about Dad's plan.

(C) He made a new friend.

(D) He wanted to taste Enemy Pie.

5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.



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6. What did Tom think could happen when his enemy ate Enemy Pie? Write **one** thing.



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★ Correct Answer

7. What were the **two** things Tom’s dad told Tom to do for Enemy Pie to work?



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8. Why did Tom go to Jeremy’s house?

- A To invite Jeremy to dinner.
- B To ask Jeremy to leave Stanley alone.
- C To invite Jeremy to play.
- D To ask Jeremy to be his friend.

9. What surprised Tom about the day he spent with Jeremy?



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★ Correct Answer

10. At dinner, why did Tom begin to think he and his dad should forget about Enemy Pie?

(A) Tom did not want to share dessert with Jeremy.

(B) Tom did not think Enemy Pie would work.

★ (C) Tom was beginning to like Jeremy.

(D) Tom wanted to keep Enemy Pie a secret.

11. How was Tom feeling when Dad passed the piece of Enemy Pie to Jeremy?

★ (A) alarmed

(B) satisfied

(C) surprised

(D) confused

★ Correct Answer

12. What was it about Enemy Pie that Dad kept secret?

- ★ (A) It was a normal pie.
- (B) It tasted disgusting.
- (C) It was his favorite food.
- (D) It was a poisonous pie.

13. Look at this sentence from the end of the story:

“After dessert, Jeremy invited me to come over to his house the next morning.”

What does this suggest about the boys?

- (A) They are still enemies.
- (B) They do not like to play at Tom’s house.
- (C) They wanted to eat some more Enemy Pie.
- ★ (D) They might be friends in the future.

14. Use what you have read to explain why Tom’s dad really made Enemy Pie.



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★ Correct Answer

15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.



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16. What lesson might you learn from this story?



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## Enemy Pie, Item 2

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2. At the beginning of the story, why did Tom think Jeremy was his enemy?

*Process: Make Straightforward Inferences*

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### 1 – Acceptable Response

The response shows understanding that Tom considered Jeremy his enemy either because Jeremy did not invite him to his party, or because Jeremy invited Tom's best friend Stanley and not him.

*Examples:*

Tom was not invited to Jeremy's party.

Jeremy invited his friend to his party, but did not invite Tom.

Or, the response shows understanding that Tom was afraid that Jeremy would take his place as Stanley's best friend.

*Examples:*

Tom was jealous of him moving in next to Stanley.

Jeremy took his best friend.

### 0 – Unacceptable Response

The response does not show understanding of why Tom considered Jeremy his enemy. The response may repeat words from the question, or may provide a vague response that acknowledges that Jeremy moved in next door to Stanley or invited him to his party without showing understanding of the consequence.

*Examples:*

Jeremy was his enemy.

Jeremy moved in right next door to Tom's best friend.

Jeremy invited Stanley to his party.

Jeremy was new in the neighborhood.

Jeremy was his friend.

## Enemy Pie, Item 3

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3. Write one ingredient that Tom thought would be in Enemy Pie.

*Process: Focus on and Retrieve Explicitly Stated Information*

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### 1 – Acceptable Response

The response identifies either (earth)worms or rocks as an ingredient.

*NOTE TO SCORERS: Do not credit responses that include ANY incorrect piece(s) of information alongside correct answers.*

*Answers:*

earthworms

worms

rock

### 0 – Unacceptable Response

The response does not provide either of the ingredients listed above. The response may provide a vague description without mention of a specific ingredient, may name an incorrect ingredient alongside a correct response, or may describe what would happen to someone who ate the pie.

*Examples:*

rocks and dirt

worms and raspberries

disgusting things

secret ingredients

things that make your hair fall out

## Enemy Pie, Item 5

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5. How did Tom feel when he first smelled Enemy Pie? Explain why he felt this way.

*Process: Make Straightforward Inferences*

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### 2 – Complete Comprehension

The response shows understanding that Tom was confused because he thought Enemy Pie was supposed to smell bad, or that Tom was surprised because the pie his dad made (actually) smelled good.

*NOTE TO SCORERS: Students may express Tom's confused or surprised feelings in a variety of ways.*

*Examples:*

confused because he thought it was made with disgusting things

He didn't understand. It should taste horrible.

He felt unsure. Enemy Pie should smell bad.

surprised because it smelled really good

### 1 – Partial Comprehension

The response shows understanding that Tom was confused or surprised when he smelled Enemy Pie for the first time, but does not explain why.

*Examples:*

confused

He wondered what was going on.

Or, the response explains that Enemy Pie didn't smell the way he thought it would without providing the feeling.

*Examples:*

Enemy Pie shouldn't smell this good.

He thought the pie would smell bad.

He thought it would smell awful, but it didn't.

### 0 – No Comprehension

The response does not provide either the appropriate feeling or an explanation.

*Examples:*

He smelled something really good. *(Please note that this response does not provide a feeling or a clear explanation for why Tom was confused.)*

He felt hungry.

## Enemy Pie, Item 6

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6. What did Tom think could happen when his enemy ate Enemy Pie? Write one thing.

*Process: Focus on and Retrieve Explicitly Stated Information*

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### 1 – Acceptable Response

The response identifies one of the consequences of eating Enemy Pie from the list below.

*NOTE TO SCORERS: Ignore minor variations in phrasing from the text, as long as it is clear what is intended.*

#### *Consequences of Eating Enemy Pie:*

His hair would fall out.

His breath would stink.

He would go away.

Something bad would happen./He would get sick (or die).

### 0 – Unacceptable Response

The response does not provide any of the words or phrases in the list above. The response may repeat words from the question.

#### *Examples:*

He might like it.

He would become his friend.

Nothing would happen.

He would become his enemy.

## Enemy Pie, Item 7

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7. What were the two things Tom's dad told Tom to do for Enemy Pie to work?

*Process: Focus on and Retrieve Explicitly Stated Information*

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### 2 – Complete Comprehension

The response identifies both actions that make Enemy Pie work: 1) spending the day with his enemy and 2) being nice to him.

*NOTE TO SCORERS: Any responses that do not include specific reference to the amount of time that should be spent (a day) should not be credited.*

*Examples:*

be nice to his enemy for a whole day  
spend the whole day with Jeremy and be nice  
be nice and play with him for a day  
play all day with Jeremy and be friendly

### 1 – Partial Comprehension

The response provides one action that Tom was told to do by his Dad.

*Examples:*

be nice  
spend the day with him  
play and be nice

### 0 – No Comprehension

The response does not provide an accurate action that Tom was told to do by his Dad.

*Examples:*

play with him (*Please note that this is not one of the things Tom's dad told him to do and is too vague to be considered as a paraphrase of either spending the day or being nice.*)  
stop being enemies (*Please note that Tom's dad did not tell him to stop being enemies with Jeremy, nor did he tell him to be his friend.*)  
invite him over for dinner  
eat Enemy Pie

## Enemy Pie, Item 9

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9. What surprised Tom about the day he spent with Jeremy?

*Process: Make Straightforward Inferences*

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### 1– Acceptable Response

The response shows understanding that Tom had a positive experience with Jeremy. The response may indicate that he enjoyed spending time with Jeremy, that Jeremy wasn't as bad as Tom expected, or that they had become friends.

*Examples:*

He was actually having fun with Jeremy.

They were getting along.

Jeremy wasn't so bad after all.

Jeremy was nice.

They became friends.

It was a good day.

### 0 – Unacceptable Response

The response does not accurately describe what surprised Tom.

*Examples:*

Tom was surprised.

Jeremy was going to eat the Enemy Pie.

## Enemy Pie, Item 14

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14. Use what you have read to explain why Tom’s dad really made Enemy Pie.

*Process: Interpret and Integrate Ideas and Information*

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### 1 – Acceptable Response

The response demonstrates understanding that Tom’s dad’s plan for Enemy Pie was for Tom and Jeremy to become friends.

*NOTE TO SCORERS: The response does not need to explicitly state that Tom’s dad made them spend time together to be awarded credit.*

*Examples:*

to make them be friends and not enemies

He wanted them to be friends.

to get them to play together and to make them friends

He wanted them to be friends so he got them to play with each other.

to play a trick for Tom to see that Jeremy was nice after all (*Please note that this is an acceptable paraphrase of the boys becoming friends.*)

### 0 – Unacceptable Response

The response does not provide an appropriate explanation for why Tom’s dad really made Enemy Pie. The response may indicate that Tom’s dad wanted the boys to spend time together without specific reference to the intended outcome, or it may refer generally to Tom having no enemies without reference to Tom and Jeremy’s relationship.

*Examples:*

He made Tom play with Jeremy.

So they would get to know each other.

He thought it would work and make Jeremy leave.

He made the pie for them all to share.

## Enemy Pie, Item 15

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15. What kind of person is Tom's dad? Give an example of what he did in the story that shows this.

*Process: Interpret and Integrate Ideas and Information*

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### 2 – Complete Comprehension

The response describes one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, nice, good, smart, clever, tricky, secretive). In addition, the response provides one example of Tom's dad's actions that is evidence of the character trait.

*NOTE TO SCORERS: Traits may be expressed as a longer description, rather than as a single word.*

*Examples:*

He was caring because he wanted to help his son make friends.

He was smart in how he found a way for the boys to like each other.

He was the kind of person who kept secrets. He kept Tom from finding out that Enemy Pie was just a normal pie.

He was nice. He wanted Tom and Jeremy to get along.

Tom's dad was kind. He thought of a plan for his son to make friends.

### 1 – Partial Comprehension

The response provides one plausible character trait of Tom's dad that is central to his role in the story (e.g., helpful, caring, smart, clever, tricky, secretive). Traits may be expressed as a longer description, rather than as a single word.

*Examples:*

He was caring.

He was nice.

He was a good person.

He was a good dad.

He cared about his son.

He wanted to help Tom.

He was clever. He made a pie. *(Please note that 'he made a pie' is not an appropriate example of Tom's dad's cleverness.)*

### 0 – No Comprehension

The response does not provide an appropriate description of Tom's dad's character. The response may provide a general character trait of Tom's dad that is not supported by the text, or a vague description that demonstrates limited comprehension of the story without further textual support.



*Examples:*

Tom's dad was mean.

He was confused. *(Please note that this response describes Tom in the story.)*

He was a cook. He baked a pie. *(Please note that 'he was a cook' is not a character description.)*

Or, the response may provide an example of Tom's dad's actions without providing a character trait.

*Examples:*

He made Tom think Enemy Pie would work.

He kept the recipe a secret.

He told Tom to play with Jeremy.

## Enemy Pie, Item 16

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16. What lesson might you learn from this story?

*Process: Examine and Evaluate Content, Language, and Textual Elements*

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### 1– Acceptable Response

The response provides an evaluation of the main message or theme of the story that acknowledges the importance of giving a relationship the chance to grow before deciding whether someone is your friend, or indicates that it is possible to change how you feel about someone.

*Examples:*

Don't judge someone before you know them.

You can make friends if you give it a chance.

Your enemy can become your friend.

Try to like your enemy. They might become your friend.

### 0 – Unacceptable Response

The response does not provide a plausible evaluation of the main message or theme of the story. The response may provide a main message that is too general, or may refer to a message that is not central to the story.

*Examples:*

Be nice to everyone.

You shouldn't have enemies. *(Please note that this is an inaccurate generalization of the main message.)*

Don't eat Enemy Pie.

It isn't nice to exclude someone from your party.

Text for “Discover the Fun of Day Hiking” can be found in the brochure located in the back of this publication.

# Discover the Fun of Day Hiking

**Looking for something fun and interesting  
to do at home or on holiday?**



One of the greatest ways to enjoy the outdoors is hiking, and day hiking is the most popular kind. It doesn't have to take much time or need any special equipment.

**Questions** Discover the Fun of Day Hiking



Take out the leaflet called **Discover the Fun of Day Hiking**. The questions in this section are about this leaflet.



Raise your hand if you do not have the leaflet.

1. What is the **main** message the leaflet gave you about hiking?

- (A) It is expensive and dangerous.
- (B) It is the best way to see animals.
- (C) It is healthy and fun.
- (D) It is only for experts.

2. Give **two** interesting things the leaflet said you might see on a day hike.



1.

2.

3. What are two things the leaflet told you to keep in mind when you are hiking in a **group**?



1.



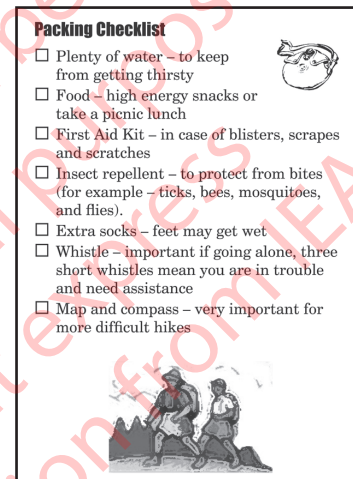
2.

★ **Correct Answer**

4. Which section of the leaflet told you to wear the right clothes for the weather?
- (A) Discover the Fun of Day Hiking
  - ★ (B) Planning Your Day Hike
  - (C) Packing Checklist
  - (D) Keeping Safe on Your Day Hike

Look at the section called *Packing Checklist*. Use it to answer Questions 5 and 6.

5. Why should you take extra socks on your hike?
- ★ (A) feet may get wet
  - (B) weather may get cold
  - (C) in case of blisters
  - (D) for a friend



6. What should you do if you get in trouble while on your hike?
- (A) have a high energy snack
  - ★ (B) blow your whistle three times
  - (C) put on more insect repellent
  - (D) yell for help as loud as you can

★ **Correct Answer**

Look at the section called *Keeping Safe*. Use it to answer Questions 7 and 8.

7. What should you do to avoid getting tired too soon?

- (A) start early
- (B) stay on hiking trails
- ★ (C) pace yourself
- (D) be careful where you walk

**Keeping Safe on Your Day Hike**

! **Start early.** This will give you plenty of time to enjoy your hike and still get back before dark.

! **Stay on hiking trails** unless you know the area.

! **Pace yourself.** Do not hike too quickly so that you can save your energy. When in a group, go only as fast as the slowest member.

! **Be careful where you are walking.** Watch out for things you might trip over like loose rocks, piles of leaves, and sticks. Take care through slippery areas. If you need to go into water, make sure you know how deep it is.

! **Look out for wildlife.**

Be careful where you put your feet, when you pick up sticks or rocks, and before you sit down. Never approach animals in the wild. They may look cute and harmless, but they can be unpredictable and very protective of their territory.



**IMPORTANT:** Tell someone about where you are going hiking and when you expect to return. This could help in case something happens and you get into trouble. Let him or her know when you get back.

8. Why is it important to tell someone when you plan to return from your hike?



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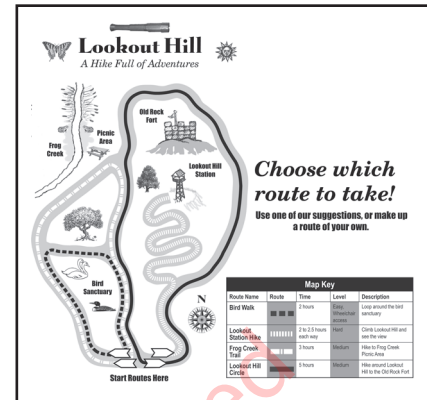
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★ Correct Answer

Use the information about the *Lookout Hill Hike* to answer Questions 9 through 12.

9. Which route would you choose if you wanted to take the shortest hike?

- ★ (A) Bird Walk
- (B) Lookout Station Hike
- (C) Frog Creek Trail
- (D) Lookout Hill Circle



10. Which kind of people would be most able to go on the Lookout Station Hike?

- (A) people who are in a hurry
- (B) people who have small children
- (C) people who like to watch birds
- ★ (D) people who are fit and strong

★ Correct Answer

11. What are **two** things you can learn by studying the map key?



1.

---

---



2.

---

---

12. Use the map of Lookout Hill and the map key to plan a hike.  
Check which route you would choose.

\_\_\_\_\_ Bird Walk

\_\_\_\_\_ Lookout Station Hike

\_\_\_\_\_ Frog Creek Trail

\_\_\_\_\_ Lookout Hill Circle

Give **two** reasons from the leaflet why you chose this route.



1.

---

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2.

---

---

## Day Hiking, Item 2

---

2. Give two interesting things the leaflet said you might see on a day hike.

*Process: Focus on and Retrieve Explicitly Stated Information*

---

### 1 – Acceptable Response

The response lists two sights as mentioned in the text. See the list below for appropriate sights.

### 0 – Unacceptable Response

The response lists fewer than two sights as mentioned in the text. The response may be vague or inappropriate.

*Examples:*

New and exciting things.

First aid kit and new things.

### Appropriate Things You Might See on a Day Hike

*NOTE TO SCORERS: The response must provide two acceptable reasons from the list below.*

*Examples:*

Plants/Nature

Birds/ Animals/ Wildlife/ Nature

Caves

Waterfalls

Hidden valleys

Forts

Remains of buildings

Any of the locations on the map (e.g., lookout station, picnic area, frog creek)

Beautiful places

New places

Spectacular views



## Day Hiking, Item 3

---

3. What are two things the leaflet told you to keep in mind when you are hiking in a group?

*Process: Interpret and Integrate Ideas and Information*

---

### 2 – Complete Comprehension

The response states two suggestions for hiking in a group; one about the ability and the other about the interests of the group members.

*Examples of Ability:*

Everyone should be able to do it.

Go only as fast as the slowest person in the group.

Choose a hike that suits everybody. [ability]

*Examples of Interest:*

Choose a hike that suits everybody. [interest]

It should be fun and interesting for everyone.

Consider everyone when choosing where to go.

*NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.*

*Note that “suits everybody” can only be used once: either for ability or interest.*

### 1 – Partial Comprehension

The response states only one suggestion for hiking in a group that takes into account either the ability or the interests of the group members.

### 0 – No Comprehension

The response does not provide an accurate or acceptable suggestion for hiking in a group. It may provide a general suggestion for hiking not specific to being in a group, or a suggestion about being in a group that does not come from the leaflet.

*Examples:*

Pack a first aid kit.

Stay in your group.

Always tell someone when you plan to be finished with your hike.

## Day Hiking, Item 8

---

8. Why is it important to tell someone when you plan to return from your hike?

*Process: Make Straightforward Inferences*

---

### 1 – Acceptable Response

The response demonstrates understanding that someone can help you in case something happens (e.g., you get into trouble or lost) and you don't return on time.

*Examples:*

Because if you are not back in time someone will know there is something wrong and will find help.

In case you get lost.

### 0 – Unacceptable Response

The response may provide a reason that does not show an understanding of the potential danger if the hiker does not return on time (lost or in trouble), or it may provide an inaccurate or inappropriate reason.

*Examples:*

So they will know when you will return.

So they know where you are.

So they will know you are not lost.

## Day Hiking, Item 11

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11. What are two things you can learn by studying the map key?

*Process: Examine and Evaluate Content, Language, and Textual Elements*

---

### 2 – Complete Comprehension

The response includes any two pieces of information that can be learned by studying the map key, either specific or general, as listed below.

### 1 – Partial Comprehension

The response includes only one thing that can be learned by studying the map key, either specific or general, as listed below.

### 0 – No Comprehension

The response does not include any accurate or relevant information that can be learned by studying the map key, either specific or general.

*Examples:*

How to use a map.

Where to start the routes.

## Things That Can Be Learned by Studying the Map Key

*NOTE TO SCORERS: The response must provide two acceptable reasons from the list below.*

### *Examples:*

time it takes for each hike

the difficulty level of each hike

symbols for each trail (route to take/which way to go/where it is)

a description of each hike

which hike is right for me/the best place to go

which is shortest, longest, or most challenging (or any specific facts about a particular hike from the table)

## Day Hiking, Item 12

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12. Use the map of Lookout Hill and the map key to plan a hike.

Check which route you would choose.

Bird Walk

Lookout Station

Frog Creek

Lookout Hill Circle

Give two reasons from the leaflet why you chose this route.

*Process: Interpret and Integrate Ideas and Information*

---

### 2 – Complete Comprehension

*NOTE TO SCORERS: You will need to rely on the text and features of the map and map key to determine whether a reason is appropriate for a chosen route.*

The response indicates the selection of a route and provides two reasons related to the text for choosing the route. Note that the reasons must be appropriate for the chosen route or routes (e.g., “I like wildlife” would not be appropriate for the Lookout Station). Reasons may refer specifically to the text in the map key or may refer to features of the map.

### *Examples:*

Bird Walk. It is the easiest and shortest walk and you get to watch birds.

Lookout Station. I think it would have the best views and it is the most challenging hike.

Frog Creek Trail. You can take a picnic lunch. You can stop and see the birds at the bird sanctuary on the way.

Lookout Hill Circle. You can make a loop past the old fort. It is longer so you can enjoy more sights.

### 1 – Partial Comprehension

The response indicates the selection of a route and provides only one reason for choosing the route.

OR, it may provide two reasons that essentially refer to the same feature.

*Example:*

Bird Walk. It takes two hours. It is the shortest.

### 0 – No Comprehension

The response may or may not indicate the selection of a route. The reason for choosing the route is too general, vague, inaccurate, or not appropriate for the selection.

*Examples:*

I like to walk.

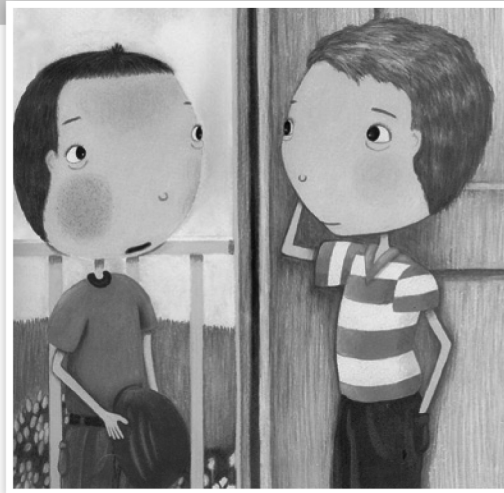
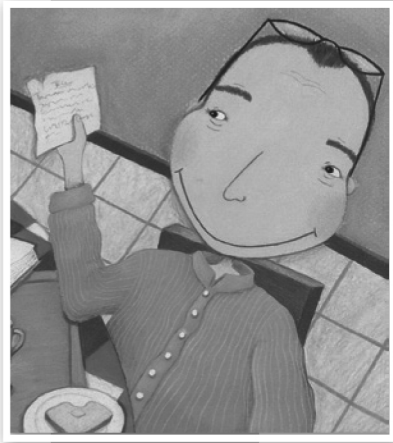
It looks interesting/fun.

Bird Walk. It is the longest hike.

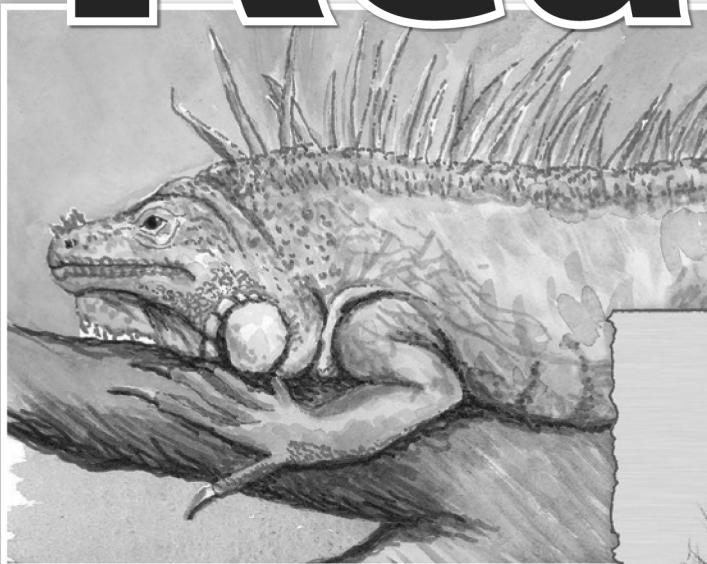
I can enjoy nature.

I can get some exercise.

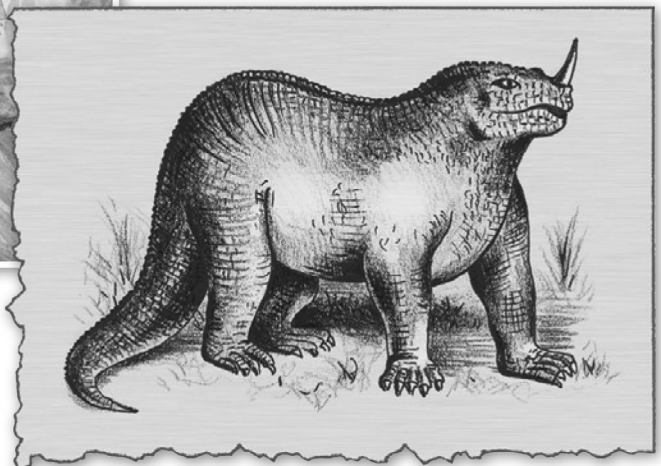
# PIRLS 2011



# Reader



Text for "The Giant Tooth Mystery" can be found in the PIRLS Reader booklet in the back of the publication.



**TIMSS & PIRLS**  
International Study Center  
Lynch School of Education, Boston College

## Questions The Giant Tooth Mystery

1. What is a fossil?
- (A) the surface of rocks and cliffs
  - (B) the bones of a giant
  - (C) the remains of very old living things
  - (D) the teeth of elephants

2. According to the article, why did some people long ago believe in giants?



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3. Where did Bernard Palissy find fossils?

- (A) on the cliffs
- (B) in the clay
- (C) by a river
- (D) on a path

★ Correct Answer

4. What was Bernard Palissy's new idea?



5. Why was Bernard Palissy put into prison?

- ★  (A) People were not open to new ideas.
- (B) He copied his ideas from Gideon Mantell.
- (C) He left tiny fossils in his pottery.
- (D) Studying fossils was forbidden in France.

6. Who found the fossil tooth in England?



- (A) Bernard Palissy
- ★  (B) Mary Ann Mantell
- (C) Richard Owen
- (D) Gideon Mantell

★ Correct Answer

7. What did Gideon Mantell know about reptiles that made the fossil tooth puzzling?

- (A) Reptiles had no teeth.
- (B) Reptiles were found under rocks.
- (C) Reptiles lived long ago.
- ★ (D) Reptiles gulped their food.

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges.
 A giant creature	
 A reptile	

★ Correct Answer



9. Why did Gideon Mantell take the tooth to a museum?

- (A) to ask if the fossil belonged to the museum
- (B) to prove that he was a fossil expert
- (C) to hear what scientists thought of his idea
- (D) to compare the tooth with others in the museum

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?



---

---

11. What did Gideon Mantell use when trying to figure out what the *Iguanodon* looked like?

- (A) bones he collected
- (B) ideas from other scientists
- (C) pictures in books
- (D) teeth from other reptiles

★ Correct Answer

12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?




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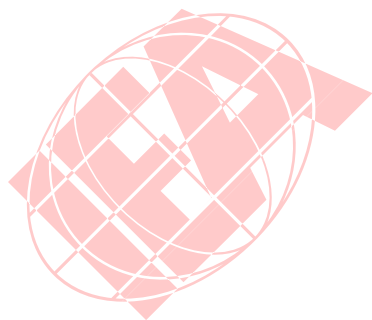
13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

	What Gideon Mantell thought the <i>Iguanodon</i> looked like	What scientists today think the <i>Iguanodon</i> looked like
	The <i>Iguanodon</i> walked on four legs.	
		The <i>Iguanodon</i> had a spike on its thumb.
	The <i>Iguanodon</i> was 100 feet long.	

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?

- (A) more fossil teeth
- (B) scientific drawings
- (C) living *Iguanodons*

★ (D) whole skeletons



★ Correct Answer

## Giant Tooth Mystery, Item 2

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2. According to the article, why did some people long ago believe in giants?

*Process: Make Straightforward Inferences*

---

### 1 – Acceptable Response

The response demonstrates understanding that people long ago believed in giants because they found huge bones/skeletons/fossils.

*NOTE TO SCORERS: Some students use the word ‘giant’ as a synonym for ‘big’ or ‘huge’. Such responses should be credited only where the meaning is made clear.*

*Examples:*

They found bones too big to belong to something they knew.

They found giant bones that were too big to be from the biggest hippo.

They found really big bones.

The bones were so big they must be from giants.

### 0 – Unacceptable Response

The response does not demonstrate understanding that people long ago believe in giants because they found huge bones/skeletons/fossils.

*Examples:*

Giants are really big.

They found giant bones. *(Please note that the use of ‘giant’ is ambiguous.)*

They found things that must belong to giants.

They found dinosaur bones.

They found bones from giants.

## Giant Tooth Mystery, Item 4

---

4. What was Bernard Palissy’s new idea?

*Process: Interpret and Integrate Ideas and Information*

---

### 1 – Acceptable Response

The response demonstrates understanding that Palissy’s new idea was that some fossils belonged to animals that no longer lived on earth, had completely disappeared, or were extinct.

*Examples:*

Fossils could be from extinct animals.

Some belonged to creatures no longer living on earth.

His idea was that some animals had completely disappeared!

## 0 – Unacceptable Response

The response does not demonstrate understanding of Palissy’s new idea. It might relate to Palissy’s idea that fossils once belonged to living creatures, or may state a fact about Palissy’s work.

### *Examples:*

Fossils were from the remains of living creatures.

Reptiles were extinct.

He found fossils in his clay.

He was a famous pottery maker.

He studied fossils.

## Giant Tooth Mystery, Item 8

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges
A giant creature	
A reptile	

*Process: Interpret and Integrate Ideas and Information*

*NOTE TO SCORERS: Each of the two parts of this item will be scored separately in its own 1-point coding block.*

The entire item, with acceptable responses for each of the two parts and the corresponding coding blocks, should look like this:

Type of animal	What made him think this	
<b>A plant eater</b>	<b>The tooth was flat with ridges</b>	
<b>A giant creature</b>	The response identifies the large size of the fossil tooth (as big as an elephant’s tooth)	<div style="display: flex; align-items: center;"> <span style="margin-right: 10px;">→</span> <div style="border: 1px solid black; padding: 2px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">1</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">0</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">8</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">9</div> </div> </div>
<b>A reptile</b>	The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth	<div style="display: flex; align-items: center;"> <span style="margin-right: 10px;">→</span> <div style="border: 1px solid black; padding: 2px;"> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">1</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">0</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">8</div> <div style="border: 1px solid black; border-radius: 50%; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center; margin: 2px;">9</div> </div> </div>

## A GIANT CREATURE

### 1 – Acceptable Response

The response shows understanding of the characteristics that indicate the fossil tooth could belong to a giant creature.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges
A giant creature	The response identifies the large size of the fossil tooth (as big as an elephant's tooth)
A reptile	The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth

### 0 – Unacceptable Response

The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a giant creature. The response may refer to the text at the beginning of the passage about fossils in general, rather than to Gideon's hypotheses about the fossil tooth.

*Examples:*

Some thought the big bones came from large animals.

It was worn down.

It looked like an elephant's tooth. *(Please note that this is an inaccurate response. The text states, "it looked nothing like an elephant's tooth.")*

## A REPTILE

### 1 – Acceptable Response

The response shows understanding of the characteristics that indicate the fossil tooth could belong to a reptile.

Type of animal	What made him think this
A plant eater	The tooth was flat with ridges
A giant creature	The response identifies the large size of the fossil tooth (as big as an elephant's tooth)
A reptile	The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth

## 0 – Unacceptable Response

The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a reptile.

### *Examples:*

It eats plants.

Reptiles gulped their food.

## Giant Tooth Mystery, Item 10

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10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

*Process: Interpret and Integrate Ideas and Information*

---

## 1 – Acceptable Response

The response demonstrates understanding that the iguana tooth provided evidence that supported Gideon Mantell's theory that the fossil tooth might have belonged to a giant reptile.

### *Examples:*

The iguana tooth showed his fossil could be from a reptile.

It helped him find out what type of animal the tooth belonged to.

The tooth proved he was right.

It gave him proof for what he thought all along.

Or, the response demonstrates a more general understanding that the iguana tooth looked like the fossil tooth.

### *Examples:*

The iguana tooth looked like the fossil tooth.

He could see that they looked the same.

He could tell it was the same one.

He had spent years looking for a matching tooth.

It was flat and had ridges.

## 0 – Unacceptable Response

The response does not demonstrate understanding of the significance of the iguana tooth.

### *Examples:*

He wanted to be famous.

He thought it would be interesting to see an iguana's tooth.

He wanted to learn more about reptiles.

It showed he was clever. *(Please note that this response is too vague as it focuses on*

*his personal characteristics rather than his discovery.)*

He wanted to compare the teeth. *(Please note that this response fails to indicate the significance of the comparison.)*

## Giant Tooth Mystery, Item 12

---

12. Look at the two pictures of the Iguanodon. What do they help you to understand?

*Process: Examine and Evaluate Content, Language, and Textual Elements*

---

### 2 – Complete Comprehension

The response demonstrates understanding that the pictures show the changes in scientific ideas, or that the pictures show different people's ideas about the Iguanodon.

*Examples:*

that scientists today think the Iguanodon looked different than Gideon Mantell did

To show how people's ideas about what the Iguanodon looked like changed.

To show that different people had different ideas about what it looked like.

how different the ideas were

Gideon Mantell thought the bones showed the Iguanodon walked on all four legs, but later scientists changed their minds.

Or, the response indicates that the pictures illustrate the mistakes that Gideon Mantell or other people might have made.

*Examples:*

To show that Gideon got some things wrong.

that people sometimes make mistakes

### 1 – Partial Comprehension

The response demonstrates a more general understanding that the Iguanodons looked different in the two pictures.

*Example:*

To show they look different.

Or, the response describes a difference between the two pictures without reference to changes in scientific ideas or what different people might have believed.

*Example:*

One has 4 legs, the other has 2.

Or, the response provides an explicit reference to one of the pictures without reference to changes in scientific ideas or what different people might have believed.

*Example:*

That Gideon thought it had a horn.



## 0 – No Comprehension

The response does not demonstrate understanding of the purpose of the illustrations. The response may describe a specific feature from one of the pictures, or give a description of what the illustrations have in common.

Or, the response may provide an inaccurate interpretation that the Iguanodon itself changed in appearance over time, rather than people's ideas.

### *Examples:*

To show what they looked like.

They help you understand how the Iguanodon changed over the years.

They show me they ate plants.

They had 4 legs.

## Giant Tooth Mystery, Item 13

13. Later discoveries proved that Gideon Mantell was wrong about what the Iguanodon looked like. Fill in the blanks to complete the table.

What Gideon Mantell thought the Iguanodon looked like	What scientists today think the Iguanodon looked like
The Iguanodon walked on four legs	
	The Iguanodon had a spike on its thumb
The Iguanodon was 100 feet long	

*Process: Interpret and Integrate Ideas and Information*

*NOTE TO SCORERS: Each of the three parts of this item will be scored separately in its own 1-point coding block.*

The entire item, with acceptable responses for each of the three parts and the corresponding coding blocks, should look like this:

What Gideon Mantell thought the Iguanodon looked like	What scientists today think the Iguanodon looked like					
The Iguanodon walked on four legs	The Iguanodon (sometimes) walked/ stood on two/hind legs	→ <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table>	1	0	8	9
1						
0						
8						
9						
The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose	The Iguanodon had a spike on its thumb	→ <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table>	1	0	8	9
1						
0						
8						
9						
The Iguanodon was 100 feet long	The Iguanodon was 30 feet (9 metres) long	→ <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table>	1	0	8	9
1						
0						
8						
9						

### 1 – Acceptable Response

The response shows understanding of the difference in the way that Gideon Mantell and scientists today think the Iguanodon walked or stood.

What Gideon Mantell thought the Iguanodon looked like	What scientists today think the Iguanodon looked like
<b>The Iguanodon walked on four legs</b>	The Iguanodon (sometimes) walked/ stood on two/hind legs
The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose	<b>The Iguanodon had a spike on its thumb</b>
<b>The Iguanodon was 100 feet long</b>	The Iguanodon was 30 feet (9 metres) long

### 0 – Unacceptable Response

The response does not show understanding of the way scientists today think the Iguanodon walked or stood.

*Examples:*

two

It stood.

### 1 – Acceptable Response

The response shows understanding of the difference in where Gideon Mantell and scientists today think the Iguanodon had a spike.

What Gideon Mantell thought the Iguanodon looked like	What scientists today think the Iguanodon looked like
<b>The Iguanodon walked on four legs</b>	The Iguanodon (sometimes) walked/ stood on two/hind legs
The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose	<b>The Iguanodon had a spike on its thumb</b>
<b>The Iguanodon was 100 feet long</b>	The Iguanodon was 30 feet (9 metres) long

### 0 – Unacceptable Response

The response does not show understanding of where Gideon Mantell thought the Iguanodon had a spike.

*Examples:*

horn on its thumb

spike on its back

did not have a spike on its thumb

### 1 – Acceptable Response

The response shows understanding of the difference in what Mantell and scientists today think was the length of the Iguanodon.

<b>What Gideon Mantell thought the Iguanodon looked like</b>	<b>What scientists today think the Iguanodon looked like</b>
<b>The Iguanodon walked on four legs</b>	The Iguanodon (sometimes) walked/ stood on two/hind legs
The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose	<b>The Iguanodon had a spike on its thumb</b>
<b>The Iguanodon was 100 feet long</b>	The Iguanodon was 30 feet (9 metres) long

### 0 – Unacceptable Response

The response does not show understanding of how long scientists today think the Iguanodon was.

*Examples:*

It was not 100 feet long.

5 feet long



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International Study Center  
Lynch School of Education, Boston College

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