

# PIRLS

## Appendix C

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# Appendix C

## Sample Passages, Questions, and Scoring Guides

Reading for Literary Experience

*The Upside-Down Mice*

*Hare Heralds an Earthquake*

Reading to Acquire and Use Information

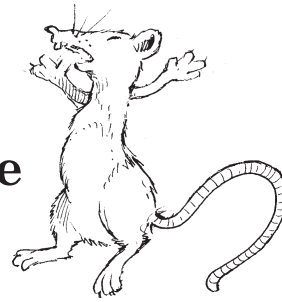
*Nights of the Pufflings*

*River Trail*



## The Upside-Down Mice

by Roald Dahl



Once upon a time there lived an old man of 87 whose name was Labon. All his life he had been a quiet and peaceful person. He was very poor and very happy.

When Labon discovered that he had mice in his house, it did not bother him much at first. But the mice multiplied. They began to bother him. They kept on multiplying and finally there came a time when even he could stand it no longer.

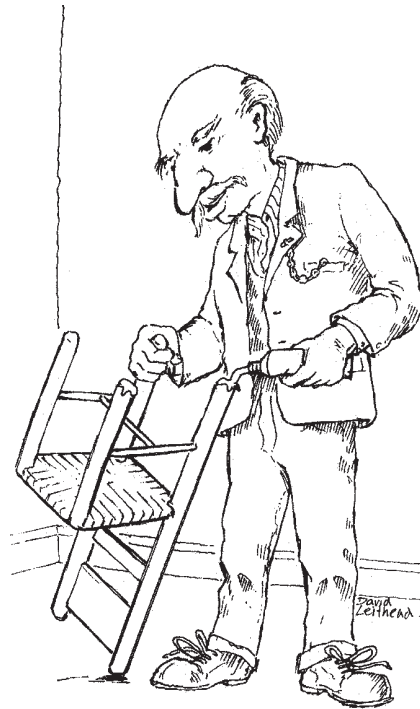
“This is too much,” he said. “This really is going a bit too far.” He hobbled out of the house down the road to a shop where he bought some mousetraps, a piece of cheese and some glue.

When he got home, he put the glue on the underneath of the mousetraps and stuck them to the ceiling. Then he baited them carefully with pieces of cheese and set them to go off.

That night when the mice came out of their holes and saw the mousetraps on the ceiling, they thought it was a tremendous joke. They walked around on the floor, nudging each other and pointing up with their front paws and roaring with laughter. After all, it was pretty silly, mousetraps on the ceiling.

When Labon came down the next morning and saw that there were no mice caught in the traps, he smiled but said nothing.

He took a chair and put glue on the bottom of its legs and stuck it upside-down to the ceiling, near the mousetraps. He did the same with the table, the television set and the lamp. He took everything that was on the floor and stuck it upside-down on the ceiling. He even put a little carpet up there.



The next night when the mice came out of their holes they were still joking and laughing about what they had seen the night before. But now, when they looked up at the ceiling, they stopped laughing very suddenly.

“Good gracious me!” cried one. “Look up there! There’s the floor!”

“Heavens above!” shouted another. “We must be standing on the ceiling!”

“I’m beginning to feel a little giddy,” said another.

“All the blood’s going to my head,” said another.

“This is terrible!” said a very senior mouse with long whiskers. “This is really terrible! We must do something about it at once!”

“I shall faint if I have to stand on my head any longer!” shouted a young mouse.

“Me too!”

“I can’t stand it!”

“Save us! Do something somebody, quick!”

They were getting hysterical now. “I know what we’ll do,” said the very senior mouse. “We’ll all stand on our heads, then we’ll be the right way up.”

Obediently, they all stood on their heads, and after a long time, one by one they fainted from a rush of blood to their brains.

When Labon came down the next morning the floor was littered with mice. Quickly he gathered them up and popped them all in a basket.

So the thing to remember is this: whenever the world seems to be terribly upside-down, make sure you keep your feet firmly on the ground.



**Questions**    The Upside-Down Mice

1. Why did Labon want to get rid of the mice?

- A He had always hated mice.
- \*  B There were too many of them.
- C They laughed too loudly.
- D They ate all his cheese.

2. Where did Labon put the mousetraps?

- A in a basket
- B near the mouse holes
- C under the chairs
- \*  D on the ceiling

3. Why were the mice nudging each other and pointing up with their paws when they came out of their holes on the first night?

- A They could see a chair on the ceiling.
- \*  B They thought Labon had done something silly.
- C They wanted the cheese in the mousetraps.
- D They were afraid of what they saw.

\* correct answer

4. Why did Labon smile when he saw there were no mice in the traps?



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5. What did Labon do after he stuck the chair to the ceiling?

- (A) smiled and said nothing
- (B) bought some mousetraps
- \*  (C) stuck everything to the ceiling
- (D) gave the mice some cheese

6. On the second night, where did the mice think they were standing and what did they decide to do about it?

Where the mice thought they were standing:



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\* correct answer

7. Find and copy **one** of the sentences that show the panic the mice felt on the second night.



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8. How does the story show you what the mice thought was happening?

- (A) by telling you what Labon thought of the mice
- (B) by describing where the mice lived
- \*  (C) by telling you what the mice said to one another
- (D) by describing what the mice were like

9. Why was the floor covered with mice when Labon came down on the last morning?

- \*  (A) The mice had stood on their heads for too long.
- (B) Labon had given the mice too much cheese.
- (C) The mice had fallen from the ceiling.
- (D) Labon had put glue on the floor.

\* correct answer



10. Where did Labon put the mice when he picked them up from the floor?



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11. Do you think the mice were easy to fool? Give **one** reason why or why not.



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12. You learn what Labon is like from the things he does. Describe what he is like and give **two** examples of what he does that show this.



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13. Which words best describe this story?

- A serious and sad
- B scary and exciting
- \*  C funny and clever
- D thrilling and mysterious

14. Think about what Labon and the mice did in the story. Explain what makes the story unbelievable.



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**Stop**

End of this part of the booklet.  
Please stop working.

\* correct answer

## Mice, Item 4

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**Why did Labon smile when he saw there were no mice in the traps?**

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Process: Interpret and Integrate Ideas and Information

### 1 – Acceptable Response

These responses provide an appropriate interpretation of Labon’s reaction within the context of the whole story.

Evidence:

The response demonstrates understanding that Labon was not surprised by the empty traps. It may describe Labon’s intent to carry out a more elaborate plan for catching the mice.

*Example:*

» He had a plan to fool the mice and get rid of them.

Or, it may demonstrate understanding that he had intended only to fool the mice, not to catch them, on the first night.

*Example:*

» He knew that they would not go for the cheese the first night.

## Mice, Item 6

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**On the second night, where did the mice think they were standing? What did they decide to do about it?**

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Process: Interpret and Integrate Ideas and Information

### 2 – Complete Comprehension

These responses connect information from different parts of the text to demonstrate a complete comprehension of how the mice reacted.

Evidence:

The response includes evidence of understanding **both** elements required by the question:

1. the mice thought they were standing on the ceiling; and
2. the mice decided to stand on their heads.

*Example:*

» They thought they were on the ceiling because everything was upside down so they stood on their heads.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension of how the mice reacted.

Evidence:

The response includes evidence of understanding **only one** of the elements required by the question:

1. the mice thought they were standing on the ceiling; or
2. the mice decided to stand on their heads.

*Example:*

» They decided to stand on their heads.

## Mice, Item 7

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**Find and copy one of the sentences that show the panic the mice felt on the second night.**

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Process: Make Straightforward Inference

### 1 – Acceptable Response

These responses provide an appropriate sentence from the story from which the panic the mice felt can be inferred.

Evidence:

The response includes at least one of the appropriate sentences from the story listed below. Minor copying errors may be evident but do not alter the meaning of the sentence.

#### Appropriate Sentences from the Story From Which the Mice's Panic Can be Inferred

*I shall faint if I have to stand on my head any longer.*

*I can't stand it!*

*Save us!*

*Do something somebody, quick.*

*They were getting hysterical now.*

*This is terrible!*

*This is really terrible!*

*Good gracious me!*

*Look up there!*

*There's the floor!*

*Heaven's above!*

*We must be standing on the ceiling!*

*I'm beginning to feel a little giddy.*

*All the blood's going to my head.*

*We must do something about it at once.*

*They stopped laughing very suddenly.*

## Mice, Item 10

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**Where did Labon put the mice when he picked them up from the floor?**

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Process: Focus on and Retrieve Explicitly Stated Information and Ideas

### 1 – Acceptable Response

These responses accurately identify the action taken by Labon that was explicitly stated in the text.

Evidence: The response states that Labon put the mice in a basket.

## Mice, Item 11

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**Do you think the mice were easy to fool? Give one reason why or why not.**

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Process: Interpret and Integrate Ideas and Information

### 1 – Acceptable Response

These responses demonstrate a plausible interpretation of the mice's character by providing appropriate text-based support for the interpretation.

Evidence:

The response provides a "yes," "no," or neutral position on whether or not the mice were easy to fool.

In addition, the response provides a text-based reason for the position. The reason either includes appropriate information from the text that demonstrates how easy it was or wasn't for Labon to fool the mice, or it includes an appropriate interpretation of text information.

*Example:*

» Yes, because they thought they were standing on the ceiling.

## Mice, Item 12

**You learn what Labon is like from the things he does. Describe what he is like and give two examples of what he does that show this.**

Process: Interpret and Integrate Ideas and Information

### 3 – Extensive Comprehension

These responses demonstrate extensive comprehension by integrating text ideas and providing an interpretation of Labon's character.

Evidence:

The response describes **one or more** plausible character traits. In addition, the response provides at least **two** examples of Labon's actions that are evidence of the character trait or traits.

*Example:*

- » He's clever because he let the mice stay until there were too many and then he found a way to confuse the mice. He didn't give the mice the horrible death possible. That means he thinks of others.

### 2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension by providing an interpretation of Labon's character with appropriate textual support.

Evidence:

The response describes **one** plausible character trait. In addition, the response provides **one** example of Labon's actions as evidence of the character trait.

*Example:*

- » Labon is unusual because he thought of a clever way of catching the mice.

## Mice, Item 12 (Continued)

### 1 – Minimal Comprehension

These responses demonstrate limited comprehension of Labon's character.

Evidence:

The response describes **one** plausible character trait inferred from the events of the story, but does not provide an example of Labon's actions as evidence of the character trait.

*Example:*

- » Labon is clever.

Or, the response describes one character trait stated in the text, but does not provide an example of Labon's actions as evidence of the character trait: happy, peaceful, quiet. Note that "poor" is not acceptable.

- » All his life he was a quiet and peaceful person.

Or, the response provides a plausible attitude or desire of Labon's, inferred from his actions, without naming a specific character trait.

- » He likes to fool mice in a really weird way.

## Mice, Item 14

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**Think about what Labon and the mice did in the story. Explain what makes the story unbelievable.**

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

### 1 – Acceptable Response

These responses accurately evaluates the believability of the story's events or characters.

Evidence: The response describes one or more aspects of the story's events or characters listed below.

#### Unbelievable Elements of the Story

Story Events:

*Gluing furniture to the ceiling*

*Going to such trouble to catch mice*

*The mice fainted*

*The mice were fooled*

Characters:

*Mice that talk*

*Mice that stand on their heads*

*Mice that think they are upside down*

*The mice became hysterical*

*Mice that laugh and joke*

**Text for “Hare Heralds the Earthquake”  
can be found in the PIRLS Reader Booklet,  
located in the back of this publication.**

## PIRLS Reader



## The Natural World



### PIRLS

Progress in International  
Reading Literacy Study

Main Survey 2001

**Questions** Hare Heralds the Earthquake

1. What was the hare's greatest worry?

- A a lion
- B a crash
- \*  C an earthquake
- D a falling fruit

2. What made the whole earth shake?

- A an earthquake
- \*  B an enormous fruit
- C the fleeing hares
- D a falling tree

3. Things happened quickly after the hare shouted "Earthquake!"  
Find and copy **two** words in the story that show this.

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

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

\* correct answer



4. Where did the lion want the hare to take him?



5. Why did the lion drop the fruit onto the ground?

- A to make the hare run away
- B to help the hare get the fruit
- \*  C to show the hare what had happened
- D to make the hare laugh

6. How did the hare feel after the lion dropped the fruit onto the ground?

- A angry
- B disappointed
- \*  C foolish
- D worried

\* correct answer

7. Write **two** ways in which the lion tried to make the hare feel better at the end of the story.



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8. Do you think the lion liked the hare? What happens in the story that shows this?



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9. How did the hare's feelings change during the story?

① At the beginning of the story the hare felt \_\_\_\_\_

because \_\_\_\_\_

① At the end of the story the hare felt \_\_\_\_\_

because \_\_\_\_\_

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10. You learn what the lion and the hare are like from the things they do in the story. Describe how the lion and the hare are different from each other and what each does that shows this.



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11. What is the **main** message of this story?

- (A) Run away from trouble.
- \*  (B) Check the facts before panicking.
- (C) Even lions that seem kind cannot be trusted.
- (D) Hares are fast animals.

**Stop**

End of this part of the booklet.  
Please stop working.

\* correct answer

### Hare, Item 3

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**Things happened quickly after the hare shouted “Earthquake!” Find and copy two words in the story that show this.**

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

#### 2 – Complete Comprehension

These responses demonstrate complete comprehension of specific language used in the story that conveys the pace of story events.

Evidence: The response provides two of the words listed below.

#### 1 – Partial Comprehension

These responses demonstrate partial comprehension of specific language used in the story that conveys the pace of story events.

Evidence: The response provides only one of the words listed below.

#### Words in the Story that Show How Quickly Things Happened

<i>Raced</i>	<i>Speeding</i>
<i>Run</i>	<i>Panting</i>
<i>Madly</i>	<i>Babbled</i>
<i>Pounded</i>	<i>Soon</i>

### Hare, Item 4

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**Where did the lion want the hare to take him?**

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Process: Focus on and Retrieve Explicitly Stated Information and Ideas

#### 1 – Acceptable Response

These responses identify the explicitly stated location where the lion wanted the hare to take him.

Evidence:

The response may state that the lion wanted the hare to take him to where the dreadful earthquake happened, as stated explicitly in the text.

*Example:*

» To where the dreadful disaster happened.

Or, the response may indicate that the lion wanted the hare to show him the place where the hare thought he felt an earthquake – acknowledging that it was not an earthquake.

*Example:*

» To where the Hare was when he thought there was an earthquake.

Or, the response states that the lion wanted the hare to take him to the hare’s house, which is where the hare heard the loud crash.

» To the hare’s house.

## Hare, Item 7

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**Write two ways in which the lion tried to make the hare feel better at the end of the story.**

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Process: Make Straightforward Inferences

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by identifying two pieces of information in the story from which the lion’s concern for the hare can be inferred.

Evidence: The response describes **two** of the ways listed below.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying one piece of information in the story from which the lion’s concern for the hare can be inferred.

Evidence: The response describes only **one** of the ways listed below.

### Ways in which the Lion Tried to Make the Hare Feel Better

*The lion smiled at the hare*

*He told the hare not to worry – “never mind”*

*He told the hare that he is sometimes afraid too*

*Showed him what made the “earthquake”*

*Told him not to be afraid*

*Called him “little brother”*

*Tried to make him not feel silly*

*He laughed*

*The lion was calm*

## Hare, Item 8

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**Do you think the lion liked the hare? What happens in the story that shows this?**

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Process: Interpret and Integrate Ideas and Information

### 1 – Acceptable Response

These responses identify information from the story that supports an interpretation of the lion’s feelings toward the hare.

Evidence:

The response provides an opinion about the lion’s feelings toward the hare. The opinion is supported with an appropriate description of a specific story event or idea, or an appropriate generalization based on events in the story that demonstrates the lion’s feelings.

*Example:*

» Yes he does. He showed the hare that there really wasn’t an earthquake.

## Hare, Item 9

How did the hare's feelings change during the story?

At the beginning of the story the hare felt \_\_\_\_\_ because \_\_\_\_\_.

At the end of the story the hare felt \_\_\_\_\_ because \_\_\_\_\_.

Process: Interpret and Integrate Ideas and Information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating information from across the story to interpret how the hare's feelings changed during the story.

Evidence:

The response provides an appropriate feeling and explanation for both the beginning and ending of the story, as described below.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by interpreting the hare's feelings in one part of the story.

Evidence:

The response provides an appropriate feeling and explanation for either the beginning or ending of the story as described below. An appropriate feeling may be provided for the other part of the story, but without an appropriate explanation.

### Appropriate Feelings and Example Explanations

*Beginning of the story: The response may describe the hare's feelings as fearful, worried, or anxious.*

*Example explanation:*

» because he thought there was going to be an earthquake

*Ending of the Story: The response may describe the hare's feelings as relieved or silly.*

*Example explanation:*

» because he found out there really wasn't an earthquake

## Hare, Item 10

You learn what the lion and the hare are like from the things they do in the story. Describe how the lion and the hare are different from each other and what each does that shows this.

Process: Interpret and Integrate Ideas and Information

### 3 – Extensive Comprehension

These responses demonstrate extensive comprehension by integrating ideas from across the text to fully support an interpretation of the difference between the two characters.

Evidence:

The response conveys understanding of the difference between the lion and the hare by describing a contrasting character trait and providing a specific action of each character to support that trait.

*Example:*

» The hare doesn't stop to think. He just ran off as soon as he heard the crash without going to see what it was. The lion is thoughtful. He made the hare go back and see what made the noise.

OR, the response provides a generalization for the basis of the difference supported by specific actions.

» They do different things when there is danger. The hare ran away when he heard the noise. The lion wanted to see what made the noise.

(continues overleaf)

## Hare, Item 10 (Continued)

### 2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension of the characters.

Evidence:

The response provides a description of the difference between the lion and the hare, but provides a story event to support the description of **neither or only one** of the characters.

*Examples:*

» The lion is brave and the hare is nervous. The lion went back to look at the “earthquake.”

OR, the response provides a specific and contrasting action taken by each character, but does not provide a description or generalization of either character.

» The hare is different from the lion because the hare warns that an earthquake is coming and lion convinces him that it isn’t an earthquake.

### 1 – Minimal Comprehension

These responses demonstrate limited comprehension of the characters.

Evidence:

The response describes the actions or provides a generalization of a trait of only one of the characters.

*Example:*

» The hare ran away because he thought there was an earthquake.



**Text for “Nights of the Pufflings” can be found in the PIRLS Reader Booklet, located in the back of this publication.**

## PIRLS Reader



# The Natural World



### PIRLS

Progress in International  
Reading Literacy Study

**Main Survey 2001**

**Questions**      Nights of the Pufflings

1. Why are puffins clumsy at takeoffs and landings?

- A They live in a land of ice.
- B They hardly ever come to shore.
- C They spend time on high cliffs.
- \*  D They have chunky bodies and short wings.

2. Where do the puffins spend the winter?

- A inside the cliffs
- B on the beach
- \*  C at sea
- D on the ice

3. Why do the puffins come to the island?

- A to be rescued
- B to look for food
- \*  C to lay eggs
- D to learn to fly

\* correct answer

4. How does Halla know the pufflings are about to fly?

- (A) Parents bring fish to the pufflings.
- \*  (B) Flowers are in full bloom.
- (C) Chicks are hidden away.
- (D) Summer has just begun.

5. What happens during the nights of the pufflings?

- (A) Puffin pairs tap-tap-tap their beaks together.
- \*  (B) Pufflings take their first flight.
- (C) Puffin eggs hatch into chicks.
- (D) Pufflings come ashore from the sea.

6. What could the people in the village do to stop the pufflings from landing there by mistake?

- \*  (A) turn off the lights
- (B) get the boxes ready
- (C) keep the cats and dogs inside
- (D) shine their torches in the sky

\* correct answer

Questions 7 and 8 ask you to explain how Halla rescues the pufflings.

7. Explain how Halla uses her torch to rescue the pufflings.



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8. Explain how Halla uses the cardboard boxes to rescue the pufflings.



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9. According to the article, which of these is a danger faced by the pufflings?

- A drowning while landing in the sea
- B getting lost in the burrows
- C not having enough fish from their parents
- \*  D being run over by cars and trucks

\* correct answer

10. Why does it need to be daylight when the children release the pufflings? Use information from the article to explain.



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11. What do the pufflings do after Halla and her friends release them?

- (A) walk on the beach  
 (B) fly from the cliff  
 (C) hide in the village  
 (D) swim in the sea

12. Write **two** different feelings Halla might have after she has set the pufflings free. Explain why she might have each feeling.



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

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

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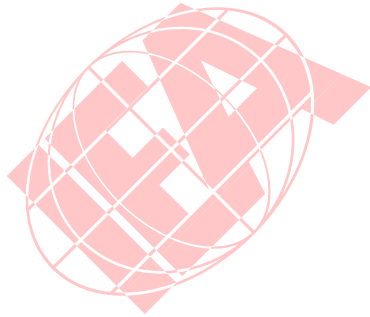
\* correct answer

13. Would *you* like to go and rescue pufflings with Halla and her friends? Use what you have read to help you explain.



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**Stop**

End of this part of the booklet.  
Please stop working.

## Pufflings, Item 7

### Explain how Halla uses her torch to rescue the pufflings.

Process: Interpret and Integrate Ideas and Information

#### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating specific information from the article to explain fully how Halla uses the torch.

Evidence:

The response provides an appropriate explanation for how Halla uses the torch. The explanation includes an explicit reference to rescuing the pufflings as described in the text. In order to be considered a complete explanation, it must indicate that the torch facilitates *finding the pufflings at night* or *locating pufflings that are hiding*.

Example:

» It helps Halla find the pufflings in the dark.

#### 1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying general information from the article to explain how Halla uses the torch.

Evidence:

The response provides an appropriate, but general, explanation for how Halla uses the torch. The explanation is not inconsistent with the text and may mention that Halla is looking for or finding the pufflings. However, it **does not** include an explicit reference to *finding the pufflings at night* or *locating pufflings that are hiding*.

Example:

» It helps her wander the village.

## Pufflings, Item 8

### Explain how Halla uses the cardboard boxes to rescue the pufflings.

Process: Interpret and Integrate Ideas and Information

#### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating specific information from the article to explain fully how Halla uses the cardboard boxes.

Evidence:

The response provides an appropriate explanation for how Halla uses the cardboard boxes. The explanation includes an explicit reference to rescuing the pufflings as described in the text. In order to be considered a complete explanation, it must indicate that the cardboard boxes facilitate *keeping the pufflings safe* or *transporting the pufflings*.

Example:

» She puts the pufflings in the boxes to keep them safe.

#### 1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying general information from the article to explain how Halla uses the cardboard boxes.

Evidence:

The response provides an appropriate, but general, explanation for how Halla uses the cardboard boxes. The explanation is not inconsistent with the text. However, it **does not** include an explicit reference to *keeping the pufflings safe* or *transporting them*.

Example:

» She puts the pufflings in them.

## Pufflings, Item 10

Why does it need to be daylight when the children release the pufflings? Use information from the article to explain.

Process: Make Straightforward Inferences

### 1 – Acceptable Response

These responses provide an appropriate inference for why the pufflings must be released in the daylight.

Evidence:

The response demonstrates understanding that the pufflings can become confused at night, or that they can see their target more clearly in daylight.

*Example:*

» If the pufflings were released in the dark, the lights of the village would attract them back there.

Or, the response may focus on the needs of the children in releasing the pufflings by citing specific information from the article that shows why daylight is necessary.

*Example:*

» It would be hard for the children to see what they were doing at the beach at night.

## Pufflings, Item 12

Write two different feelings Halla might have after she has set the pufflings free. Explain why she might have each feeling.

Process: Interpret and Integrate Ideas and Information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating ideas from across the text to identify and explain Halla's feelings.

Evidence:

The response identifies **two different feelings** and provides an appropriate **explanation for each feeling**. The two feelings identified may be both positive or both negative, or the two may represent conflicting feelings. The explanation for each feeling draws on different information from the text and is a plausible justification for the feeling.

*Examples:*

» She feels sad to say goodbye to the pufflings. But she is happy that they made it to the water.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension of Halla's feelings.

Evidence:

The response identifies two different feelings. The two feelings identified may be both positive or both negative, or the two may represent conflicting feelings. However, one of the feelings is not supported with appropriate information from the text.

*Example:*

» She is sad, but also happy that they are rescued.

Or, the response identifies only one feeling, and provides an explanation for that feeling that is based on appropriate information in the text.

*Example:*

» She is happy that she was able to help them get to the sea.



## Pufflings, Item 13

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**Would you like to go and rescue pufflings with Halla and her friends? Use what you have read to help you explain.**

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

### 2 – Complete Comprehension

These responses demonstrate complete comprehension of the article by supporting a personal evaluation of its content.

Evidence:

The response provides a personal evaluation, supported with one specific piece of information from the text.

*Example:*

» Yes, it would be fun to take them to the beach.

### 1 – Partial Comprehension

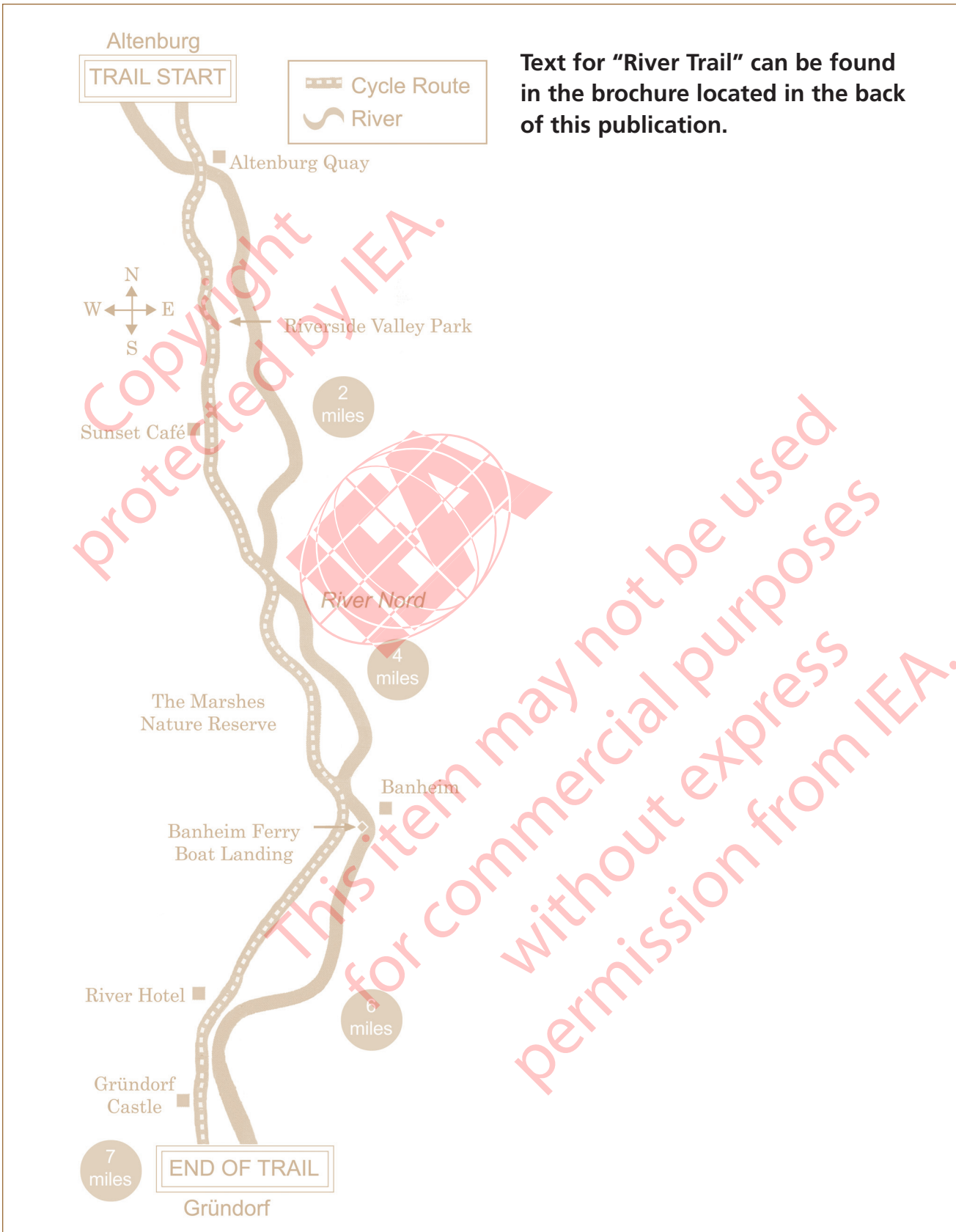
These responses demonstrate complete comprehension of the article by supporting a personal evaluation of its content.

Evidence:

The response provides a personal evaluation that is supported by a generalization of the article's content. The generalization may be based mostly on personal experience, but is related to the article.

*Example:*

» I would like to help her. I think it is important to save baby birds.



## Questions River Trail



Take out the leaflet called *Follow the River Nord Trail*. The questions in this section are about this leaflet.



Raise your hand if you do not have the leaflet.

Questions 1 and 2 ask you about different parts of the leaflet. Each part asked about is shown next to the question.

1. What is the **main** purpose of the section called *The River Nord Trail*?
- (A) to describe what Gründorf Castle looks like
- (B) to explain about bikes
- (C) to display the bike hire prices
- \* (D) to give directions

### The River Nord Trail

The River Nord Trail is flat and easy to cycle on, with plenty to see along the way.

Start from Altenburg, keeping to the east bank of the river. Go over the bridge at Altshaus Quay.

This takes you to the Riverside Valley Park. Approximately 2 miles from the start you reach the Sunset Cafe. To proceed further you need to continue on the west bank (see map).

You then proceed past The Marshes Nature Reserve.

You can stop to visit the historic port of Blanken by catching the little ferry boat across the River Nord.

Continue along the trail and enjoy the wildlife area—full of birds—which is on the way to the River Hotel.

A little further on you reach Gründorf. You can now follow a quiet country lane around Gründorf Castle grounds. You will see part of the large herd of fallow deer often at close quarters.

This brings you to the end of the trail.

2. What is the **main** purpose of this section of the leaflet?
- (A) to show you where the trail goes
- \* (B) to give you information about bikes you can hire
- (C) to describe what happens on the trail
- (D) to teach you about riding bikes

**Zippy Bike Hire**

Cycling is fun for everyone & healthy too!

Over 100 bikes & trailers for rent available at each main town in the district, centrally and close to the River Nord.

**Whatever bike you fancy ZIPPY has the right one for you.** Great choice, accessories, tubes, tools, etc. All bikes, trailers for both and child seats. Booking lines for adults and groups, well-maintained seats and 24 hour phone.

**All ZIPPY bikes are replaced every year and regularly serviced.** Chain lubrication, pumps, tyre valves and air can be free of cost.

**TRY before you BUY**

Photo: Zippy Photo: Zippy

Bicycle Hire	Half Day	Full Day	Full Week
Adults/Youth	4	6	36
Children Under 10	3	4	24
Child trailer	2	2	12

\* correct answer

3. Where does the River Trail start?

- (A) Banheim
- (B) Gründorf
- \*  (C) Altenburg
- (D) Riverside Valley Park

4. Number these places in the order you would see them on the River Trail from the beginning to the end. Number 1 has been done for you.

- Gründorf Castle
- Banheim
- 1 Riverside Valley Park
- River Hotel

5. How much would it cost a 10-year-old child to hire a bike for a full day?



\_\_\_\_\_

\* correct answer

6. Zippy Bike Hire rents out equipment for children.  
Write **two** things that are for children.



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



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

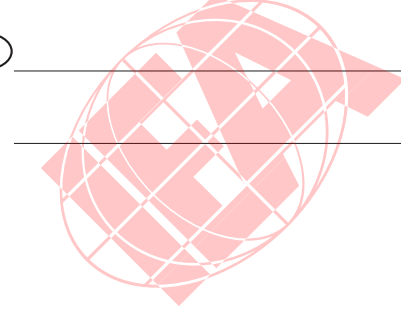
7. What information about Zippy bikes tells you that the bikes for hire are in good condition?



\_\_\_\_\_

\_\_\_\_\_

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permission from IEA.

Questions 8 and 9 are about a family with two adults and two children, one 10 years old and one 3 years old. They are planning to spend a day cycling along the River Trail.

8. Which bikes would the family need? Use what you have read in the leaflet to answer.



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9. Which place on the River Trail could the family visit? Explain why they might like to go there.



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10. Read the comments of Jane, Alex, John, and Khalil. Draw a line from each person's name to the place on the map that shows where they are standing on the River Trail. One has been done for you.

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**Jane**  
 “Just stopped to buy a snack at the Sunset Café.”

**Alex**  
 “There’s a lovely little port town on the other side of the river.”

**John**  
 “I can see hundreds of birds here.”

**Khalil**  
 “The deer have just been scared off by our clanking bike!”

**Map Labels:** Altenburg, TRAIL START, Altenburg Quay, Riverside Valley Park, Sunset Café, River Nord, The Marshes Nature Reserve, Banheim Ferry Boat Landing, River Hotel, Gründorf Castle, END OF TRAIL, Gründorf.

**Legend:** Cycle Route (dotted line), River (wavy line).

11. Draw lines to show your answers to the questions below. One has been done for you.

Where can you find a short sentence **persuading** you to try cycling?

Which sentence **invites** you to try the River Trail?

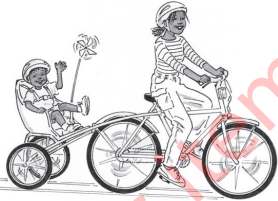
## Zippy Bike Hire

**Cycling is fun for everyone & healthy too!**

*Come and explore 7 miles of flat easy traffic-free cycle routes in beautiful countryside following the River Nord...*

**Whatever bike you fancy, ZIPPY has the right one for you.** Great choice...mountain bikes, tandems, children's bikes, trailers for kids and child seats. Trekking bikes for ladies and gents, soft comfortable seats and 21 easy gears.

All ZIPPY bikes are replaced every year and regularly serviced. Cycle helmets, pumps, rucksacks and locks are free to all.



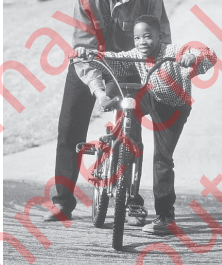
Trailer

**For children under 7** we have bikes that attach to an adult bike—great for keeping children where they should be and helping them out on long rides. **For children under 5** we have comfortable child seats and trailers which attach to the adult's bike. For the more able young cyclist we have little bikes with or without stabilisers.

**What does it cost to hire a bike?**  
*(Prices in £)*

Bicycle Hire	Half Day	Full Day	Per Week
Adults / Trailer	8	12	50
Children (under 16)	6	9	30
Child Seat	2	3	12

**TRY before you BUY**



Where can you find information about **bike hire charges**?

Where can you find out about the **range of adult bikes** for hire?



### River, Item 4

Number these places in the order you would see them on the River Trail from the beginning to the end. Number 1 has been done for you.

- \_\_\_ Grundorf Castle
- \_\_\_ Banheim
- 1 Riverside Valley Park
- \_\_\_ River Hotel

Process: Make Straightforward Inferences

#### 1 – Acceptable Response

These responses infer the appropriate order of sites along the river trail.

Evidence:

The response accurately numbers the sentences as shown below. In order to receive full credit, each sentence must have the appropriate number.

#### Appropriate Ordering of Sentences

4 Grundorf Castle

2 Banheim

1 Riverside Valley Park

3 River Hotel

### River, Item 5

How much would it cost a 10-year-old child to hire a bike for a full day?

Process: Make Straightforward Inferences

#### 1 – Acceptable Response

These responses infer the appropriate cost of hiring a bike from information presented in tabular form.

Evidence:

The response accurately states the amount indicated at the intersection of the second row (Children under 16) and second column (Full Day) of the “What does it cost to hire a bike” table (back of leaflet). It may or may not include the unit of currency with the amount.

## River, Item 6

**Zippy Bike Hire rents out equipment for children. Write two things that are for children.**

Process: Focus on and Retrieve Explicitly Stated Information and Ideas

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by identifying two pieces of equipment that are specifically for children.

Evidence: The response identifies two pieces of equipment listed below.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying one piece of equipment that is specifically for children.

Evidence: The response identifies only one piece of equipment listed below.

### Equipment for Children

*Children's bikes*

*Trailers*

*Child seats/comfortable seats/seats*

*Bikes that attach to adult bikes*

*Little bikes with/without stabilizers*

*Stabilizers*

## River, Item 7

**What information about Zippy bikes tells you that the bikes for hire are in good condition?**

Process: Make Straightforward Inferences

### 1 – Acceptable Response

These responses identify appropriate information from which the condition of the bikes can be inferred.

Evidence:

The response provides information from the leaflet regarding the maintenance of the bikes. It may focus on the fact that the bikes are regularly serviced, or on the fact that they are replaced each year.

*Example:*

» They are replaced every year. That means they are in good condition.

## River, Item 8

[Questions 8 and 9 are about a family with two adults and two children who are 10 years old and 3 years old. They are planning to spend a day cycling along the River Trail.] Which bikes would the family need? Use what you have read in the leaflet to answer.

Process: Interpret and Integrate Ideas and Information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by integrating information from across the leaflet to identify specific equipment appropriate for an entire family.

Evidence:

The response identifies appropriate equipment that could accommodate all of the family members. One piece of equipment is suitable for a 3-year-old child.

*Example:*

- » They will need two adult bikes, one child's bike, and a child's seat.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension of information in the leaflet by identifying specific equipment appropriate for some family members.

Evidence:

The response identifies at least two specific and different types of equipment offered. However, not all of the family members are appropriately accommodated for in the selection of equipment or more equipment than is necessary is identified. Or, the number of pieces of equipment is not specified.

*Example:*

- » A mountain bike and a trailer.

## River, Item 9

[Questions 8 and 9 are about a family with two adults and two children who are 10 years old and 3 years old. They are planning to spend a day cycling along the River Trail.] Which place on the River Trail could the family visit? Explain why they might like to go there.

Process: Interpret and Integrate Ideas and Information

### 2 – Complete Comprehension

These responses demonstrate complete comprehension by interpreting information provided in the leaflet about places to visit.

Evidence:

The response identifies a specific place along the river described in the leaflet. It provides an explanation for visiting that is based on information stated in the leaflet about that place or is an appropriate activity for the type of place.

*Example:*

- » One place on the trail they could visit is the Sunset Café because after 2 miles they might be hungry and tired.

### 1 – Partial Comprehension

These responses demonstrate partial comprehension by identifying information provided in the leaflet about places to visit.

Evidence:

The response identifies a specific place along the river described in the leaflet. However, no explanation is provided for visiting that is based on information stated in the leaflet.

*Example:*

- » They could visit the Marshes Nature Reserve.

Or, the response provides an explanation for visiting that is vague, inappropriate, or unrelated to information stated in the leaflet.

*Example:*

- » One place they could visit is the Sunset Café because it would be nice.

## River, Item 10

Read the comments of Jane, Alex, John, and Khalil. Draw a line from each person’s name to the place on the map that shows where that person is standing on the River Trail. One has been done for you.

Process: Interpret and Integrate Ideas and Information

### 3 – Extensive Comprehension

These responses demonstrate extensive comprehension by integrating information from across the leaflet to interpret descriptions of specific river locations.

Evidence:

The response accurately matches all three comments with specific locations along the river – as indicated below.

### 2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension by integrating information from across the leaflet to interpret some descriptions of specific river locations.

Evidence:

The response accurately matches only two of the three comments with specific locations along the river – as indicated below.

### 1 – Minimal Comprehension

These responses demonstrate limited comprehension by interpreting one description of a specific river location.

Evidence:

The response accurately matches only one of the three comments with a specific location along the river – as indicated below.

### Specific Locations Along the River Matched to Comments

Comment	Location
Alex: ‘There’s a lovely little port town on the other side of the river.’	→ Banheim Ferry Boat Landing [also accept responses pointing to Banheim]
John: ‘I can see hundreds of birds here.’	→ Between the Banheim Ferry Boat Landing and River Hotel, or at the Marshes  [Note: response cannot be pointed directly at Banheim Ferry Boat Landing or the River Hotel]
Khalil: ‘The deer have just been scared off by our clanking bike!’	→ Grundorf Castle

## River, Item 11

Draw lines to show your answers to the questions below. One has been done for you.

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

### 3 – Extensive Comprehension

These responses demonstrate extensive comprehension by identifying the purpose and location of specific information provided throughout the leaflet.

Evidence:

The response accurately matches all three questions to specific information in the leaflet – as indicated below.

### 2 – Satisfactory Comprehension

These responses demonstrate satisfactory comprehension by identifying the purpose and location of specific information provided in some parts of the leaflet.

Evidence:

The response accurately matches only two of the three questions to specific information in the leaflet – as indicated below.

### 1 – Minimal Comprehension

These responses demonstrate limited comprehension by identifying the purpose and location of specific information provided in one part of the leaflet.

Evidence:

The response accurately matches only one of the three questions to specific information in the leaflet – as indicated below.

### Specific Information in the Leaflet Matched to Questions

Questions	Information in the Leaflet
Which sentence <b>invites</b> you Trail?	→ 'Come and explore 7 miles of flat easy traffic-free River cycle routes in beautiful countryside following the River Nord...'
Where can you find information about <b>bike hire charges</b> ?	→ 'What does it cost to hire a bike?' price table
Where can you find out about the <b>range of adult bikes</b> for hire?	→ Paragraph beginning with 'Whatever bike you fancy...'