SECTION 1: Selected-Response Assessment Questions

Read the story to answer the following questions.

Both Sides of the Fence
by Teresa Bateman

Alberto and Juan lived in two houses that stood side by side outside a small pueblo. Although both houses were much alike, Alberto had a splendid apple tree, puffed with pink blossoms each spring and bent low each autumn with fruit both red and ripe.

His neighbor, Juan, had little and nothing, except his family and his good nature.

Each day Alberto would brag about his apple tree. "It bears the finest blossoms and the finest apples," he declared. "That makes me the finest man in the pueblo."

"It is a beautiful tree," Juan agreed. "I'm glad you let us enjoy its beauty as well."

Somehow the thought that others benefited from his tree lessened Alberto's enjoyment. The tree was his, after all. Alberto decided to build a high fence so that he alone could enjoy the tree's blossoms and bounty.

Townsfolk shook their heads at his foolishness and left him to his pride.

One spring, however, Alberto was unhappy to see that a branch of his tree extended over the fence into his neighbor's yard.

"I can't cut it off," Alberto decided. "To damage so fine a tree would be wrong. Still, why should Juan receive any benefit from a tree that is clearly mine?"

He fretted and fumed through the pink-blossomed spring. He pondered and puzzled through the green-leafed summer. Then fall came, and with it a moment of truth.

While Alberto could pick the apples on his own land, and gather the windfalls so not even squirrels could enjoy them, he could not set foot on the other side of the fence.

He pretended it didn't matter. But it did.

Then one day, Alberto discovered an apple cake on his doorstep.

"Gracias," read the note. It was signed "Juan."

Alberto was furious. His apples were being used without his permission, and he considered Juan's note a slap in the face.

"I must have justice!" Alberto declared. He hurried to the home of the mayor, bringing the cake along as evidence.

"See here," Alberto declared, plunking the cake down. "This was made with apples from my tree. Juan is guilty of stealing and left proof of it on my doorstep! He's probably sitting in his house, eating my apples and laughing at me even as we speak."

The mayor helped himself to a piece of cake while reading the note.
"A branch of your tree goes over the fence," the mayor pointed out. "Surely these apples are from that branch?"

"It doesn't matter," Alberto fumed. "My father planted that tree on property that's been in my family for years. The land and the tree are mine. The apples are mine as well."

The mayor considered the problem from all angles. "Four days from now a judge will visit our pueblo," he said at last. "Present your case, and surely justice will be done."

Alberto frowned. "How will I prepare my arguments for the judge?" he asked.

The mayor seemed to understand his problem. "You've told me your side of the story. A fence, however, has two sides, as does every argument. The judge will expect you to understand both. A clever man knows his opponent's thoughts. Come back tomorrow and present me with Juan's point of view."

Alberto headed home, absently nibbling on the cake as he considered the arguments he would present to the judge. He tried to imagine what Juan might say. The branch did extend over the fence, and Juan had so little that any food would be welcome. Still, "It's my tree," Alberto said firmly to a passing dog.

The next morning Alberto returned to the mayor and presented what he imagined to be Juan's side of the case. "He will say the apples fell onto his property and that makes them his," Alberto stated. "But if a dog wandered into his yard, the dog would not become his." (He was very proud of this argument.)

The mayor frowned. "Why, then, did Juan give you the apple cake?"

"Why? To rub my nose in his theft!" Alberto declared.

"Perhaps," the mayor said. "Yet Juan can ill afford to give food away. You are missing something. A fence has two sides, as does every argument. Perhaps you need another day to consider. You don't want to appear uninformed before the judge."

Alberto returned home and stared out at the tree and the fence. He thought of his own argument—the tree was his; therefore its fruit was his. He thought of Juan's probable argument—that the apples had fallen into his yard and, therefore, belonged to him. But why did Juan give him the cake? That night Alberto tossed and turned.

Early the next day he marched to the mayor's house. "How can I know why Juan gave me the cake?" he said angrily. "Who can know what is in another man's heart?"

"Juan knows," the mayor quietly replied. "Remember—things can look quite different from the other side of the fence."

"Very well," Alberto said grudgingly. "I will talk to Juan myself. It can only make my case against him stronger." He hurried from the mayor's door and soon arrived at Juan's house.

Alberto pounded on Juan's door, anxious to gather the evidence he needed.

Juan smiled when he opened the door. "Did you like the cake?" he asked.
Alberto opened his mouth, but before he could get out a word, Juan continued. "I had to thank you," he said. "My family so enjoyed the branch of your tree that comes over the fence—blossoms in the spring, shade in the summer. I knew the man who owns the finest apple tree in the pueblo must surely be the most generous man as well, but the apples, of course, were yours. We got so much joy out of your tree, it would be poor repayment to simply give you the apples, so my wife baked all of them into a cake. I hope you enjoyed it."

Alberto felt no taller than an ant. His arguments dissolved like sugar in water.

"Will you join us?" Juan asked. He motioned to the table set with a simple meal of beans, rice, and tortillas.

Alberto knew at once he would not be presenting any case before the judge the following day.

"With pleasure," he said, "if you will allow me to add something to the meal."

He hurried home, gathered a basket of his finest apples, and carried them to the other side of the fence.


Choose the best answer for each question.

7.L.4
1. “He fretted and fumed through the pink-blossomed spring.”
   Using context clues, what is the meaning of the word “fretted”?
   A. yelled   B. ran
   C. worried   D. snickered

7.L.4
2. “The mayor considered the problem from all angles.”
   Using context clues, what is the meaning of the word “angles”?
   A. spiritual beings   B. different viewpoints
   C. geometric shapes   D. floor levels

7.L.4
3. “Yet Juan can ill afford to give food away”.
   Using context clues, what is the meaning of the phrase “ill afford”?
   A. always   B. likely
   C. barely   D. sickly

7.L.4b
4. Using your knowledge of the prefix “re”, what is the meaning of the word “repayment”?
   A. to always pay late   B. to pay back
   C. to pour concrete   D. to never pay back
7.L.1b
5. Which sentences show a contrast of ideas? Select all that apply.
   A. I love pizza and hot wings.
   B. I love hot dogs, but I don’t like hamburgers.
   C. After I eat my juicy hamburger, I take a long nap.
   D. I usually have cheddar cheese; however, I prefer jack cheese.

7.RL.6
Read the following statements about the story. For each statement, decide whether it is true or false.

Use the lines provided to write  A = True  B = False

The narrator develops a contrast in points of view between the characters by:

_____ 6. Showing how Juan and Alberto feel about the apples from the tree.
_____ 7. Stating how the mayor and the judge feel about the situation.
_____ 8. Stating how Juan is poor and Alberto is better off.
_____ 9. Showing how Juan and Alberto feel about the apple cake.
_____10. Stating the arguments Juan and Alberto used in court.

7.RL.1
11. Alberto is a selfish man. From the following list, circle the letter all of the statements that support that assertion:

   A. Alberto had a splendid apple tree.
   B. Each day Alberto would brag about his apple tree.
   C. The thought that others benefited from his tree lessened Alberto’s enjoyment.
   D. Alberto decided to build a high fence so he alone could enjoy the tree’s blossoms.
   E. Alberto could pick the apples on his own land.
SECTION 2: Short Constructed-Response Assessment Questions

7.RL.1  7.RL.6  7.W.2  7.W.4

12. Why does the author include the information about Alberto’s father planting the tree? How does the author use this information to develop Alberto’s point of view? Use two to three sentences to explain your answer and use supporting details from the story.

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Short Constructed-Response Scoring Guide:

Proficient
☐ Two or three complete sentences.
☐ Minimal errors in capitalization, spelling and punctuation.
☐ Cites evidence to justify his/her explanation.
☐ Correctly explains how the author shows the importance of the tree to Alberto.

Progressing
☐ Completes ___3___ of the Proficient criteria
☐ Few errors in capitalization, spelling, and punctuation

Beginning
☐ Completes fewer than ___3___ of the Proficient criteria
☐ Task to be repeated after re-teaching

Teacher’s Evaluation_____________________

Comments regarding student’s performance:
SECTION 2: Extended Constructed-Response Assessment Item


13. The apple tree has significance to both Alberto and Juan, for different reasons. In fifty words or more, analyze how each character views the tree, and if their attitudes change from the beginning to the end of the story. Cite evidence from the story to support each view.

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Extended Constructed-Response Scoring Guide:

Advanced
☐ Writer uses transition words
☐ Writer uses sentence variety

Proficient
☐ Analyze Juan’s view of the tree
☐ Analyze Alberto’s view of the tree
☐ Contains at least two examples for each character, from the text.
☐ Minimal errors in capitalization, spelling, and punctuation
☐ Fifty word minimum.

Progressing
☐ Completes _4_ of the Proficient criteria
☐ Few errors in capitalization, spelling, and punctuation

Beginning
☐ Completes fewer than _3_ of the Proficient criteria
☐ Task to be repeated after re-teaching
☐ Errors in capitalizations, spelling, and punctuation interfere with meaning of the response.

Teacher’s Evaluation___________________
Comments regarding student’s performance:
SECTION 3: Essential Questions with Big Idea Responses

Student Directions: Write a Big Idea response for each of the following Essential Questions. Include supporting details and any vocabulary terms from the “unwrapped” concepts you have been learning for each response. Your responses will be evaluated using the Generic Scoring Guide on the next page.

7.RL.6
14. Why does the point of view in a story matter to the meaning?

7.RL.6
15. How does the author express the points of view of characters and narrators?

Essential Questions-Big Ideas Scoring Guide:

Advanced
☐ All “Proficient” criteria plus:
☐ Makes connections to other areas of school or life
☐ Provides example(s) as part of explanation

Proficient
☐ States Big Ideas correctly in own words
☐ Provides supporting detail(s) for each one

Beginning
☐ Completes 1 of the Proficient criteria
☐ Task to be repeated after re-teaching

Teacher’s Evaluation______________________

Comments regarding student’s performance: