

## **Objective 3 – Expository Selection**

How would you describe the German soldiers in “The Crystal Night”? Support your answer with evidence from the selection.

## **READING RUBRIC—EXPOSITORY SELECTION**

### **OBJECTIVE 3**

#### **SCORE POINT 0 — INSUFFICIENT**

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the text
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of the text
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence

In addition, insufficient responses may lack clarity.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 0 Guide Responses for Objective 3 – Expository Selection

RG – 17

Im not sure they're not really bad men, maybe.  
They just do things that they shouldn't do  
So it makes them look bad.

### Score Point 0 – Insufficient

The student presents an idea that is too vague to determine whether it is reasonable.

RG – 18

The Germans had seemed to have a good life but then when Hitler  
came everybody was terrified. "I could read the sadness and fear  
in my parents eyes."

### Score Point 0 – Insufficient

In this response the student does not answer the question asked. The student merely offers an idea about the German people rather than the German soldiers. The textual evidence provided is about the narrator's family and is therefore irrelevant.

the soldiers in crystal night at first destroy the family's belongings until the mother said "what do you want from us? we have served Germany faithfully both in peace and in war," the men immediately stopped and left. the next day two SS men came to the house and said the government would repay damage to the house

### Score Point 0 – Insufficient

In this response the student does not offer an idea as to how the German soldiers might be described but instead offers a brief summary of the selection.

Adolf Hitler became chancellor of Germany in January 1933. I was a student in the all-girl high school of London, Rhineland Palatinate. The Germany government no longer allowed Jews to take money out of the country.

### Score Point 0 – Insufficient

In this response the student provides only irrelevant text from the selection. Therefore, this is an insufficient response.

## **READING RUBRIC—EXPOSITORY SELECTION**

### **OBJECTIVE 3**

#### **SCORE POINT 1 — PARTIALLY SUFFICIENT**

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of the text that is supported only by general, incomplete, or partially accurate/relevant textual evidence or provide no textual evidence at all
- ☐ may offer a reasonable idea, analysis, or evaluation and may provide textual evidence, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 1 Guide Responses for Objective 3 – Expository Selection

RG – 21

I would describe the soldiers as very violent and destructive because all that was needed was to take the father away and not to destroy and ransack the house.

### Score Point 1 – Partially Sufficient

The student offers the reasonable idea that the soldiers were violent and destructive because they did not need to destroy and ransack the house after taking the father away; however, no textual evidence is provided to support the idea.

RG – 22

The German soldiers in "The Crystal Night" supported Hitler and his ideas but also loved their country. "You are under arrest! When my father asked why, he was told, Today we got all the Jews." This shows how the soldiers followed all the orders that were given to them and never stopped to think if it was right or wrong.

### Score Point 1 – Partially Sufficient

The student presents the ideas that the German soldiers supported Hitler, loved their country, followed orders, and never stopped to think about what was right or wrong. However, the direct quotation provided as textual evidence does not directly support any of the ideas presented. Therefore, the textual evidence is only weakly connected to the ideas, making this a partially sufficient response.

A dozen storm troopers burst into the room brandishing axes, crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room smashing furniture and dishes.

### Score Point 1 – Partially Sufficient

This student provides relevant textual evidence without offering an idea, making this a partially sufficient response.

I would describe the German soldiers as being barbaric and hypocritical. "... they went from room to room systematically smashing furniture and dishes, cutting up oriental rugs, tearing open..." (p8). They were hypocritical because they attacking the home of a man who had also served in the military, and stopped only when they realized this.

### Score Point 1 – Partially Sufficient

In this response the student presents two ideas (I would describe the German soldiers as being barbaric and hypocritical). While relevant textual evidence is provided to support that the soldiers were barbaric, no textual evidence is provided to support them being hypocritical. Because all ideas are not supported, this remains a partially sufficient response.

## **READING RUBRIC—EXPOSITORY SELECTION**

### **OBJECTIVE 3**

#### **SCORE POINT 2 — SUFFICIENT**

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction and must support it with accurate/relevant textual evidence
- ☐ must offer a reasonable analysis or evaluation of a characteristic of the selection and must support it with accurate/relevant textual evidence

In addition, sufficient responses must be clear and specific.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**



## Score Point 2 Guide Responses for Objective 3 – Expository Selection

RG – 25

I would describe the German soldiers in "The Crystal Night" as barbarians, yet some were kind. Some Nazi soldiers would "burst into rooms brandishing axes, crowbars... Like beast of prey fallen upon their victims... systematically smashing furniture." Others were kind in assuring the narrator's mother that "they themselves would see to it that the government paid for repairs."

### Score Point 2 – Sufficient

In this response the student presents the ideas that some soldiers were barbarians and some were kind. Both ideas are supported with direct quotations from the text.

RG – 26

The German soldiers are best described as vulgar barbarians. The soldiers would "burst" into Jewish homes "brandishing axes, crowbars, hammers, and revolvers." Then, without any apprehension, they "ransacked" the houses "like beasts of prey fallen upon their victims."

### Score Point 2 – Sufficient

The student offers the reasonable idea that the German soldiers are best described as vulgar barbarians. Textual evidence in the form of a combination of paraphrase and direct quotations supports the idea, making this a sufficient response.

The German soldiers in "The Crystal Night" are honest. They are men of their word; "The two SS men kept their word, and my mother was allowed to return to Landau to pack our required furniture."

**Score Point 2 – Sufficient**

The student presents a reasonable idea (the German soldiers are honest) and supports it with relevant textual evidence.

The German soldiers were violent. They had nothing but hatred for the Jews. "Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames... The Jews were segregated from and often degraded by others." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the street.

**Score Point 2 – Sufficient**

The student presents two ideas: the German soldiers were violent, and they had nothing but hatred for the Jews. Direct quotations from the selection support both of these ideas.

## **READING RUBRIC—EXPOSITORY SELECTION**

### **OBJECTIVE 3**

#### **SCORE POINT 3 — EXEMPLARY**

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction and strongly support it with accurate/relevant textual evidence
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of the text and strongly support it with accurate/relevant textual evidence

In addition, exemplary responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

## Score Point 3 Guide Responses for Objective 3 – Expository Selection

RG – 29

After the soldiers discovered the parent's history, they started to have second thoughts about what they did to the home. When the storm troopers arrived at the house, they were "brandishing axes, crowbars, hammers and revolvers" and began "systematically smashing furniture" and destroying many other family possessions, but when they realized that the parents had served in the German army, "one of [the German soldiers] immediately gave the command to stop." The mission of the Nazi regime was to destroy the Jews and erase their existence. But they also had to uphold loyalty to German veterans, even if they were Jewish.

### Score Point 3 – Exemplary

The student offers the thoughtful idea that even though the German soldiers were ordered to destroy the Jews, they also had to uphold loyalty to German veterans. A combination of specific synopsis and direct quotations strongly supports the idea, making this an exemplary response.

RG – 30

The description of the German soldiers is complete. While following direct orders, the soldiers were barbaric and evil. A dozen storm troopers acting like beasts of prey systematically smashed furniture and slashed paintings, and it was rumored that the German military would be burning houses and "all Jewish boys would be killed." However, seemingly acting on their own initiative some soldiers retained their humanity. Two SS soldiers "voicing their disgust at the destruction" showed sympathy for the narrator's family and promised that the government would pay for repairs, and in fact they kept their word and the mother was allowed to return and "to pack our repaired furniture."

### Score Point 3 – Exemplary

The student presents the insightful analysis that when following orders, the soldiers were barbaric, but when acting on their own initiative, some soldiers were humane. Specific synopsis, direct quotations, and paraphrased text are used to effectively support the idea, demonstrating the student's depth of understanding.

The German soldiers were like brainwashed puppets under the influence of Hitler. The only thing on their mind was "Today we got all the Jews." Like beasts, they victimized the Jews by ransacking their homes, going from room to room destroying furnishings and artwork without care. They humiliated women and frightened children by, heading them into a small room, ordering them to disrobe, and stealing their money and jewelry. And even though some Nazis appeared less cruel and insisted upon repairing broken furniture, their words seemed self-serving, "We would not want you to go to America and talk about us Germans as barbarians."

### Score Point 3 – Exemplary

In this exemplary response the student presents the idea that the German soldiers were like brainwashed puppets. A skillful combination of direct quotations and paraphrased text strongly supports the idea. Insightful analysis (their words seemed self-serving) demonstrates the student's depth of understanding.

In "The Crystal Night," the German soldiers exhibited a marked duality in their personas — the raiding soldiers were teeming with hostility, but the two SS soldiers possessed a feeling of compassion for the Jewish victims. The soldiers who ransacked and obliterated the author's home were "like beasts of prey fallen upon their victims" as they systematically [smashed] furniture and dishes, [cut] up Oriental rugs, [tore] open feather pillows, and even [slashed] canvases in their frames. This brutality marked their barbaric hostility towards the Jewish family. However, in sharp contrast, the two SS officers who inspected the narrator's belongings had "voiced their disgust at the destruction all around them." The two SS officers even went as far as to "see to it that the government paid for repairs" to the damage caused by the earlier rampaging of the other volatile soldiers. These two wildly contrasting events depict the ambivalence of personas that the respective German soldiers had concerning the author and the plight of the Jews during the Nazi era.

### Score Point 3 – Exemplary

In this exemplary response the student offers the insightful idea that the German soldiers exhibit a duality: the raiding soldiers are hostile, while the SS soldiers are compassionate. Skillfully weaving specific synopsis with direct quotations, the student strongly connects textual evidence to the idea and demonstrates a depth of understanding.

## **Objective 3 – Literary/Expository Selection**

How is kindness important in both “Breakfast in Virginia” and “The Crystal Night”? Support your answer with evidence from **both** selections.

**READING RUBRIC**  
**LITERARY/EXPOSITORY CROSSOVER**  
**OBJECTIVE 3**

**SCORE POINT 0 — INSUFFICIENT**

In **insufficient** responses, the student

- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not based on the selections
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that does not address the question
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is not reasonable
- ☐ may draw a conclusion, offer an interpretation, or make a prediction that is too general or vague to determine whether it is reasonable
- ☐ may incorrectly analyze or evaluate a characteristic of text based on both selections
- ☐ may not address the question in any way or may answer a different question than the one asked
- ☐ may offer only incomplete or irrelevant textual evidence from one or both selections

In addition, insufficient responses may lack clarity.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

RG – 33

In both "Breakfas in Virginia" and "The crystal Night", it is important to notice how kindness in the midst of despair can get people through hard times

**Score Point 0 – Insufficient**

In this response the student offers an idea that is too vague to determine whether it is reasonable.

RG – 34

Kindness was important in both "Breakfast in Virginia" and "The Crystal Night" because without kindness the two African Americans from "Breakfast in Virginia" would've never eaten and they would of never met the elderly man.

**Score Point 0 – Insufficient**

The student merely repeats the question by noting that kindness is important in both selections. While additional analysis (the two African Americans...would've never eaten) is offered to clarify how kindness is important in the literary selection, no analysis is offered to explain why kindness is important in the expository selection. Therefore, this response presents an analysis for only one selection and is insufficient.



Kindness was important in "Breakfast in Virginia" because the three men showed that differences don't matter and that it can be overcome "when breaking bread together since it is the oldest symbol of human friendship." In "The Crystal Night," friendship was important too because it was what kept everyone together and happy and without it, it "would cause agony and some violence."

#### Score Point 0 – Insufficient

The student presents an idea for each selection as to how kindness is important. For the literary selection the student asserts that kindness shows the three men that differences can be overcome, but the student provides weakly connected textual evidence (breaking bread...is the oldest symbol of human friendship) in support of the idea. For the expository selection the idea (friendship...kept everyone together and happy) is too vague to determine whether it is reasonable. The quotation provided cannot be found in the selection and is therefore irrelevant. Because neither a reasonable idea nor relevant textual evidence is offered for the expository selection, this response is insufficient.

In "Breakfast in Virginia" The old man was kind and didn't make a deal about it he just went to his private car. In "Crystal Night". The woman asked "what do you want from us?" "we have scared Germany faithfully both in peace and in war."

#### Score Point 0 – Insufficient

In this response the student presents an idea for the literary selection (The old man was kind and didn't make a deal about it) that is too vague to determine whether it is reasonable. For the expository selection the student provides only irrelevant textual evidence. Therefore, this is an insufficient response.

**READING RUBRIC**  
**LITERARY/EXPOSITORY CROSSOVER**  
**OBJECTIVE 3**

**SCORE POINT 1 — PARTIALLY SUFFICIENT**

In **partially sufficient** responses, the student

- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections that is supported only by general, incomplete, or partially accurate/relevant textual evidence from one or both selections
- ☐ may offer a reasonable analysis or evaluation of a characteristic of text based on both selections but may offer textual support from only one selection or may offer no textual support at all
- ☐ may offer a reasonable idea, analysis, or evaluation based on both selections and may provide textual evidence from both selections, but this evidence is only weakly connected to the idea, analysis, or evaluation
- ☐ may offer accurate/relevant textual evidence from both selections but may draw a conclusion, offer an interpretation, make a prediction, or provide an analysis or evaluation based on only one selection
- ☐ may offer accurate/relevant textual evidence from both selections without drawing a conclusion, offering an interpretation, making a prediction, or providing an analysis or evaluation

In addition, partially sufficient responses may be somewhat unclear or vague or may indicate that the student has difficulty making connections across selections.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

RG – 37

Kindness is very important in both "Breakfast in Virginia" and "The Crystal Night" because it made a difference in each of the characters' lives. In "Breakfast in Virginia" the white man was kind enough to stand up for the African American soldiers. In "The Crystal Night" the distant relatives in Mannheim were generous enough to take in the narrator's family. The white man made the soldiers feel the same as everyone else despite the Jim Crow Laws. The family in "The Crystal Night" may not have survived if it wasn't for their distant relatives' kindness.

**Score Point 1 – Partially Sufficient**

The student presents a somewhat vague idea (it made a difference in each of the characters' lives). Although additional analysis is offered to clarify the idea (The white man made the soldiers feel the same as everyone else; relatives in Mannheim were generous enough to take in the narrator's family), no textual evidence is provided. Therefore, this is a partially sufficient response.

RG – 38

Kindness is what brings people together like in "Breakfast in Virginia" and it is what can give people comfort like in "The Crystal Night". "Breaking bread together is the oldest symbol of human friendship" despite all the racism going on during this time period this elderly man is showing kindness to these two colored soldiers. By doing so he has formed a bond between the two races, showing that not everyone thinks the same. In "The Crystal Night" the kindness shown by the narrator's extended family saves the narrator and her family from war. Proving that kindness can save a life.

**Score Point 1 – Partially Sufficient**

The student presents the reasonable idea that in the literary selection kindness brings people together. Additional analysis clarifies the idea, and relevant textual evidence is provided to support it. However, although the idea for the expository selection (it is what can give people comfort) is clarified by additional analysis (the narrator's extended family saves the narrator...from war), no textual evidence is provided. To receive a higher score, textual evidence must be provided for both selections.

Kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it shows that even in the most difficult time kindness can be the most comfort. For example, in "Breakfast in Virginia" when the two soldiers could not be served by the steward the white man invited them to his compartment. When the food was brought Corporate Williams who hadn't said much the entire time smiled and thanked the white man for the meal. In "The Crystal Night" when the family thought they had nowhere to stay they found some relatives that owned a hotel and was kind enough to let them stay there.

#### Score Point 1 – Partially Sufficient

In this response the student offers the idea that in both selections kindness is important because of the comfort it provides during difficult times. Although additional analysis (when the two soldiers could not be served...the white man invited them to his compartment; some relatives that owned a hotel...let them stay there) clarifies the idea, no textual evidence is provided. Therefore, this is a partially sufficient response.

If you are feeling upset or something, someone can show you kindness to make you feel better. For example, in passage 1 the author illustrates the white man saying, "won't you sit here and be my guests this morning." In passage 2, when the mom showed the soldiers they served in the military, one of the "men said these, one of them immediately gave the command to stop." In both of these passages, after kindness was shown to the characters of the story, they felt more calmer and a little more appreciated.

#### Score Point 1 – Partially Sufficient

This student presents the idea that kindness is important because it makes the characters feel calmer and more appreciated. The textual evidence shows that kindness was provided but does not show how the characters feel calmer or more appreciated. Therefore, the textual evidence is only partially connected to the idea.

**READING RUBRIC**  
**LITERARY/EXPOSITORY CROSSOVER**  
**OBJECTIVE 3**

**SCORE POINT 2 — SUFFICIENT**

In **sufficient** responses, the student

- ☐ must draw a reasonable conclusion, offer a reasonable interpretation, or make a reasonable prediction based on both selections and must support it with accurate/relevant textual evidence from both selections
- ☐ must offer a reasonable analysis or evaluation of a characteristic of text based on both selections and must support it with accurate/relevant textual evidence from both selections

In addition, sufficient responses indicate that the student is able to make clear and specific connections across selections.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**

RG – 41

The kindness is important in both stories because it made all the main characters feel at home and feel good that they had someone who wasn't against them. "This is the first time I ever been invited to eat with a white man, I thank you for this breakfast," says the character from "Breakfast in Virginia." "We were fortunate to have distant relatives who ran a small hotel, these good people sent a taxi, and umbrellas, and money," says the narrator from "Crystal Night."

**Score Point 2 – Sufficient**

The student offers a reasonable idea (kindness is important in both stories because it made all the main characters feel at home). Direct quotations are provided from both selections to support the idea, making this a sufficient response.

RG – 42

Kindness has an important role in both "Breakfast in Virginia" and "The Crystal Night". In "Breakfast in Virginia" the elderly man portrays kindness toward two black men who were denied the privilege to dine among whites. He offered to them, "come with me to my drawing room, we will have breakfast there." In "The Crystal Night" The narrator's mother shows kindness by comforting many while "making it her business to walk around and speak to everyone encouragingly" while the people at the train station frightened.

**Score Point 2 – Sufficient**

In this response the student offers a reasonable idea for each selection. In the literary selection, kindness is important because an elderly man helped two black men who were denied the privilege to dine. In the expository selection, kindness is important because the mother comforted those who were frightened at the train station. Relevant textual evidence is provided to support each idea, making this a sufficient response.

Kindness is important in both "Breakfast in Virginia" and "The Crystal Night" because it saved both the black men, and the Jewish narrator. Both of them were being persecuted, and someone else took it upon themselves to help out. "If you gentlemen will come with me to my drawing room, we will have breakfast there," shows the white man's kindness. "With the help of our former chauffeur, we were reunited at last," demonstrates the chauffeur's kindness to help the father find his family.

#### Score Point 2 – Sufficient

The student presents a somewhat vague idea (Kindness is important...because it saved both the black men and the Jewish narrator) that is clarified by additional analysis (Both of them were being persecuted, and someone else took it upon themselves to help out). Direct quotations are provided as relevant textual evidence in support of the idea. Therefore, this is a sufficient response.

In "Breakfast in Virginia" the kindness shown by the white man to the Corporals represents the overcoming of racism between friends. When Corporal Williams said "he had never been invited to eat with a white man", the elderly white man replied that "breaking bread together is the oldest symbol of human friendship". In "The Crystal Night" the kindness and hospitality of her relatives in Mannheim gave both a sense of hope and newly inspired faith to the narrator. After entering the hotel and seeing "two burning Sabbath candles", the narrator felt "indescribable feelings of peace and new pride in being a Jew".

#### Score Point 2 – Sufficient

The student offers a reasonable idea for each selection. In the literary selection kindness represents the overcoming of racism. In the expository selection kindness gave the narrator a sense of hope and newly inspired faith. Both ideas are supported by direct quotations of text, making this a sufficient response.

**READING RUBRIC**  
**LITERARY/EXPOSITORY CROSSOVER**  
**OBJECTIVE 3**

**SCORE POINT 3 — EXEMPLARY**

In **exemplary** responses, the student

- ☐ must offer a particularly thoughtful or insightful conclusion, interpretation, or prediction based on both selections and strongly support it with accurate/relevant textual evidence from both selections
- ☐ must offer a particularly thoughtful or insightful analysis or evaluation of a characteristic of text based on both selections and strongly support it with accurate/relevant textual evidence from both selections

In addition, exemplary responses indicate that the student is able to make meaningful connections across selections. These responses show strong evidence of the student's depth of understanding and ability to effectively connect textual evidence to the idea, analysis, or evaluation.

**Evidence may consist of a direct quotation, a paraphrase, or a specific synopsis.**



RG - 45

Kindness gives victims hope that compassion does exist during hard times. First, two soldiers are discriminated against due to their race. They are refused service in a dining car (you boys can't sit here) but find hope in a white man's invitation (If you gentlemen will come with me... we will have breakfast). Corporal Williams gains a new perspective from this kindness. He now looks across the table not at a white man but at "his fellow American." Next, the Jewish girl has to escape Nazi Germany. She finds hope in the kindness of relatives. They send "a taxi and money to the station." Together they celebrated the Sabbath and she "discovers" a new pride in being a Jew "knowing that God would not forsake her. Because of kindness, her own candle of hope was relit.

**Score Point 3 – Exemplary**

The student offers a thoughtful idea (Kindness gives victims hope that compassion does exist during hard times). Specific synopsis and direct quotations are provided to strongly support the idea. Insightful analysis (Corporal Williams gains a new perspective; her own candle of hope was relit) demonstrates the student's depth of understanding.

RG - 46

In times of chaos and unethical behavior, kindness represents continued humanity. The white man in "Breakfast in Virginia," against the common racism of the time, invites two colored soldiers to share "the oldest form of human friendship." By asking them to dine in his private compartment, the white man gives the colored soldiers a sense that they are indeed a part of the country (Williams was looking across the table at his fellow American.) In "The Crystal Night" when everyone was "huddled together" in the train station "trembling and scared" before the dehumanizing will of the Nazis, the narrator's mother "true to her greatness... speaks to everyone encouragingly, especially the children." Her act of kindness is like a small talisman to protect them against the experience, to let them know that in the face of brutality humanity remains.

**Score Point 3 – Exemplary**

The student presents the insightful idea that in times of unethical behavior, kindness represents continuing humanity. Relevant textual evidence in the form of specific synopsis and direct quotations strongly supports the idea. Thoughtful analysis (the white man gives the colored soldiers a sense that they are indeed a part of the country; her act of kindness is like a small talisman to protect them) demonstrates the student's depth of understanding.

Kindness is important in both selections because it has the power to change one's attitude. In "Breakfast in Virginia," the white man invites the corporals to eat and reveals the truth that "breaking bread together is the oldest symbol of human friendship." Corporal Williams is deeply affected by the white man's actions and words and says, "I thank you for this breakfast." Bolstered by the white man's kindness, Corporal Williams has the confidence to look across the table at his fellow American. In "The Crystal Night," the narrator's experience of refuge from hostility gives her new hope. She narrates her feelings of being affected because of the German's terrible treatment and says "The dreary days of November... reflected our own." However, the kindness shown by her relatives when they send money and provide lodging changes her outlook completely as she discovers "an indescribable feeling of peace" and she finds "a new pride in being a Jew."

### Score Point 3 – Exemplary

In this exemplary response the student offers the idea that kindness has the power to change one's attitude. Specific synopsis and direct quotations are provided to strongly support the idea, demonstrating the student's ability to make meaningful connections across the selections.

Kindness is important in both selections because it provides a light through the darkness of discrimination. In the first selection, the Corporals, because of their race, had to follow degrading Jim Crow laws. They had a horrible night, and by morning were very tired...and hungry. A stranger invites them to "be [his] guests," and when they are rudely rejected, he invites them to his "drawing room" where they "[broke] bread together." The white man's kindness gave them one of the greatest gifts of all, "human friendship." In the second selection, the author's family receives kindness from the "two SS men," whose "disgust at the destruction" of the family's home inspires them to "see to...the government [paying] for repairs," and later her "mother was allowed to return...to pack." They also received kindness from distant relatives who "sent a taxi and umbrellas and money to the station." Those relatives also opened up their home, giving the family the one thing that would comfort them at that time: a home and sanctuary, and an "indescribable feeling of peace."

### Score Point 3 – Exemplary

The student offers an insightful idea (Kindness...provides a light through the darkness of discrimination). Using a combination of specific synopsis and direct quotations, the student strongly connects textual evidence to the idea, demonstrating an in-depth understanding of the selections.