



Department
of Education

Ohio's State Tests

**SAMPLE TEST
SCORING GUIDE**

ENGLISH LANGUAGE ARTS I

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 1						
1	Evidence-Based Selected Response	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 3	A; D, E	2 points
2	Multiple Choice Item	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 2	B	1 point
3	Multiple Choice Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 2	A	1 point
4	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	B	1 point

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 1						
5	Multi-Select Item	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. (<i>RI.9-10.2</i>)	Level 2	A, C, E	1 point
6	Evidence-Based Selected Response	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (<i>L.9-10.4</i>)	Level 2	D; A	2 points
7	Multiple Choice Item	Literary	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (<i>RL.9-10.3</i>)	Level 3	C	1 point
8	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (<i>RL.9-10.4</i>)	Level 2	D	1 point

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 1						
9	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	C	1 point
10	Multiple Choice Item	Literary	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>(RL.9-10.5)</i>	Level 2	A	1 point
11	Multiple Choice Item	Literary	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). <i>(RL.9-10.7)</i>	Level 3	C	1 point
12	Evidence-Based Selected Response	Literary	Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements. <i>(RL.9-10.2)</i>	Level 3	A; B, D	2 points

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 1						
13	Multiple Choice Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 2	B	1 point
14	Evidence-Based Selected Response	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <i>(RI.9-10.2)</i>	Level 3	B; A, B	2 points
15	Evidence-Based Selected Response	Informational	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(RI.9-10.8)</i>	Level 3	C; D	2 points
16	Multiple Choice Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 2	D	1 point

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 1						
17	Multiple Choice Item	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 2	C	1 point
18	Multi-Select Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 2	E, F	1 point
19	Evidence-Based Selected Response	Informational	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <i>(L.9-10.4)</i>	Level 2	C; B	2 points
20	Extended Response	Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>(W.9-10.1)</i>	Level 4	---	10 points

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 2						
1	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 3	B	1 point
2	Multiple Choice Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 2	A	1 point
3	Multiple Choice Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 1	C	1 point
4	Evidence-Based Selected Response	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 3	B; C	2 points
5	Evidence-Based Selected Response	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 3	D; B	2 points

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 2						
6	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	B	1 point
7	Multiple Choice Item	Informational	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts. <i>(RI.9-10.9)</i>	Level 2	C	1 point
8	Multiple Choice Item	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <i>(RI.9-10.2)</i>	Level 3	A	1 point

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 2						
9	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	C	1 point
10	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	C	1 point
11	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	A	1 point
12	Multiple Choice Item	Literary	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 1	C	1 point

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Sample Test Scoring Guide
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
Part 2						
13	Multiple Choice Item	Literary	Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements. (<i>RL.9-10.2</i>)	Level 2	B	1 point
14	Multiple Choice Item	Literary	Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (<i>RL.9-10.9</i>)	Level 3	A	1 point
15	Multiple Choice Item	Literary	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (<i>RL.9-10.3</i>)	Level 2	B	1 point
16	Extended Response	Writing	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (<i>W.9-10.2</i>)	Level 4	---	10 points

Depth of Knowledge (DOK)

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

English Language Arts I
Sample Test Scoring Guide

Stimulus for Questions 1 – 5

Stimulus for Questions 1 – 5

Lakes and Reservoirs

by the U.S. Geological Survey's
Water Science School

Lakes come in many varieties

- 1 The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia. Lake Baikal is the world's oldest, largest, and deepest freshwater lake. Nearly a mile deep and holding over 23,000 cubic kilometers water, it would require the total volume of all the Great Lakes to fill it up if it were ever drained.
- 2 Most lakes contain fresh water, but some, especially those where water cannot escape via a river, can be classified as saline lakes. In fact, some lakes, such as the Great Salt Lake in Utah, are saltier than the oceans. Most lakes support a lot of aquatic life, but not all. The Dead Sea in the Middle East isn't called "Dead" for nothing—it is too salty for aquatic life! Lakes formed by the erosive force of ancient glaciers, such as the Great Lakes, can be thousands of feet deep. Some very large lakes may be only a few dozen feet deep—Lake Pontchartrain in Louisiana has a maximum depth of only about 15 feet.
- 3 Some of the salty lakes were formed in ancient times when they were connected to seas and when rainfall may have been heavier. These lakes have been shrinking since the last ice age. The ancient Lake Bonneville in the United States was once as big as Lake Michigan, and the Great Salt Lake was once about 14 times larger than it is now.

People use (and abuse) lakes

- 4 Lakes are highly valued for their recreational, aesthetic, scenic, and water-supply qualities, and the water they contain is one of the most treasured of our natural resources. Lakes constitute important habitats and food resources for a diverse array of fish, aquatic life, and wildlife. But lake ecosystems are fragile. Lake ecosystems can undergo rapid environmental changes, often leading to significant declines in their aesthetic, recreational, and aquatic ecosystem functions. Exposed to external effects from the atmosphere, their watersheds, and groundwater, lakes are subject to change through time. Human activities can further accelerate the rates of change. . . .
- 5 Urban lakes . . . are highly valued by local residents. Where urban lakes exist, you'll find lots of walkers and joggers, people enjoying canoeing and swimming, picnickers, and, of course, lots of dogs and ducks. The water can sometimes be used for water supply for a city's needs, also. . . . Water quality must be monitored constantly; it would not be good for the mayor of a town to become ill from swimming in polluted water. The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae. And, where there is wildlife, such as ducks, around, there is the chance of bacteria problems.

Characteristics of lakes

- 6 The following are some of the most important basic factors that give unique character to each lake ecosystem.
- 7
 - **Climate:** Temperature, wind, precipitation, and solar radiation all critically affect the lake's hydrologic and chemical characteristics, and indirectly affect the composition of the biological community. Precipitation is the main factor affecting runoff and the delivery of nutrients and sediments.
- 8
 - **Atmospheric inputs:** Precipitation, such as acid rain, and dry particles can be major sources of certain contaminants to a lake. Each lake also receives indirect atmospheric inputs by way of the runoff from its watershed.
- 9
 - **Underground rock and soils in the watershed:** The soil type affects the potential for runoff and erosion. The physical characteristics of the underground rock determine the extent, nature, and quality of groundwater inflows and outflows.
- 10
 - **Physiography:** The area, surface topography, existence of upstream lakes and wetlands, altitude, and land slope of the lake's watershed affect surface-water runoff and the amount and nature of chemicals and sediments entering the lake. Interactions with land use by people can greatly change how these factors affect runoff and the export of nutrients and sediment.
- 11
 - **Land use:** The type, location, extent, and history of land cover/land use (such as agriculture, rural, and urban developed areas) can greatly affect the quantity of surface-water and groundwater inflows and outflows, as well as the amounts and types of sediment, nutrients and chemicals (natural or synthetic) that are transported into the lake from the watershed.
- 12
 - **Lake morphometry:** Size, shape, and depth characteristics of a lake are critical in determining currents and mixing of the lake, as well as its thermal and chemical stratification characteristics.

Common environmental problems in lakes and probable causes

- 13 Lakes are subject to a variety of problems that can diminish their aesthetic beauty, recreational value, water quality, and habitat suitability. Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ("aging") associated with nutrient, organic matter, and silt enrichment of a lake. Eutrophic conditions can be exhibited with the following conditions:
- 14
 - **Algal blooms** Extensive and rapid growth of planktonic (floating and suspended) algae, caused by an increased input of nutrients (primarily phosphorus, but sometimes nitrogen), is a common problem in lakes. Lakes normally undergo aging over centuries, but the process can be accelerated rapidly by human activities that cause increases in sedimentation and nutrient inflow to the lake. Accelerated eutrophication and excessive algal growth reduce water clarity, inhibit growth of other plants, and can lead to extensive oxygen depletion, accumulation of unsightly and decaying organic matter, unpleasant odors, and fish kills.

- 15 • **Sedimentation/turbidity** Increases of sediments can harm water quality and the habitat for many aquatic species. Such events usually are caused by heavy rains that produce erosion and intense runoff.
- 16 • **Oxygen depletion** Decreases in dissolved oxygen to less than 3 mg/L (milligrams per liter) in the water can be harmful or lethal to aquatic life. Oxygen can get used up due to organic decomposition. Prolonged low oxygen concentrations can lead to fish kills.
- 17 • **Growth of aquatic plants** Normal plant growth generally is beneficial for the lake ecosystem; among other benefits, the plants provide refuge for fish and other organisms. However, in some lakes, the growth of aquatic plants ("weeds") can become excessive and create a serious nuisance for lake users, interfering with swimming, boating, and other recreational activities. Other causes of excessive plant growth include increased nutrients in the water; invasion of exotic species, and accumulation of organic sediment.
- 18 • **Water-level changes** Wide fluctuations in stage (lake level) can create major hardships for lakeside residences, marinas, and businesses. These changes most commonly are linked to weather anomalies (extended periods of abnormally high or low precipitation), but also may be associated with human activities such as withdrawals for water use.
- 19 • **Species shifts** Populations of desirable animal and plant species might decline sharply or disappear, to be replaced by other less-desirable species. Species shifts can be caused by introduction of invasive species that may have little or no natural controls on their population growth.

Excerpt from "Lakes and Reservoirs" by the U.S. Geological Survey's Water Science School. In the public domain.

English Language Arts I Sample Test Scoring Guide

Question 1

Question and Scoring Guidelines

Question 1

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☐ Ⓐ The author uses technical and scientific language to present detailed information about lakes.
- ☐ Ⓑ The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☐ Ⓒ The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ Ⓓ The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☐ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☐ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae. " (paragraph 5)
- ☐ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Points Possible: 2

Topic: Informational

Content Standard: Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (*RI.9-10.6*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: **Key** – Students should choose this option because the language is very technical and domain-specific in nature, which gives the impression that the passage is primarily informative.

Rationale for Option B: This is incorrect. Students may choose this option because the author does use lists, but the author’s purpose is informative, not suggestive.

Rationale for Option C: This is incorrect. Students may choose this option because the author uses technical language to describe waterways, but the author does not use figurative language.

Rationale for Option D: This is incorrect. Students may choose this option because the author does discuss lake use, but the purpose of the passage is not to increase lake usage or persuade people of anything.

Part B

Rationale for the First Option: This is incorrect. Although this detail is certainly informative, it is neither technical nor scientific in nature.

Rationale for the Second Option: This is incorrect. Although this detail is certainly informative, this word choice is more playful and designed to pique a reader's interest; it is neither technical nor scientific in nature.

Rationale for the Third Option: This is incorrect. Although this option uses a large word like “accelerate”, it is neither technical nor scientific in nature.

Rationale for the Fourth Option: **Key** – This option uses science content words like “overgrowth of algae” and “inflow” to describe scientific processes, as well as elements like “phosphorus” and “nitrogen”.

Rationale for the Fifth Option: **Key** – This option introduces and describes a scientific process.

English Language Arts I Sample Test Scoring Guide

Question 1

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☒ A The author uses technical and scientific language to present detailed information about lakes.
- ☐ B The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☐ C The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ D The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☐ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☒ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae." (paragraph 5)
- ☒ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☐ A The author uses technical and scientific language to present detailed information about lakes.
- ☐ B The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☐ C The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ D The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☒ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☐ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☐ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae." (paragraph 5)
- ☒ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☒ A The author uses technical and scientific language to present detailed information about lakes.
- ☐ B The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☐ C The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ D The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☒ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☐ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☐ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae." (paragraph 5)
- ☒ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☐ Ⓐ The author uses technical and scientific language to present detailed information about lakes.
- ☒ Ⓑ The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☐ Ⓒ The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ Ⓓ The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☐ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☒ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae." (paragraph 5)
- ☒ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author's word choice convey the purpose of the passage?

- ☐ Ⓐ The author uses technical and scientific language to present detailed information about lakes.
- ☐ Ⓑ The author uses lists to instruct readers how to maintain lakes and other waterways.
- ☒ Ⓒ The author uses figurative language to distinguish facts and opinions about lakes.
- ☐ Ⓓ The author uses persuasion to convince people to use lakes more frequently.

Part B

Select **two** sentences that support the answer in Part A.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☒ "The Dead Sea in the Middle East isn't called 'Dead' for nothing—it is too salty for aquatic life!" (paragraph 2)
- ☒ "Human activities can further accelerate the rates of change." (paragraph 4)
- ☐ "The inflow of nutrients, such as phosphorus and nitrogen from fertilizers, must be restricted in order to prevent the overgrowth of algae. " (paragraph 5)
- ☐ "Among the most common lake problems is eutrophication, which is the process of physical, chemical, and biological changes ('aging') associated with nutrient, organic matter, and silt enrichment of a lake." (paragraph 13)

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

English Language Arts I Sample Test Scoring Guide

Question 2

Question and Scoring Guidelines

Question 2

How does the author build on an idea about lakes that is first introduced in paragraphs 1–3?

- Ⓐ The author describes how environmental problems affect the Great Lakes.
- Ⓑ The author indicates that although lakes are very different, they still share fundamental traits.
- Ⓒ The author suggests that despite the shrinking size of lakes, they will get deeper in the future.
- Ⓓ The author continues to provide details about and differences between saltwater and freshwater lakes.

Points Possible: 1

Topic: Informational

Content Standard: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. *(RI.9-10.3)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. The first three paragraphs mention lakes by name, including the Great Lakes, but these lakes are not mentioned again throughout the passage.

Rationale for Option B: **Key** – Paragraphs 1–3 highlight the diversity of lakes, while the rest of the passage highlights characteristics common to lake ecosystems (which are unique).

Rationale for Option C: This is incorrect. Paragraph 3 describes how lakes have been shrinking since the ice age, but there are no details in the text about projected growth.

Rationale for Option D: This is incorrect. The first three paragraphs describe some differences between saltwater and freshwater lakes, but this idea is not further developed in the passage.

Sample Response: 1 point

How does the author build on an idea about lakes that is first introduced in paragraphs 1–3?

- ☐ Ⓐ The author describes how environmental problems affect the Great Lakes.
- ☒ Ⓑ The author indicates that although lakes are very different, they still share fundamental traits.
- ☐ Ⓒ The author suggests that despite the shrinking size of lakes, they will get deeper in the future.
- ☐ Ⓓ The author continues to provide details about and differences between saltwater and freshwater lakes.

English Language Arts I Sample Test Scoring Guide

Question 3

Question and Scoring Guidelines

Question 3

What is the purpose of paragraph 13?

- (A) to offer context for environmental changes to lakes
- (B) to list examples of how animals benefit from lakes
- (C) to establish the impact of humans on lakes
- (D) to acknowledge physical features of lakes

Points Possible: 1

Topic: Informational

Content Standard: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). *(RI.9-10.5)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: **Key** – Paragraph 13 functions as an introduction to the list of details the author will provide about environmental impact on lakes.

Rationale for Option B: This is incorrect. The passage describes the environmental benefits of lakes, but paragraph 13 describes the natural damages that lakes incur.

Rationale for Option C: This is incorrect. Paragraph 13 does serve as an introduction; however, it introduces readers to a variety of environmental problems lakes face, not necessarily just human problems.

Rationale for Option D: This is incorrect. The paragraph does acknowledge “problems”, but “characteristics of lakes” is a section that appears earlier in the text.

Sample Response: 1 point

What is the purpose of paragraph 13?

- ☒ to offer context for environmental changes to lakes
- ☐ to list examples of how animals benefit from lakes
- ☐ to establish the impact of humans on lakes
- ☐ to acknowledge physical features of lakes

**English Language Arts I
Sample Test Scoring Guide**

Question 4

Question and Scoring Guidelines

Question 4

Which word from paragraph 18 helps the reader determine the meaning of the word fluctuations?

- Ⓐ "hardships"
- Ⓑ "changes"
- Ⓒ "periods"
- Ⓓ "withdrawals"

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *(RI.9-10.4)*

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Students may choose this option because it is a word used to describe the effects of fluctuations in lake levels, but it refers to the aftermath of fluctuations.

Rationale for Option B: **Key** – Students should choose this option not only because “changes” is synonymous with “fluctuations” in this context, but the word “these” also gives a context clue. The word “wide” is also used to describe “fluctuations” and suggests a range, which may also be a context clue.

Rationale for Option C: This is incorrect. Students may choose this option because it provides a context clue for “anomalies”, another likely unfamiliar word, but it is not a context clue for “fluctuations”. “Extended periods” is almost the opposite of “fluctuations”.

Rationale for Option D: This is incorrect. Students may choose this option because the word refers to a way that humans can cause fluctuations in water levels, but it does not contribute to an understanding of the word “fluctuations” in context.

Sample Response: 1 point

Which word from paragraph 18 helps the reader determine the meaning of the word fluctuations?

- ☐ (A) “hardships”
- ☒ (B) “changes”
- ☐ (C) “periods”
- ☐ (D) “withdrawals”

English Language Arts I Sample Test Scoring Guide

Question 5

Question and Scoring Guidelines

Question 5

Select **three** sentences that should be included in a summary of the passage.

- ☐ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "Most lakes support a lot of aquatic life, but not all." (paragraph 2)
- ☐ "Lakes constitute important habitats and food resources for a diverse array of fish, aquatic life, and wildlife." (paragraph 4)
- ☐ "Precipitation, such as acid rain, and dry particles can be major sources of certain contaminants to a lake." (paragraph 8)
- ☐ "Lakes are subject to a variety of problems that can diminish their aesthetic beauty, recreational value, water quality, and habitat suitability." (paragraph 13)
- ☐ "Populations of desirable animal and plant species might decline sharply or disappear, to be replaced by other less-desirable species." (paragraph 19)

Points Possible: 1

Topic: Informational

Content Standard: Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

(RI.9-10.2)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for the First Option: **Key** – Students should choose this option because it establishes context for the entire passage.

Rationale for the Second Option: This is incorrect. Students may choose this option because it mentions aquatic life, but this does not contribute to a summary because it does not mention which aquatic life or lake conditions.

Rationale for the Third Option: **Key** – Students should choose this option because it outlines which creatures rely on lakes and why.

Rationale for the Fourth Option: This is incorrect. Students may choose this option because it outlines one factor that contributes to diminishing lakes and the delicate nature of their ecosystems, but it only mentions one contributing factor.

Rationale for the Fifth Option: **Key** – Students should choose this option because there are several problems that plague lakes, as detailed in the passage.

Rationale for the Sixth Option: This is incorrect. Students may choose this option because it describes a cause and effect relationship between animals and lakes' delicate ecosystems, but this is not part of a major idea that is developed in the passage.

English Language Arts I Sample Test Scoring Guide

Question 5

Sample Responses

Sample Response: 1 point

Select **three** sentences that should be included in a summary of the passage.

- ☒ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "Most lakes support a lot of aquatic life, but not all." (paragraph 2)
- ☒ "Lakes constitute important habitats and food resources for a diverse array of fish, aquatic life, and wildlife." (paragraph 4)
- ☐ "Precipitation, such as acid rain, and dry particles can be major sources of certain contaminants to a lake." (paragraph 8)
- ☒ "Lakes are subject to a variety of problems that can diminish their aesthetic beauty, recreational value, water quality, and habitat suitability." (paragraph 13)
- ☐ "Populations of desirable animal and plant species might decline sharply or disappear, to be replaced by other less-desirable species." (paragraph 19)

Notes on Scoring

This response earns full credit (1 point) because the three correct choices are selected.

Sample Response: 0 points

Select **three** sentences that should be included in a summary of the passage.

- ☒ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "Most lakes support a lot of aquatic life, but not all." (paragraph 2)
- ☒ "Lakes constitute important habitats and food resources for a diverse array of fish, aquatic life, and wildlife." (paragraph 4)
- ☐ "Precipitation, such as acid rain, and dry particles can be major sources of certain contaminants to a lake." (paragraph 8)
- ☐ "Lakes are subject to a variety of problems that can diminish their aesthetic beauty, recreational value, water quality, and habitat suitability." (paragraph 13)
- ☒ "Populations of desirable animal and plant species might decline sharply or disappear, to be replaced by other less-desirable species." (paragraph 19)

Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, all selections must be correct.

Sample Response: 0 points

Select **three** sentences that should be included in a summary of the passage.

- ☒ "The Earth has a tremendous variety of freshwater lakes, from fishing ponds to Lake Baikal in Siberia." (paragraph 1)
- ☐ "Most lakes support a lot of aquatic life, but not all." (paragraph 2)
- ☐ "Lakes constitute important habitats and food resources for a diverse array of fish, aquatic life, and wildlife." (paragraph 4)
- ☒ "Precipitation, such as acid rain, and dry particles can be major sources of certain contaminants to a lake." (paragraph 8)
- ☐ "Lakes are subject to a variety of problems that can diminish their aesthetic beauty, recreational value, water quality, and habitat suitability." (paragraph 13)
- ☒ "Populations of desirable animal and plant species might decline sharply or disappear, to be replaced by other less-desirable species." (paragraph 19)

Notes on Scoring

This response earns no credit (0 points) because two of the selected choices are incorrect. In order to receive full credit for this item, all selections must be correct.

English Language Arts I
Sample Test Scoring Guide

Stimulus for Questions 6 – 12

Stimulus for Questions 6 – 12

**Passage 1: from *The Life
and Adventures of
Robinson Crusoe***

by Daniel Defoe

This is an excerpt from Daniel Defoe's adventure novel, The Life and Adventures of Robinson Crusoe, first published in 1719.

1 I cast my eye to the stranded vessel, when, the breach¹ and froth of the sea being so big, I could hardly see it, it lay so far off; and considered, Lord! how was it possible I could get on shore?

2 After I had solaced my mind with the comfortable part of my condition, I began to look round me, to see what kind of place I was in, and what was next to be done; and I soon found my comforts abate, and that, in a word, I had a dreadful deliverance; for I was wet, had no clothes to shift me, nor anything either to eat or drink to comfort me; neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts; and that which was particularly afflicting to me was, that I had no weapon, either to hunt and kill any creature for my sustenance, or to defend myself against any other creature that might desire to kill me for theirs. In a word, I had nothing about me but a knife, a tobacco-pipe, and a little tobacco in a box. This was all my provisions; and this threw me into such terrible agonies of mind, that for a while I ran about like a madman. Night coming upon me, I began with a heavy heart to consider what would be my lot if there were any ravenous beasts in that country, as at night they always come abroad for their prey.

3 All the remedy that offered to my thoughts at that time was to get up into a thick bushy tree like a fir, but thorny, which grew near me, and where I resolved to sit all night, and consider the next day what death I should die, for as yet I saw no prospect of life. I walked about a furlong² from the shore, to see if I could find any fresh water to drink, which I did, to my great joy . . . I went to the tree, and getting up into it, endeavoured to place myself so that if I should sleep I might not fall. And having cut me a short stick, like a truncheon, for my defence, I took up my lodging; and having been excessively fatigued, I fell fast asleep, and slept as comfortably as, I believe, few could have done in my condition, and found myself more refreshed with it than, I think, I ever was on such an occasion.

¹breach: the breaking of waves

²furlong: a unit of distance, equal to 220 yards or 1/8 mile

Excerpt from *The Life and Adventures of Robinson Crusoe* by Daniel Defoe. In the public domain.

**Passage 2: from *The Swiss
Family Robinson; or,
Adventures in a Desert
Island***

by Johann David Wyss

Published in 1812, nearly one hundred years after Daniel Defoe wrote Robinson Crusoe, The Swiss Family Robinson was modeled on Defoe's novel. Johann David Wyss originally wrote it to teach his children certain values about family and character.

4 The coast before us had a wild and desert appearance,—it looked better towards the left; but I could not approach that part, for a current which drove us towards the rocky and barren shore. At length we saw, near the mouth of a rivulet, a little creek between the rocks, towards which our geese and ducks made, serving us for guides. This opening formed a little bay of smooth water, just deep enough for our boat. I cautiously entered it, and landed at a place where the coast was about the height of our tubs, and the water deep enough to let us approach. The shore spread inland, forming a gentle declivity¹ of a triangular form, the point lost among the rocks, and the base to the sea.

5 All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother's assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us; the geese kept up a loud cackling, to which the yellow-billed ducks quacked a powerful bass. This, with the clacking of the liberated fowls, and the chattering of the boys, formed a perfect Babel; mingled with these, were the harsh cries of the penguins and flamingoes, which hovered over our heads, or sat on the points of the rocks. They were in immense numbers, and their notes almost deafened us, especially as they did not accord with the harmony of our civilized fowls. However I rejoiced to see these feathered creatures, already fancying them on my table, if we were obliged to remain in this desert region.

. . .

6 We then began to unload our vessel. How rich we thought ourselves with the little we had saved! We sought a convenient place for our tent, under the shade of the rocks. We then inserted a pole into a fissure in the rock; this, resting firmly on another pole fixed in the ground, formed the frame of the tent. The sailcloth was then stretched over it, and fastened down at proper distances, by pegs, to which, for greater security, we added some boxes of provision; we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night. I sent my sons to seek some moss and withered grass, and spread it in the sun to dry, to form our beds; and while all, even little Francis, were busy with this, I constructed a sort of cooking-place, at some distance from the tent, near the river which was to supply us with fresh water. It was merely a hearth of flat stones from the bed of the stream, fenced round with some thick branches. I kindled a cheerful fire with some dry twigs, put on the pot, filled with water and some squares of portable soup, and left my wife, with Francis for assistant, to prepare dinner.

¹declivity: a downward slope, usually of the ground

Excerpt from *The Swiss Family Robinson; or, Adventures in a Desert Island* by Johann David Wyss. In the public domain.

Passage 3: *Crusoe Cast Ashore*

by C. W. Sheeres



Crusoe Cast Ashore from *Robinson Crusoe* by Daniel Defoe, illustrated by C. W. Sheeres. In the public domain.

Passage 4: *The Tub-Raft Leaving the Ship*

by Lucy Aikin



The Tub-Raft Leaving the Ship from *The Swiss Family Robinson, in Words of One Syllable* by Lucy Aikin. In the public domain.

English Language Arts I Sample Test Scoring Guide

Question 6

Question and Scoring Guidelines

Question 6

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- Ⓐ that he has a plan to survive
- Ⓑ that he is fearful for his safety
- Ⓒ that he understands his surroundings
- Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- Ⓐ "with the comfortable part of my condition"
- Ⓑ "I began to look around me"
- Ⓒ "to see what kind of place I was in"
- Ⓓ "what was next to be done"

Points Possible: 2

Topic: Literary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (L.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. In paragraph 2, Crusoe says that he began to think about “what was next to be done,” but that is not what “solaced” his mind.

Rationale for Option B: This is incorrect. Crusoe becomes fearful for his safety when he starts thinking negatively, but this occurs after he initially tries to think about “the comfortable part of my condition.”

Rationale for Option C: This is incorrect. After Crusoe begins to look around, he begins to understand his surroundings better, but that is not what “solaced” his mind.

Rationale for Option D: **Key** – The first sentence of paragraph 2 says that Crusoe solaced his mind “with the comfortable part of my condition,” indicating that he was able to gain some comfort and consolation from the positive aspect of his situation.

Part B

Rationale for Option A: **Key** – This phrase indicates that Crusoe gains comfort from considering the positive aspect of his situation.

Rationale for Option B: This is incorrect. This phrase indicates that Crusoe is discovering his surroundings but does not help the reader understand the meaning of “solaced.”

Rationale for Option C: This is incorrect. This phrase indicates that Crusoe is discovering his surroundings but does not help the reader understand the meaning of “solaced.”

Rationale for Option D: This is incorrect. This phrase indicates that Crusoe is beginning to make a plan for survival but does not help the reader understand the meaning of “solaced.”

English Language Arts I Sample Test Scoring Guide

Question 6

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☐ Ⓐ that he has a plan to survive
- ☐ Ⓑ that he is fearful for his safety
- ☐ Ⓒ that he understands his surroundings
- ☒ Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☒ Ⓐ "with the comfortable part of my condition"
- ☐ Ⓑ "I began to look around me"
- ☐ Ⓒ "to see what kind of place I was in"
- ☐ Ⓓ "what was next to be done"

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☐ Ⓐ that he has a plan to survive
- ☐ Ⓑ that he is fearful for his safety
- ☐ Ⓒ that he understands his surroundings
- ☒ Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☐ Ⓐ "with the comfortable part of my condition"
- ☒ Ⓑ "I began to look around me"
- ☐ Ⓒ "to see what kind of place I was in"
- ☐ Ⓓ "what was next to be done"

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☐ Ⓐ that he has a plan to survive
- ☐ Ⓑ that he is fearful for his safety
- ☐ Ⓒ that he understands his surroundings
- ☒ Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☐ Ⓐ "with the comfortable part of my condition"
- ☐ Ⓑ "I began to look around me"
- ☒ Ⓒ "to see what kind of place I was in"
- ☐ Ⓓ "what was next to be done"

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☐ Ⓐ that he has a plan to survive
- ☐ Ⓑ that he is fearful for his safety
- ☐ Ⓒ that he understands his surroundings
- ☒ Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☐ Ⓐ "with the comfortable part of my condition"
- ☐ Ⓑ "I began to look around me"
- ☐ Ⓒ "to see what kind of place I was in"
- ☒ Ⓓ "what was next to be done"

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☒ that he has a plan to survive
- ☐ that he is fearful for his safety
- ☐ that he understands his surroundings
- ☐ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☒ "with the comfortable part of my condition"
- ☐ "I began to look around me"
- ☐ "to see what kind of place I was in"
- ☐ "what was next to be done"

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word solaced suggest about Crusoe's mental state at the start of paragraph 2?

- ☐ Ⓐ that he has a plan to survive
- ☐ Ⓑ that he is fearful for his safety
- ☒ Ⓒ that he understands his surroundings
- ☐ Ⓓ that he is trying to calm himself down

Part B

Select the phrase from paragraph 2 that helps the reader understand the meaning of solaced in Part A.

- ☐ Ⓐ "with the comfortable part of my condition"
- ☐ Ⓑ "I began to look around me"
- ☐ Ⓒ "to see what kind of place I was in"
- ☒ Ⓓ "what was next to be done"

Notes on Scoring

This response earns no credit (0 points). The answers selected in both Part A and Part B are incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

**English Language Arts I
Sample Test Scoring Guide**

Question 7

Question and Scoring Guidelines

Question 7

How does paragraph 3 develop Crusoe's character in the story?

- Ⓐ Rather than focusing on being hunted, Crusoe attempts to find prey.
- Ⓑ Rather than being fearful, Crusoe begins to find the island less threatening.
- Ⓒ Rather than feeling sorry for himself, Crusoe begins to focus on ways to survive.
- Ⓓ Rather than complaining about his meager supplies, Crusoe attempts to find the best uses for them.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (*RL.9-10.3*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although Crusoe is worried about being hunted by predators in paragraph 2, he does not attempt to find prey in paragraph 3. He does find a stick to use as a truncheon, but it is for his defense in case of attack.

Rationale for Option B: This is incorrect. Although Crusoe does make attempts at survival in paragraph 3, he still feels the island to be threatening. Even when he awakes more refreshed, he is aware of and afraid of his situation.

Rationale for Option C: **Key** – In paragraph 2, Crusoe feels sorry for himself. When he finds water in paragraph 3, that signals a positive, and he begins to change his attitude. He plans for survival, making a bed in a tree and preparing a stick to defend himself in case of attack.

Rationale for Option D: This is incorrect. Crusoe does complain about his lack of supplies in paragraph 2, but he doesn't use them for anything in paragraph 3.

Sample Response: 1 point

How does paragraph 3 develop Crusoe's character in the story?

- ☐ Ⓐ Rather than focusing on being hunted, Crusoe attempts to find prey.
- ☐ Ⓑ Rather than being fearful, Crusoe begins to find the island less threatening.
- ☒ Ⓒ Rather than feeling sorry for himself, Crusoe begins to focus on ways to survive.
- ☐ Ⓓ Rather than complaining about his meager supplies, Crusoe attempts to find the best uses for them.

English Language Arts I Sample Test Scoring Guide

Question 8

Question and Scoring Guidelines

Question 8

How does the word choice in paragraph 5 affect the tone of the passage?

- Ⓐ The description of the “immense numbers” of birds helps develop a majestic tone.
- Ⓑ The description of the baby lying in the tub “like a salted herring” helps develop a somber tone.
- Ⓒ The description of the “harsh cries of the penguins and flamingoes” helps develop a severe tone.
- Ⓓ The description of the dogs welcoming the family “in a truly friendly manner” helps develop a pleasant tone.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (RL.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. The birds are described as “in immense numbers,” but that does not create a majestic tone in the passage.

Rationale for Option B: This is incorrect. The fact that the baby wants to join the rest of the family, but is not able to, could create a somber tone, but the tone of the passage is not somber.

Rationale for Option C: This is incorrect. Words like “harsh cries” could create an angry or severe tone, but they are used simply to describe the sounds here and do not create a severe tone in the passage.

Rationale for Option D: **Key** – The description of the dogs welcoming the family “in a truly friendly manner, leaping playfully around us” creates a pleasant tone.

Sample Response: 1 point

How does the word choice in paragraph 5 affect the tone of the passage?

- ☐ Ⓐ The description of the “immense numbers” of birds helps develop a majestic tone.
- ☐ Ⓑ The description of the baby lying in the tub “like a salted herring” helps develop a somber tone.
- ☐ Ⓒ The description of the “harsh cries of the penguins and flamingoes” helps develop a severe tone.
- ☒ Ⓓ The description of the dogs welcoming the family “in a truly friendly manner” helps develop a pleasant tone.

English Language Arts I Sample Test Scoring Guide

Question 9

Question and Scoring Guidelines

Question 9

Read these sentences from Passage 2.

“All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother’s assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . .” (paragraph 5)

What does Wyss’s word choice reveal about the characters upon arriving on the island?

- Ⓐ They are anxious to gather the animals that followed them to shore.
- Ⓑ They are exhausted after paddling in the choppy waters.
- Ⓒ They are enthusiastic about exploring a new place.
- Ⓓ They are optimistic that help will arrive soon.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (RL.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although they may be worried about the animals getting away from them once they are on land, the word choice does not indicate that the characters feel anxious.

Rationale for Option B: This is incorrect. Although they may feel tired after paddling to shore, the word choice does not indicate that the characters feel exhausted.

Rationale for Option C: **Key** – Words such as “leaped”, “tried to crawl out” and “welcomed” indicate that the characters are enthusiastic.

Rationale for Option D: This is incorrect. Although this might be true, the word choice does not indicate this.

Sample Response: 1 point

Read these sentences from Passage 2.

“All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother’s assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . .” (paragraph 5)

What does Wyss’s word choice reveal about the characters upon arriving on the island?

- ☐ Ⓐ They are anxious to gather the animals that followed them to shore.
- ☐ Ⓑ They are exhausted after paddling in the choppy waters.
- ☒ Ⓒ They are enthusiastic about exploring a new place.
- ☐ Ⓓ They are optimistic that help will arrive soon.

**English Language Arts I
Sample Test Scoring Guide**

Question 10

Question and Scoring Guidelines

Question 10

In Passage 2, what tone is created through the structure of paragraph 6?

- Ⓐ The list of decisive actions creates a reassuring tone.
- Ⓑ The pace of the hurried actions creates a suspenseful tone.
- Ⓒ The description of the survivors' happy mood creates a surprising tone.
- Ⓓ The emphasis on exploring unknown surroundings creates a mysterious tone.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.9-10.5)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: Key – The author structures paragraph 6 by listing the decisive actions the family takes to secure their safety and comfort on the island. The fact that they act so knowledgeably and decisively creates a reassuring tone.

Rationale for Option B: This is incorrect. A reader could interpret the paragraph's activities as somewhat fast-paced, but the family does not seem especially hurried. The fact that the family is establishing a secure and safe environment lessens, rather than adds to, any suspense.

Rationale for Option C: This is incorrect. A reader could feel that the happy mood of the family is surprising given the fact that they just survived a shipwreck and are on a deserted island. However, nothing about the description in the paragraph indicates a surprised tone. The situation is described as happy and comfortable.

Rationale for Option D: This is incorrect. Although the family has landed in unknown surroundings, the paragraph focuses on them making themselves comfortable rather than exploring, so nothing in the paragraph is mysterious.

Sample Response: 1 point

In Passage 2, what tone is created through the structure of paragraph 6?

- ☒ The list of decisive actions creates a reassuring tone.
- ☐ The pace of the hurried actions creates a suspenseful tone.
- ☐ The description of the survivors' happy mood creates a surprising tone.
- ☐ The emphasis on exploring unknown surroundings creates a mysterious tone.

English Language Arts I Sample Test Scoring Guide

Question 11

Question and Scoring Guidelines

Question 11

How do the two images illustrate a main difference between Passage 1 and Passage 2?

- Ⓐ The first image shows the courage of the character in *Robinson Crusoe*, while the second shows the fear of the characters in *The Swiss Family Robinson*.
- Ⓑ The first image focuses on the survival skills needed in *Robinson Crusoe*, while the second focuses on the confusion experienced in *The Swiss Family Robinson*.
- Ⓒ The first image conveys the desolate mood of *Robinson Crusoe*, while the second image conveys the resilience and hopeful outlook of *The Swiss Family Robinson*.
- Ⓓ The first image portrays Crusoe's effortless journey to the island in *Robinson Crusoe*, while the second portrays the family's struggle in getting to the island in *The Swiss Family Robinson*.

Points Possible: 1

Topic: Literary

Content Standard: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). (RL.9-10.7)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the first image does show courage, the second does not show fear, and fear is not a theme of *The Swiss Family Robinson*.

Rationale for Option B: This is incorrect. Although the first image does show survival, the second does not show confusion, and confusion is not a theme of *The Swiss Family Robinson*.

Rationale for Option C: **Key** – The differences in color and dramatic situations in the images show that *Robinson Crusoe* has a very dark mood. *The Swiss Family Robinson* is more upbeat, showcasing the family’s resilience, hopeful outlook, and more positive attitude towards their situation.

Rationale for Option D: This is incorrect. Although both of these images do portray how the characters arrive at the island, the first image does not portray an effortless journey, but a chaotic and difficult one.

Sample Response: 1 point

How do the two images illustrate a main difference between Passage 1 and Passage 2?

- (A) The first image shows the courage of the character in *Robinson Crusoe*, while the second shows the fear of the characters in *The Swiss Family Robinson*.
- (B) The first image focuses on the survival skills needed in *Robinson Crusoe*, while the second focuses on the confusion experienced in *The Swiss Family Robinson*.
- ☒ (C) The first image conveys the desolate mood of *Robinson Crusoe*, while the second image conveys the resilience and hopeful outlook of *The Swiss Family Robinson*.
- (D) The first image portrays Crusoe’s effortless journey to the island in *Robinson Crusoe*, while the second portrays the family’s struggle in getting to the island in *The Swiss Family Robinson*.

English Language Arts I
Sample Test Scoring Guide

Question 12

Question and Scoring Guidelines

Question 12

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☐ Ⓐ Attitude dramatically affects perspective.
- ☐ Ⓑ Nature is both beautiful and threatening.
- ☐ Ⓒ Goals are more easily accomplished with a plan.
- ☐ Ⓓ Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☐ “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- ☐ “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- ☐ “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- ☐ “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- ☐ “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Points Possible: 2

Topic: Literary

Content Standard: Analyze literary text development.

a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

b. Provide an objective summary of the text that includes the theme and relevant story elements. (*RL.9-10.2*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: **Key** – A central idea shared by both passages shows how attitude heavily influences perspective.

Rationale for Option B: This is incorrect. Although both passages feature a deserted island, Passage 1 describes Crusoe’s fearful thoughts of the unknown rather than fears grounded in nature. Paragraph 2 describes the birds as good for food but does not dwell on the beauty of nature.

Rationale for Option C: This is incorrect. While planned goals are marginally developed in Passage 2, there are no planned goals in Passage 1.

Rationale for Option D: This is incorrect. Fears are expressed in both passages, but in Passage 2, they are not thoughtfully reflected upon.

Part B

Rationale for the First Option: This is incorrect. This illustrates Crusoe’s awe at his distance from the ship in Passage 1, but it does not develop a central idea.

Rationale for Second Option: **Key** – This quotation develops Crusoe’s perspective and attitude in Passage 1 as he begins to understand his situation. This supports the central idea of perspective.

Rationale for Third Option: This is incorrect. This quotation describes the appearance of the island in Passage 2 but does not develop a central idea.

Rationale for Fourth Option: **Key** – This quotation develops the central idea of perspective in Passage 2. They feel themselves “rich” in spite of their hardships.

Rationale for Fifth Option: This is incorrect. This is a detail about the camp’s setup in Passage 2, and can support several options in Part A, but it does not develop a central idea in both passages.

English Language Arts I Sample Test Scoring Guide

Question 12

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☒ A Attitude dramatically affects perspective.
- ☐ B Nature is both beautiful and threatening.
- ☐ C Goals are more easily accomplished with a plan.
- ☐ D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☐ “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- ☒ “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- ☐ “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- ☒ “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- ☐ “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☒ A Attitude dramatically affects perspective.
- ☐ B Nature is both beautiful and threatening.
- ☐ C Goals are more easily accomplished with a plan.
- ☐ D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☐ "I cast my eye to the stranded vessel . . ." (Passage 1, paragraph 1)
- ☐ ". . . and this threw me into such terrible agonies of mind . . ." (Passage 1, paragraph 2)
- ☒ "The coast before us had a wild and desert appearance . . ." (Passage 2, paragraph 4)
- ☒ "How rich we thought ourselves . . ." (Passage 2, paragraph 6)
- ☐ ". . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night." (Passage 2, paragraph 6)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☒ A Attitude dramatically affects perspective.
- ☐ B Nature is both beautiful and threatening.
- ☐ C Goals are more easily accomplished with a plan.
- ☐ D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☒ "I cast my eye to the stranded vessel . . ." (Passage 1, paragraph 1)
- ☐ ". . . and this threw me into such terrible agonies of mind . . ." (Passage 1, paragraph 2)
- ☐ "The coast before us had a wild and desert appearance . . ." (Passage 2, paragraph 4)
- ☐ "How rich we thought ourselves . . ." (Passage 2, paragraph 6)
- ☒ ". . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night." (Passage 2, paragraph 6)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☐ Ⓐ Attitude dramatically affects perspective.
- ☒ Ⓑ Nature is both beautiful and threatening.
- ☐ Ⓒ Goals are more easily accomplished with a plan.
- ☐ Ⓓ Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☐ “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- ☒ “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- ☐ “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- ☒ “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- ☐ “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

This response earns no credit (0 points). Part B has the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which central idea is shared by Passage 1 and Passage 2?

- ☐ Ⓐ Attitude dramatically affects perspective.
- ☐ Ⓑ Nature is both beautiful and threatening.
- ☐ Ⓒ Goals are more easily accomplished with a plan.
- ☒ Ⓓ Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- ☐ “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- ☒ “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- ☐ “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- ☐ “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- ☒ “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

This response earns no credit (0 points). Part B is partially correct; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

English Language Arts I
Sample Test Scoring Guide

Stimulus for Questions 13 – 20

Stimulus for Questions 13 – 20

Passage 1: More Museums**Skip Admission**

by Steve Johnson

1 Around the country, a number of high-profile museums have, in fact, gone from fee to free in (relatively) recent years: The Indianapolis Museum of Art, the Dallas Museum of Art and, just in February, the Hammer Museum¹ in Los Angeles, announcing the move with this tagline: "For you. For LA. For good."

...

2 "We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people," said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums. "But we see an equal number of museums who can't make that work financially because that's a necessary income stream for them."

3 "All museums would like to be free, but someone still has to pay the bills."

4 And there are special circumstances in Chicago that make going free less enticing than in cities with smaller institutions and fewer tourists, said Anderson.² Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small "basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism."

5 So where Dallas, with annual expenses of about \$28 million, was drawing 2.7 percent of its operating income from general admission, at the Art Institute, the figure is more like 11 percent of a budget that's over \$100 million. It would take an awful lot of big gifts to replace \$11.8 million annually.

6 "We took that 2.7 percent risk," Anderson said. "We said the arithmetic isn't worth our current policy if the impact of going free could be so much more valuable to us."

7 Debra Kerr, a former Shedd Aquarium executive and local museum consultant, said, "We are all sort of watching Dallas to see what happens. I'm just not sure that every museum can sustain (being free). The aquariums are really, really expensive to operate." (Shedd's operating expenses were \$56.2 million in 2013; it took in \$33.8 million in admission revenue.)

8 And, she added, "Tourists are not price sensitive" in the same way that local visitors are.

9 The Hammer Museum in LA was able to go free by getting two donors to back free admission for four years with a \$2 million gift. It is already seeing payoffs in the first half-year.

- 10 "We're noticing a 25 percent increase in attendance since going free," said Samuel Vasquez, director of events and visitor experience. "Ethnic diversity has been something you can notice any time you come to the Hammer now,"
- 11 It's been good for morale too.
- 12 "It makes people proud that we are an open platform for visitors," said Christopher Mangum-James, assistant manager for visitor experience. "Having that identity has really resonated among the staff."
- 13 Along with the new admission policy, the Hammer made its galleries friendlier, shifting security personnel, formerly in blazers, to T-shirts and more of an informational role. And there's a new way to become a member; instead of paying for it, guests tally 12 visits in a year.
- 14 In other words, going free is not just about taking down the turnstiles.³ Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.

¹Hammer Museum: a museum in Los Angeles that displays a variety of art from a diverse community of artists

²Anderson: Maxwell Anderson is the director of The Dallas Museum of Art

³turnstiles: gates used to collect tickets from paying customers or travelers

Excerpt from "More Museums Skip Admission" by Steve Johnson. Copyright © 2014 by the *Chicago Tribune*. Reprinted by permission of Tribune Company via Copyright Clearance Center.

Passage 2: Should Museums Offer Free Admission to Everyone?

by Daniel Grant

- 15 When asked about the rising cost of admission at the major art museums back in 2002, then Metropolitan Museum of Art director Philippe de Montebello seemed to find the question strange. Comparing admission fees favorably to ticket prices for a rock concert, he famously countered, "What is it about art that it shouldn't be paid for?"
- 16 More than a decade later, it's a question that remains unresolved in the museum world.

- 17 In New York, David R. Jones, president and chief executive officer for the Community Service Society of New York, refers to that city's high admission fees as "cultural apartheid,"¹ noting that the "cost of culture . . . has effectively priced out a large segment of the city's population." Bruce J. Altshuler, director of New York University's Program in Museum Studies, concurred, adding the Museum of Modern Art's "attitude towards increasing attendance by people in the lower and even middle economic strata is implicit in its policy. The museum is saying, in effect, 'We're already at capacity. We don't need a lot more people.'"
- 18 The Dallas Museum of Art and Joslyn Art Museum in Omaha have led the art world in a very different direction, both eliminating their admission fees two years ago. Jack Becker, director and chief executive officer of the Joslyn, explains that the goal "is accessibility; to never deny the opportunity to view original works of art in our collection to anyone because of an inability to pay."
- 19 The Joslyn was free to the public for decades after its founding in 1931, but it added an admission charge of \$8 for adults in the 1990s. Annually, the fees amounted to roughly \$200,000, or between 2 and 4 percent of the museum's total revenues. There was one admission-free time in the course of the week, from 10 a.m. to noon on Saturdays—"and we had more than 40 percent of all our weekly visitors show up then," Becker said. "That revealed the widespread desire for us to be free, as we always had been, and we followed through on that."
- 20 Losing that 2 percent in revenues hasn't harmed the Joslyn museum's finances since there has been an increase in visitors—"I've seen a lot of people who haven't been through the doors here in 20 years, if ever, because they couldn't afford to come," Becker said—who are eating at the museum's café and making purchases at its gift shop. "The earned income more than offsets the loss in admissions."
- 21 Still, other museums are not backing down. In 1992, the Washington, D.C.-based American Alliance of Museums reported that only 36 percent of all art museums in the United States charged any admissions. A similar study conducted in 2008 reported that only one-third of all museums were free to the public, with the average admission fee being \$10 for adults. "Admission revenue is a critical part of the multilayered funding mix that supports the museum and its operations," according to a spokesman for the Met, who added that admission fees produce "some \$38.2 million annually," approximately 15 percent of the institution's revenues. At the Art Institute of Chicago, admissions account for 13 percent of revenues. About 6 percent of the MFA's² annual revenues are from admissions.

22 The willingness of visitors to keep coming even with admission fees rising may be attributable to what economists call the elasticity of demand—the degree to which price affects the volume of demand. The large number of people who want to go to some of the most expensive museums make those institutions less willing to lower or eliminate admission fees. Certain products are more sensitive to the budget restraints of consumers, but museum admissions might not fall into that category. Even at \$20-plus per person, the price may seem “low because museums are still very cheap entertainment, and they are special occasions,” said Gerald Friedman, an economics professor at the University of Massachusetts. “You won’t shun the Uffizi³ to save a few dollars after taking the trouble and expense to get to Florence, Italy.” Or New York City or Boston or Chicago, the argument would go.

¹apartheid: separation

²MFA: Museum of Fine Arts, Boston

³Uffizi: a highly visited art museum in Italy

Daniel Grant, “Should Museums offer free admission to everyone?” Boston Globe, November 13, 2015

**English Language Arts I
Sample Test Scoring Guide**

Question 13

Question and Scoring Guidelines

Question 13

Which quotation from Passage 1 supports the idea that museums have found ways to replace the money lost when they offer free admission?

- Ⓐ "And, she added, 'Tourists are not price sensitive' in the same way that local visitors are." (paragraph 8)
- Ⓑ "The Hammer Museum in LA was able to go free by getting two donors to back free admission for four years with a \$2 million gift." (paragraph 9)
- Ⓒ "'We're noticing a 25 percent increase in attendance since going free,' said Samuel Vasquez, director of events and visitor experience." (paragraph 10)
- Ⓓ "And there's a new way to become a member; instead of paying for it, guests tally 12 visits in a year." (paragraph 13)

Points Possible: 1

Topic: Informational

Content Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (*RI.9-10.1*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Tourism and money are important concepts in the passage, but this does not support the idea that money from tourists replaces lost admission revenue.

Rationale for Option B: **Key** – This quotation explains the way the Hammer Museum was able to replace the money it lost by offering free admission.

Rationale for Option C: This is incorrect. This quotation discusses an increase in attendance “since going free”, but it does not support the idea that museums have replaced lost revenue by doing so.

Rationale for Option D: This is incorrect. Further changes in accessibility have been made at museums offering free admission, but this statement does not explain how they have been able to replace lost revenue.

Sample Response: 1 point

Which quotation from Passage 1 supports the idea that museums have found ways to replace the money lost when they offer free admission?

- ☐ Ⓐ “And, she added, ‘Tourists are not price sensitive’ in the same way that local visitors are.” (paragraph 8)
- ☒ Ⓑ “The Hammer Museum in LA was able to go free by getting two donors to back free admission for four years with a \$2 million gift.” (paragraph 9)
- ☐ Ⓒ “‘We’re noticing a 25 percent increase in attendance since going free,’ said Samuel Vasquez, director of events and visitor experience.” (paragraph 10)
- ☐ Ⓓ “And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)

English Language Arts I
Sample Test Scoring Guide

Question 14

Question and Scoring Guidelines

Question 14

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- (A) Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- (B) Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- (C) The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- (D) Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☐ “‘We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,’ said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☐ “‘All museums would like to be free, but someone still has to pay the bills.’” (paragraph 3)
- ☐ “Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☐ “And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☐ “Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Points Possible: 2

Topic: Informational

Content Standard: Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

(RI.9-10.2)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The expense of operating aquariums is a detail in the passage, but it is not a central idea.

Rationale for Option B: **Key** – This states the central idea of the passage.

Rationale for Option C: This is incorrect. The relationship between free admission and attendance is discussed in the passage, but it is not true that expensive museums have seen a drop in attendance.

Rationale for Option D: This is incorrect. The role of tourism is mentioned several times in the passage, but it is not a central idea.

Part B

Rationale for the First Option: **Key** – This quotation describes the trend of free museum admissions, which is a central idea in the passage.

Rationale for Second Option: **Key** – This quotation supports the idea that some museums are concerned about not being able to offer free admission, which is central to the passage.

Rationale for Third Option: This is incorrect. This quotation connects to Option C in Part A, but tourism is not part of the central idea of the passage.

Rationale for Fourth Option: This is incorrect. This quotation relates to other changes that are connected to the free admission trend, but it does not support the central idea of the passage.

Rationale for Fifth Option: This is incorrect. This quotation relates to an additional change the Dallas museum has made but does not support the central idea of the passage.

English Language Arts I

Sample Test Scoring Guide

Question 14

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- ☒ A Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- ☐ B Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- ☐ C The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- ☐ D Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☒ "“We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,” said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☒ "“All museums would like to be free, but someone still has to pay the bills.” (paragraph 3)
- ☐ "“Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☐ "“And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☐ "“Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- ☒ Ⓑ Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- ☐ Ⓒ The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- ☐ Ⓓ Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☒ "“We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,” said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☐ "“All museums would like to be free, but someone still has to pay the bills.”” (paragraph 3)
- ☒ "“Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☐ "“And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☐ "“Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- ☒ Ⓑ Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- ☐ Ⓒ The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- ☐ Ⓓ Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☒ "“We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,” said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☐ "“All museums would like to be free, but someone still has to pay the bills.”” (paragraph 3)
- ☐ "“Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☐ "“And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☒ "“Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are partially incorrect and do not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- ☐ A Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- ☐ B Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- ☐ C The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- ☐ D Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☒ "“We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,” said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☒ "“All museums would like to be free, but someone still has to pay the bills.”” (paragraph 3)
- ☐ "“Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☐ "“And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☐ "“Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answers; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the central idea of Passage 1?

- ☒ A Museum experts are worried that the trend toward free admission will make it difficult for such expensive facilities as aquariums to remain open.
- ☐ B Some museums are switching to free admission, while other museums are concerned about how such a move would impact their revenue.
- ☐ C The increase in visitors to museums with free admission is increasing, while museums with admission fees are seeing attendance drop.
- ☐ D Large museums that are heavily reliant on tourism are particularly resistant to free admission, which is popular in smaller museums.

Part B

Select the **two** quotations that help develop the central idea in Part A.

- ☐ "“We are seeing a number of museums who are experimenting with going to free to try to be as accessible as possible to people,” said Elizabeth Merritt, founding director of the Center for the Future of Museums, an initiative of the American Alliance of Museums.” (paragraph 2)
- ☐ "“All museums would like to be free, but someone still has to pay the bills.”” (paragraph 3)
- ☐ "“Along with art museums in New York, LA and San Francisco, he put the Art Institute in the very small ‘basket of institutions that have unusual access to high-net-worth, large-scale audiences, including tourism.’” (paragraph 4)
- ☒ "“And there’s a new way to become a member; instead of paying for it, guests tally 12 visits in a year.” (paragraph 13)
- ☒ "“Dallas instituted a system that awards points for scanning a member card in galleries, thereby providing valuable new data on how visitors spend their time at the museum.” (paragraph 14)

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

English Language Arts I
Sample Test Scoring Guide

Question 15

Question and Scoring Guidelines

Question 15

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- Ⓒ Some museums may have a more difficult time replacing the lost income.
- Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- Ⓐ by quoting an expert who compares museums to other important cultural programs
- Ⓑ by giving examples of membership programs and the fees they require
- Ⓒ by including data about projected trends in the operating costs
- Ⓓ by providing a comparison of two different museum budgets

Points Possible: 2

Topic: Informational

Content Standard: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (*RI.9-10.8*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The author does mention the need for donations; he does not suggest that donors have a particular stance on whether visitors contribute to the museum themselves.

Rationale for Option B: This is incorrect. While this might be a reason to be concerned about free admissions, the author does not make a point of it.

Rationale for Option C: **Key** – The author suggests that some museums may have an easier time making up the difference because their operating income is small in comparison to their expenses.

Rationale for Option D: This is incorrect. While the author does discuss operating expenses being a significant part of the concern, there is no discussion about the expenses being expected to rise.

Part B

Rationale for Option A: This is incorrect. While this might be a feasible method of development, and while comparisons are made between cultural institutions, the author does not use this technique to justify the concern mentioned in the passage.

Rationale for Option B: This is incorrect. While this might help to develop an understanding of how money can be made by museums, the author does not use this to justify the concern mentioned in the passage.

Rationale for Option C: This is incorrect. While there are plenty of data in the passage, the author does not give specific data about projected trends in operating costs.

Rationale for Option D: **Key** – Paragraph 5 demonstrates a main concern through the comparison of a large and small museum.

English Language Arts I

Sample Test Scoring Guide

Question 15

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☐ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☒ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☐ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☐ Ⓒ by including data about projected trends in the operating costs
- ☒ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☐ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☒ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☐ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☒ Ⓒ by including data about projected trends in the operating costs
- ☐ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☐ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☒ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☐ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☒ Ⓒ by including data about projected trends in the operating costs
- ☐ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☐ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☒ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☒ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☐ Ⓒ by including data about projected trends in the operating costs
- ☐ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☒ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☐ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☐ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☐ Ⓒ by including data about projected trends in the operating costs
- ☒ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In Passage 1, what concern does the author have about museums offering free admission?

- ☐ Ⓐ Some museums may lose donors who believe that visitors should have to contribute.
- ☒ Ⓑ The public may lose appreciation for museums if they no longer have to pay.
- ☐ Ⓒ Some museums may have a more difficult time replacing the lost income.
- ☐ Ⓓ Museums' operating expenses are expected to rise over time.

Part B

How does the author justify this concern?

- ☐ Ⓐ by quoting an expert who compares museums to other important cultural programs
- ☐ Ⓑ by giving examples of membership programs and the fees they require
- ☒ Ⓒ by including data about projected trends in the operating costs
- ☐ Ⓓ by providing a comparison of two different museum budgets

Notes on Scoring

This response earns no credit (0 points). The answers selected in both Part A and Part B are incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

English Language Arts I
Sample Test Scoring Guide

Question 16

Question and Scoring Guidelines

Question 16

What shift in the development of the author's ideas occurs between paragraphs 20 and 21 of Passage 2?

- Ⓐ The author moves from describing how eliminating admission fees impacts museum visitors to examining how it impacts museum revenues.
- Ⓑ The author moves from pointing out how eliminating admission fees has become a trend to detailing how the movement might be stopped.
- Ⓒ The author shifts from detailing the effects of eliminating admission fees to pointing out the economic theories behind the movement.
- Ⓓ The author shifts from examining museums that have eliminated admission fees to discussing those that refuse to do so.

Points Possible: 1

Topic: Informational

Content Standard: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (*RI.9-10.5*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. The author describes the impact of eliminating admission fees throughout the passage, but there is no pronounced shift.

Rationale for Option B: This is incorrect. The author discusses the trend of eliminating admission fees but does not detail how it might be stopped.

Rationale for Option C: This is incorrect. The author details the effects of eliminating admission fees but does not explain economic theories until paragraph 22.

Rationale for Option D: **Key** – This is the structural shift in the author’s ideas that occurs between paragraphs 20 and 21.

Sample Response: 1 point

What shift in the development of the author’s ideas occurs between paragraphs 20 and 21 of Passage 2?

- ☐ Ⓐ The author moves from describing how eliminating admission fees impacts museum visitors to examining how it impacts museum revenues.
- ☐ Ⓑ The author moves from pointing out how eliminating admission fees has become a trend to detailing how the movement might be stopped.
- ☐ Ⓒ The author shifts from detailing the effects of eliminating admission fees to pointing out the economic theories behind the movement.
- ☒ Ⓓ The author shifts from examining museums that have eliminated admission fees to discussing those that refuse to do so.

English Language Arts I
Sample Test Scoring Guide

Question 17

Question and Scoring Guidelines

Question 17

In paragraph 22, what connection does the author make between the status of a museum and the likelihood it will offer free admission?

- Ⓐ Museums that charge high admission fees are unlikely to be located in tourist destinations.
- Ⓑ Museums that are well-known destinations are likely to encourage other, smaller institutions to offer free admission.
- Ⓒ Museums that are well-known destinations are less likely to offer free admission because people are willing to pay to visit.
- Ⓓ Museums in major cities like New York and Boston are more likely to offer free admission than those in smaller cities like Houston and Omaha.

Points Possible: 1

Topic: Informational

Content Standard: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (*RI.9-10.3*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although well-known museums are likely to charge high admission fees, this is not the connection described by the author.

Rationale for Option B: This is incorrect. The free institutions described in the passage are smaller museums, but this connection is not supported.

Rationale for Option C: **Key** – This is the connection made by the author.

Rationale for Option D: This is incorrect. The idea that geography impacts the likelihood of a museum offering free admission is not supported by the passage.

Sample Response: 1 point

In paragraph 22, what connection does the author make between the status of a museum and the likelihood it will offer free admission?

- ☐ Ⓐ Museums that charge high admission fees are unlikely to be located in tourist destinations.
- ☐ Ⓑ Museums that are well-known destinations are likely to encourage other, smaller institutions to offer free admission.
- ☒ Ⓒ Museums that are well-known destinations are less likely to offer free admission because people are willing to pay to visit.
- ☐ Ⓓ Museums in major cities like New York and Boston are more likely to offer free admission than those in smaller cities like Houston and Omaha.

English Language Arts I
Sample Test Scoring Guide

Question 18

Question and Scoring Guidelines

Question 18

Select **two** strategies that the author of Passage 2 uses to advance his purpose.

- ☐ He defines key terms from the movement and refines these definitions with further details as the passage progresses.
- ☐ He points out parallels between free museum admission and other low-cost amenities offered by cities.
- ☐ He analyzes the ways in which free museum admission has had positive effects for museum staff.
- ☐ He cites statistics to show how much money is lost when museums do not charge for admission.
- ☐ He compares and contrasts museums that offer free admission with those that do not.
- ☐ He incorporates quotations from museum experts within his own discussion.

Points Possible: 1

Topic: Informational

Content Standard: Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI.9-10.6)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Rationale for the First Option: This is incorrect. The author does not describe or refine meanings of key terms.

Rationale for the Second Option: This is incorrect. The author focuses his discussion on free museums and does not refer to other amenities.

Rationale for the Third Option: This is incorrect. The author does not discuss museum staff, although this topic is described in Passage 1.

Rationale for the Fourth Option: This is incorrect. While the author mentions what portion of total revenues one museum's admission fees amount to, he does not cite statistics to show how much money is actually lost when museums do not charge for admission.

Rationale for the Fifth Option: **Key** – The author compares and contrasts throughout the passage.

Rationale for the Sixth Option: **Key** – The author quotes several experts and includes his own narration.

English Language Arts I
Sample Test Scoring Guide

Question 18

Sample Responses

Sample Response: 1 point

Select **two** strategies that the author of Passage 2 uses to advance his purpose.

- ☐ He defines key terms from the movement and refines these definitions with further details as the passage progresses.
- ☐ He points out parallels between free museum admission and other low-cost amenities offered by cities.
- ☐ He analyzes the ways in which free museum admission has had positive effects for museum staff.
- ☐ He cites statistics to show how much money is lost when museums do not charge for admission.
- ☒ He compares and contrasts museums that offer free admission with those that do not.
- ☒ He incorporates quotations from museum experts within his own discussion.

Notes on Scoring

This response earns full credit (1 point) because the two correct choices are selected.

Sample Response: 0 points

Select **two** strategies that the author of Passage 2 uses to advance his purpose.

- ☐ He defines key terms from the movement and refines these definitions with further details as the passage progresses.
- ☐ He points out parallels between free museum admission and other low-cost amenities offered by cities.
- ☐ He analyzes the ways in which free museum admission has had positive effects for museum staff.
- ☒ He cites statistics to show how much money is lost when museums do not charge for admission.
- ☐ He compares and contrasts museums that offer free admission with those that do not.
- ☒ He incorporates quotations from museum experts within his own discussion.

Notes on Scoring

This response earns no credit (0 points) because one of the selected choices is incorrect. In order to receive full credit for this item, both selections must be correct.

Sample Response: 0 points

Select **two** strategies that the author of Passage 2 uses to advance his purpose.

- ☐ He defines key terms from the movement and refines these definitions with further details as the passage progresses.
- ☒ He points out parallels between free museum admission and other low-cost amenities offered by cities.
- ☐ He analyzes the ways in which free museum admission has had positive effects for museum staff.
- ☒ He cites statistics to show how much money is lost when museums do not charge for admission.
- ☐ He compares and contrasts museums that offer free admission with those that do not.
- ☐ He incorporates quotations from museum experts within his own discussion.

Notes on Scoring

This response earns no credit (0 points) because the answers selected are incorrect.

English Language Arts I
Sample Test Scoring Guide

Question 19

Question and Scoring Guidelines

Question 19

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- Ⓐ descriptions
- Ⓑ institutions
- Ⓒ levels
- Ⓓ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- Ⓐ "city's high admission fees"
- Ⓑ "'large segment of the city's population'"
- Ⓒ "'attitude towards increasing attendance'"
- Ⓓ "'already at capacity'"

Points Possible: 2

Topic: Informational

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (*L.9-10.4*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. This response might be indicated by the description of the different groups, but it does not reflect the meaning of the tested word.

Rationale for Option B: This is incorrect. This response might be indicated by the description of museums, but it does not reflect the meaning of the tested word.

Rationale for Option C: **Key** – This response is supported by the description of the different groups and by the quotation in Part B.

Rationale for Option D: This is incorrect. This response might be indicated by the word “economic”, but it does not reflect the meaning of the tested word.

Part B

Rationale for Option A: This is incorrect. This response is connected to the incorrect Option B in Part A.

Rationale for Option B: **Key** – The “strata” discussed in the passage are different segments of the city's population.

Rationale for Option C: This is incorrect. This quotation refers to the museum but does not support the meaning of “strata”.

Rationale for Option D: This is incorrect. This quotation refers to the museum but does not support the meaning of “strata”.

English Language Arts I

Sample Test Scoring Guide

Question 19

Sample Responses

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- ☐ Ⓐ descriptions
- ☐ Ⓑ institutions
- ☒ Ⓒ levels
- ☐ Ⓓ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- ☐ Ⓐ "city's high admission fees"
- ☒ Ⓑ "large segment of the city's population"
- ☐ Ⓒ "attitude towards increasing attendance"
- ☐ Ⓓ "already at capacity"

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- ☐ Ⓐ descriptions
- ☐ Ⓑ institutions
- ☒ Ⓒ levels
- ☐ Ⓓ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- ☐ Ⓐ "city's high admission fees"
- ☐ Ⓑ "'large segment of the city's population'"
- ☒ Ⓒ "'attitude towards increasing attendance'"
- ☐ Ⓓ "'already at capacity'"

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- ☐ Ⓐ descriptions
- ☐ Ⓑ institutions
- ☒ Ⓒ levels
- ☐ Ⓓ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- ☒ Ⓐ "city's high admission fees"
- ☐ Ⓑ "'large segment of the city's population'"
- ☐ Ⓒ "'attitude towards increasing attendance'"
- ☐ Ⓓ "'already at capacity'"

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- ☐ Ⓐ descriptions
- ☐ Ⓑ institutions
- ☐ Ⓒ levels
- ☒ Ⓓ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- ☐ Ⓐ "city's high admission fees"
- ☐ Ⓑ "'large segment of the city's population'"
- ☒ Ⓒ "'attitude towards increasing attendance'"
- ☐ Ⓓ "'already at capacity'"

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What does the word strata mean as it is used in paragraph 17?

- ☒ descriptions
- ☐ institutions
- ☐ levels
- ☐ properties

Part B

Which phrase from paragraph 17 helps the reader determine the meaning in Part A?

- ☐ "city's high admission fees"
- ☒ "large segment of the city's population"
- ☐ "attitude towards increasing attendance"
- ☐ "already at capacity"

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

**English Language Arts I
Sample Test Scoring Guide**

Question 20

Question and Scoring Guidelines

Question 20

Should museums offer free admission to visitors?

Construct a multi-paragraph written response in which you make and support a claim about whether museums should offer free admission to visitors. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include a claim;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)

Depth of Knowledge: Level 4

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

Scoring Guidelines

Ohio's State Test Argumentation Writing Rubric, Grades 6–12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task, and it has a clear thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained thesis statement with little or no loosely related material Clearly addressed alternate or opposing claims* Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and tone established and maintained 	<p>The response provides thorough, convincing, and credible support, citing evidence for the writer's thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques to support the thesis statement, demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task, and it has a clear thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained thesis statement, though some loosely related material may be present Alternate or opposing claims included but may not be completely addressed* Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion Appropriate style and tone established 	<p>The response provides adequate support, citing evidence for the writer's thesis statement that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Part 1

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused thesis statement but insufficiently sustained or unclear Insufficiently addressed alternate or opposing claims* Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the writer's thesis statement that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear thesis statement and a limited organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A confusing, or ambiguous thesis statement Confusing alternate or opposing claims* Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the writer's thesis statement, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies Have no evidence of a thesis Have no evidence of a counterclaim 	<p>The response provides no evidence related to the argument, thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No relevant domain-specific vocabulary No evidence or citations from the source material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*Not applicable at grade 6

English Language Arts I

Sample Test Scoring Guide

Question 20

Sample Responses

Sample Response: 10 points

Museums, although not an attraction one may visit weekly, are a vital part of today's cultural experiences, exposing all people to what beautiful art and displays the world has to offer. Nowadays, the question whether or not admissions should be charged is constantly being debated, with valid arguments for each position. On one hand, some argue for people having to pay to enter museums, as not all museums are financially capable of running without the money and may not have another source to compensate for the lost income. On the other hand, others believe that admissions fees are not necessary, as without them, more people, whether they be tourists or locals, will attend, and therefore bring in more money through cafes and gift shops along with donations from outside sources. Either way, there are both pros and cons, and no perfect solution is available to please everyone. Personally, I believe that museums should offer free admissions to visitors due to the dramatic increase it has been previously proven to have on visiting rates, as well as the way it can still bring in sufficient money while providing the cultural experience of a lifetime.

First of all, I believe museums around the world should be offering free admission because not only will it benefit lower classes and peoples who may not have otherwise had the opportunity to visit different attractions, but it will provide more and more of the general population with an unforgettable experience and exposure to fine art. Based on the views of executive officer Jack Becker at The Dallas Museum of Art and Joslyn Art Museum, "the goal 'is accessibility; to never deny the opportunity to view original works of art in our collection to anyone because of an inability to pay'" (Grant, Passage 2). With this statement, Becker is implying that free admissions would be less exclusive and not leave out lower classes by not restricting access to only those with a sufficient amount of money. Likewise, no fees are not just something that the museum owners want in order to make art easily accessible to more, but the people can vouch for it as well. Beck also stated that, "...more than 40 percent of all our weekly visitors showed up [during the free hours on Saturdays]," thus demonstrating how people of all classes want to observe museum attractions, but not everyone can. Finally, with the openness of museums, "Ethnic diversity has been something you can notice any time you come to the Hammer now... [h]aving that identity has really resonated among the staff" (Johnson, Passage 1). This claim is according to assistant manager Christopher Magnum-James, and it can thus be seen how the elimination of admissions allows for more diversity within public locations, and not just the elite of a few ethnic groups. Overall, with no more paying to see museums, more exposure to art and culture would be available to all people of all different classes and backgrounds, no matter what income they personally receive.

Also, visiting rates would increase dramatically, thus bringing in more money to museum gift shops and cafeterias, which could compensate for the lack of money coming in from admissions. Located in Los Angeles, the Hammer Museum decided to stop charging admissions, and was successful due to "getting two donors to back free admission for four years with a \$2 million gift. It is already seeing payoffs in the first half-year" (Johnson, Passage 1). Based on this statement, for some museums, finding a way to easily regain money is easy and does more than repay the lost income. Additionally, the museum director of events Samuel Vasquez claimed that, "'We're noticing a 25 percent increase in attendance since going free,'" thus drawing in a larger source of money through other aspects of the museum of which you have to pay (Johnson, Passage 1). For an example of what other ways there are to make money in museums, Becker once again provides useful information, stating how he's "...seen a lot of people who haven't been through the doors here in 20 years'... who are eating at the museum's cafe and making purchases at the gift shop. 'The earned income more than offsets the loss in admissions'" (Grant, Passage 2). Small, seemingly insignificant aspects of a museum like the cafe can therefore turn out to be able to work wonders for its functionality. Thus, without admissions, museums would still be able to find other adequate sources of money to keep themselves running with ease.

Next, some may argue that taking away admissions for museums may not work for all museums as some are unsure how much it will affect their ability to stay open. However, even if an outside source for money can't be confirmed, there are still the visitors themselves to rely on. Debra Kerr mentioned how "'[t]ourists are not price sensitive' in the same way that local visitors are," so with no cost to enter, not only would more tourists visit, but more locals as well, leading to the increase in money within the museum mentioned above (Johnson, Passage 1). Yes, cutting the admissions is a big risk, but Dallas "...took that 2.7 percent risk... [and] [w]e said the arithmetic isn't worth our current policy if the impact of going free could be so much more valuable to us" (Johnson, Passage 1). Risk can sometimes bring great things with it, as it did for Dallas by increasing their income. Even though they cut off an important source of money, "[l]osing that 2 percent in revenues hasn't harmed the Joslyn museum's finances since there has been an increase in visitors" (Grant, Passage 2). With all of these factors in mind, negatives may appear, but the risk factor and the rewards that often come with it beat not taking a chance at the least.

With drastically improved visiting rates from people of all classes, new but effective means of acquiring money, and the ability to provide more of society with the experience of observing masterpieces, museums should get rid of admissions fees as to please the greater part of staff and visitors alike. Just because a museum won't be able to rely on a previous source of money doesn't mean that they will lose money overall by stopping the flow of money at the turnstile. Accompanying no charge at the door would also be a greater variety of ethnicities within the public setting, as well as people attending who live with a greater range of income rates, thus representing more and more of the population rather than one small sector. With no fees, it won't just be those with sufficient money who will be able to visit museums, and attendance rates will increase significantly. Lastly, no matter whether you're rich or poor, a tourist or a local, African-American or Caucasian, everyone will be able to witness what great works our history has produced, and monetary matters should not be able to stop anyone from doing to.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience, and task. There is a strongly maintained thesis statement (*Personally, I believe that museums should offer free admissions to visitors due to the dramatic increase it has been previously proven to have on visiting rates, as well as the way it can still bring in sufficient money while providing the cultural experience of a lifetime.*), skillful use of transitional strategies, and a logical progression of ideas from beginning to end.

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration. This response provides thorough, convincing, and credible support, citing evidence for the writer's thesis statement that includes the effective use of sources, facts, and details (*"getting two donors to back free admission for four years with a \$2 million gift. It is already seeing payoffs in the first half-year" [Johnson, Passage 1]. Based on this statement, for some museums, finding a way to easily regain money is easy and does more than repay the lost income.*)

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 9 points

Are museums better when they are free? The obvious answer for museums would be no because of the expensive operating costs. However, museums should have free admission because it would allow more people to visit the museums and the museums have many ways to make up the lost revenue.

Museums should allow free admission because it lets more people visit the museums. The Hammer Museum in LA went to free admission after getting a \$2 million donation. The director of events and visitor experience at the museum said, "We're noticing a 25 percent increase in attendance since going free" (Johnson 10). This shows that museums should offer free admission because allowing guests to enter free of charge also allows a wider range of guests to come to the museum, as many could not afford the price of admission. Before going free at the Joslyn museum in Omaha, the museum would have free admission on Saturdays. The director of the museum, Jack Becker, said, "...we had more than 40 percent of all our weekly visitors show up then" (Grant 19). This proves that museums should provide free admission because a lot more people show up when they do not have to pay a fee than when they do. While free admission would allow more people to visit, it also allows museums to make up their lost revenue.

Museums should allow free admission because they have other ways of making up any of the revenue. The Hammer Museum in LA is one of the many museums that have gone free. "The Hammer Museum in LA was able to go free by getting two donors to back free admission for four years with a \$2 million gift. It is already seeing payoffs in the first half-year." (Johnson 9). This proves that museums should offer free admission because the donors' money goes to making up that lost revenue and prevents any problems with revenue in the future. Since going to free admission at the Joslyn museum, the museum has had no negative effects from the slight loss in revenue. "Losing that 2 percent in revenues hasn't harmed the Joslyn museum's finances since there has been an increase in visitors...who are eating at the museum's cafe and making purchases at its gift shop" (Grant 20). This proves that museums should move to free admission because with more visitors, who did not pay an extra entrance fee, it gives them a little more money to spend at the extra places at the museums such as the gift shops or cafes. While there are many reasons to offer free admission, there are also reasons, that others argue, not to.

One may argue that museums should not offer free admission because of the very expensive operating costs. Many museums are expensive to operate and may not be able to keep up with the growing costs. Former Shedd Aquarium executive, Debra Kerr, said, "we are all sort of watching Dallas to see what happens. I'm not sure that every museum can sustain (being free). The aquariums are really, really expensive to operate." (Shedd's operating expenses were \$56.2 million in 2013; it took in \$33.8 million in admission revenue)" (Johnson 7). One may argue this because a lot of museums have expensive operating fees and rely on admissions fees to cover part of the cost. However, for many of the museums who moved to free admission the entrance fees only covered a small percent of the museums revenue. The Joslyn museum had an entrance fee of \$8 several years ago. "Annually, the fees amounted roughly to \$200,000, or between 2 and 4 percent of the museum's total revenues" (Grant 19). This proves that museums should provide free admission because the museums have many other areas that cover a lot of the revenue such as the gift shops or donations and do not need the small amount of revenue that comes with the admission fees. Therefore, museums should have free admission to visitors.

Part 1

Museums should provide free admission because of the increase in visitors it would cause and the many ways to earn back the lost money. Free admission would cause an increase in visitors because many could not afford to go to the museums when they had entrance fees. Museums could earn back the lost revenue through donations or extra services like gift shops and food courts. In the end, if museums provided free admission they, as well as the public, would have a better experience and would be better off.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	4	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience and task. There is a maintained thesis statement, though some loosely related material is present (*Museums should provide free admission because of the increase in visitors it would cause and the many ways to earn back the lost money*).

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration. This response provides thorough and convincing support, citing evidence for the writer's thesis statement that includes a variety of elaborative techniques (*"The Hammer Museum in LA was able to go free by getting two donors to back free admission for four years with a \$2 million gift. It is already seeing payoffs in the first half-year." [Johnson 9]. This proves that museums should offer free admission because the donors' money goes to making up that lost revenue and prevents any problems with revenue in the future.*)

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 8 points

Are admission fees really necessary?

Museums typically have admissions fees, but lately they are trying to find ways to offer free admission. Visitors of museums have been wanting this for years, but museums find it hard to manage without the revenue from those fees. Museums can offer free admission and still run smoothly.

Firstly, museums see an attendance increase when they have free admission. The Hammer Museum in LA noticed "a 25 percent increase in attendance since going free," and the Joslyn Art Museum in Omaha offered free admission on Saturdays from ten to noon, and "we had more than 40 percent of all our weekly visitors show up then" (Johnson 10 and Grant 19). This shows that free admission invites visitors, because if 40 percent of a museum's visitors came in the two hours a week that the museum offered free admission, then it must have a great impact.

Free admission also helps museums implement new policies. The Hammer Museum, after implementing its free admission policy, "made its galleries friendlier, shifting security personnel, formerly in blazers, to T-shirts and more of an informational role"(Johnson 13). This proves that free admission can improve the environment of the museum as well as adhering to the people's wants.

Some may say that admission is necessity to keep museums up and running, and some museums "can't make that work financially because that's a necessary income stream for them," but this is not always the case (Johnson 2). The Hammer Museum was able to offer free admission by "getting two donors to back free admission for four years with a \$2 million gift," and the Joslyn Art Museum's "earned income more than offsets the loss in admissions" (Johnson 9 and Grant 20).

Therefore, museums have the ability to run just as well without admission fees as they can with them. Many museums see an increase in attendance after implementing free admission, and many museums also can improve their policies after implementing free admission. Overall, museums can and do run smoothly with free admission intact.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure that includes a sufficient introduction and conclusion.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when citing evidence for the writer's claim, using facts and details from the source as support.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 7 points

Museums have had a rough time lately and some are now willing to go free, meaning they are open to the public with no fee to enter. Personally I believe this is the right direction for museums to head. Most of our population lives in the middle or lower class, yet only the high class people have the money to view and appreciate the art in these famous museums. However when museums go free, they lose a valuable source of income. Some museums worry about this loss of income, but museums like the Joslyn Art Museum in Omaha, who went free, have seen their finances stay relatively the same. I believe that if museums can make back what they lose in admission price, they should go free.

As most of our population lives in the lower to middle class, many citizens do not have the opportunity to see artwork due to high admission prices. In passage 2: "Should Museums Offer Free Admission to Everyone?", Bruce L. Altshuler states, "cost of culture...has effectively priced out a large segment of the city's population." This quote describes how the cost of admissions in these museums has limited the public access, as many of the city's inhabitants cannot afford to go to these museums. If a lot of people are not coming to museums due to admission prices, what would happen if you took that price away? The number of admissions would increase, and the population that could not enter now can view and appreciate works of art. The goal of museums is to be accessible, and eliminating museum admissions is one way to become more accessible.

Some people would argue that museums make a valuable income on the admissions fees, and it cannot be made up if the fees are removed. They believe that even though the numbers of visitors increase, their finances would be ruined, because the museum's could not have a source of income from admissions. However in passage 2, paragraph 20, the author claims, "Losing 2 percent in revenues hasn't harmed the Joslyn museum's finances since there has been an increase in visitors." The author continues to say, "who are eating at the museum's cafe and making purchases at the gift shop." These quotes describe how losing admission prices did not affect the museum, because more people were coming and eating at the cafe and buying things in the gift shops. What this means is that museums can make up what they lose in admissions through the cafe and gift shop. This means museums will not be affected too greatly when they go free.

Still, people worry about the operating costs of these museums, and think it is not enough to earn money through the cafe and gift shop. They believe the museums need admission fees. In conclusion, despite the worries of the people, I believe museums should go free. It would barely hurt their finances, and the museums could be visited more by people who could not afford to come in the earlier years. I believe museums need to eliminate admission prices.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response maintains a claim that is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure. The response employs transitions to guide readers through the progression of ideas, though not always skillfully implemented. The response demonstrates an adequate, yet repetitive, progression of ideas.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides uneven support for the writer's claim, soliciting evidence from one passage.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 7 points

Have you ever wanted to go see some nice art? Were the admission prices just too expensive? Well as it turns out, a lot of museums are going free admission and it is a totally good idea.

Museums should be free to all people; even people who normally wouldn't be able to afford a museum visit. Making museums accessible to anyone and everyone will effect the museum in such a positive way. Higher attendance, better morale, and an overall better museum. Like Jack Becker says, "...to never deny the opportunity to view original works of art in our collection to anyone because of an inability to pay." This shows how he knows that accessibility is key in running a museum. Also, Samuel Vasquez claims, "We're noticing a 25 percent increase in attendance since going free." Which shows the positive effects of free admission to visitors.

Another reason why admission should be free to all visitors is because it might just give off a better vibe for everyone. Making a museum friendlier and more comforting will make great changes for the museum. With a better aura, you could just give off a better image to project to the world. Which could get you more donors, which could get you more money. Christopher Mangum-James, assistant manager for visitor experience says, "It makes people proud that we are an open platform for visitors...Having that identity has really resonated among the staff." This shows how a free admission and good attitude could get you places in life.

Although most of the effects are good not all of them will be. If you have free admission you could just find yourself falling into a black hole of despair. You see, running a museum takes a lot of money and not all museums can pull off the free admission look. According to the text, "All museums would like to be free, but someone still has to pay the bills." This shows how even though free admission is an amazing idea, it may just not be for some high class museums.

In all, free admission is a great idea for museums with a lot of donors or tons of visitors. It could make your sales and attendance go up, and your image amazing. But if you don't get a ton of visitors as it is or maybe you just have a lot of stuff to take care of in the museum then free admission just isn't for you.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure. An opposing claim is addressed but not refuted.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. While this response provides evidence from the text that is generally relevant and integrated, the response does not direct the reader to the proper source when quoting the text.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 7 points

Did you know that only 36% of all art museums in the US charge for admission? There are many reasons why museums charge for admission or are open to the public. I believe that museums should not charge for admission. The reasons behind this are that more people will visit who were not able to pay before, boost morale, and that there are ways to recover the revenue lost in the process of switching to free admission.

One of the reasons that museums should have free admission is that the people who could not afford to come before now have the chance to visit. In the first passage, Steve Johnson says, "We're noticing a 25 percent increase in attendance since going free," said Samuel Vasquez." Johnson is saying that since the Hammer Museum in LA started having free admission, they have noticed a 25% increase in the amount of people visiting. This could be good in recovering losses in admission.

Another reason for museums switching to free admission is that it can be good for morale of the community that the museum is in. Johnson says in the first passage, "It makes people proud that we are an open platform for visitors," said Christopher Mangum-James." In this quote, the author is trying to say that since going free, the community has been happier and prouder than in times of paying for admission. They are happier that the people who could not pay before now have the chance to enjoy the museums that others who could pay used to at their leisure.

A third reason to make the change to free admission is that there are ways to recover the loss in revenue from switching to being free. In the second passage, the author states, "Becker said - who are eating at the museum's cafe and making purchases in the gift shop." Daniel Grant is showing that museums can make money in other ways to cover the costs, such as increasing prices in restaurants and giftshops as well as offering certain exhibits or shows for a price of entry. The profits of these changes may even outweigh the initial losses.

In conclusion, free admission is a choice that, I believe, every museum should make. Not only will more people want to, and be able to, come, it will boost the morale of the surrounding community and the museums who do switch can think of new ways to make revenue that may bring even more profit than admission did. This is why I strongly believe that admission prices should end and all museums should switch to having free admissions.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	3	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task but includes some extraneous material. Likewise, its organization is inconsistent.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when citing evidence for the writer's claim.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 6 points

Museums should not charge admission for guests. More people could enjoy the history of this planet and the beautiful art people have created in the past. Museums would also benefit from going admission-free.

The Dallas museums of art have gone totally admission-free. Admission only accounted for 2% of all revenue in the last year of sales. The museum thought it could somehow find a way to find another way to account for 2% of its revenue and the museum has. Attendance has spiked over 25% and the museum makes even more money than it did when the museum charged admission.

Others may argue that admission needs to be charged simply because of the value of the items inside of the museum. Philippe de Montebello thinks art should be paid for simply because of its value. David R. Jones refers to admission as the "cost of culture. Many argue that museums have to many people inside of them and need to up the price of admission.

Overall, Museums should not charge admission. Now people who do not have the ability to pay can enjoy the items that many people enjoy. More museums need to follow the Dallas museum and The museums that do follow. Will have the same effects.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	2

Notes on Scoring

Purpose, Focus, and Elaboration – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task. Likewise, its organization and use of transitions is inconsistent.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides uneven, cursory support for the writer's claim.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 5 points

Do you think you should have to pay to go into a museum? In this passage I will give you reasons why the museums should make people pay to get in. Three reasons why you should have to pay to go to museums are nothing is free, not every museum can afford to be free, and they need some income to renovate and pay the people that work at the museums.

My first reason why you should have to pay to get into a museum is because nothing is free. In this case, Daniel grant says, "What is it about art that it shouldn't be paid for?" This shows that many owners and people know that the art isn't free and is expensive. On another case, Steve Johnson says, "All museums would like to be free, but someone still has to pay the bills." This shows that many can't be free due to expenses.

Another reason they can't be free is they can't afford to be free. Many museums are in debt and they can't let people in free because they wouldn't make enough money to pay off the fees they own faster. They wouldn't have enough revenue to open up new things such as an aquarium. They couldn't afford many things.

The last reason is the workers. If the museums don't get enough money they won't be able to pay the workers. and if they go free many people will get sick of their job because they will be underpaid and overworked.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. There is a thesis statement (*In this passage I will give you reasons why the museums should make people pay to get in.*), but no knowledge of focus or organization.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. This response provides uneven and weakly integrated evidence for the writer's thesis statement. There is imprecise and simplistic expression of ideas (*and if they go free many people will get sick of their job because they will be underpaid and over worked*).

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions. The response has some minor errors in spelling, punctuation, and usage, but they do not obscure meaning.

Sample Response: 4 points

Although some may say that having free admission to museums is a bad thing, I disagree. Depending on the content on the museums the owners should not have a problem making up lost income. All they have to do is look into the community and see what the people like before they build the museum. After having the proper research, they should then estimate on how cost are going to average out.

If someone wants to build a museum in somewhere that happens to be in a mainly Irish heritage community, then they should build a museum about Irish culture. More people are most likely to come to look at their Irish ancestry. To make money this Irish museum could have a lunch area and maybe an alcohol area to attract people. Another idea is that they could have a nursery(play ground) for children to play around while their parents calm down. They could pay teens and young adults to watch the children in the nursery

In conclusion museums should have free admission because there's other ways to make up the money. A fee shouldn't hold people back from education.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	1	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience and task but includes extraneous, loosely related material. The response acknowledges an opposing claim; however, it is insufficiently addressed. Likewise, its organization is inconsistent.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration as the response provides cursory support for the writer's claim.

Conventions – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

Sample Response: 3 points

Museums should offer free admission. Its better for everyone and more people will be happy and visit.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	0	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration as it provides no support for the writer's claim.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Sample Response: 2 points

no i do not think they should go free admission because if they di then they have a risk of shutting down. they should lower the price from 10 to 5 dollars so they got more visitors and still made money. if they went free they would get more visitors but wouldnt make alot of money for property taxes and bills. yes it would be nice to get in free but it most likely wouldnt last because of the bills coming out of paychecks so they can pay them which means workers arent getting as much pay.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	0

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic and acknowledges an opposing claim; however, it demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration as the response provides cursory support for the writer’s claim.

Conventions – This response earns no credit (0 points) for Conventions because the response demonstrates a lack of command of basic conventions.

Sample Response: 1 point

museums should be fee free as they say in the passage the fee free idea will bring more visitors , torists , familys and will help people learn about americas prehistoric battles and timeperiods that will inspire schools to take fiealdtrips to the museums and will not have to pay to learn and will prevent schools from loosing money.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	0	0

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. The response does have a thesis statement but is too brief to demonstrate knowledge of focus or organization.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration. This response provides no evidence related to the argument. There is no use of evidence or citations from the source in the response.

Conventions – This response earns no credit (0 points) for Conventions for demonstrating a lack of command of basic conventions, with frequent and severe errors often obscuring meaning.

Sample Response: 0 points

David R. Jones, president and chief executive officer for the Community Service Society of New York, refers to that city's high admission fees as cultural apartheid. With this statement being said, they should have free admission for museums because the Dallas Museum of Art and Joslyn Art Museum in Omaha have led the art world in a very different direction, both eliminating their admission fees two years ago.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

Sample Response: 0 points

we are seeing a number of muuseums who are experimenting with going to free to be as accessidle as possible to people siad elizabeth merritt founding director make have the wheich you make and support a claim about whether repassg

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

Sample Response: 0 points

The dallas museum of art and joslyn art museum in omaha they led the art world in a very different direction but they eliminating their admission fees two years ago explain the goal "is accessibility; to never deny the opprtunity to vieew oriinal works of art in our collection to anyone because of an inability to pay

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

English Language Arts I
Sample Test Scoring Guide

Stimulus for Questions 1 – 8

Part 2

Stimulus for Questions 1 – 8

Passage 1: 1941 State of the Union Address (“Four Freedoms”)

by Franklin D. Roosevelt

- 1 Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.
- 2 Our national policy is this:
- 3 First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.
- 4 Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere. By this support, we express our determination that the democratic cause shall prevail; and we strengthen the defense and the security of our own nation.
- 5 Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people’s freedom.
- 6 In the recent national election there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger. . . .

Part 2

7 Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world. We shall send you, in ever-increasing numbers, ships, planes, tanks, guns. This is our purpose and our pledge."

8 In fulfillment of this purpose we will not be intimidated by the threats of dictators that they will regard as a breach of international law or as an act of war our aid to the democracies which dare to resist their aggression. Such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be.

Excerpt from "1941 State of the Union Address
("Four Freedoms")" by Franklin D. Roosevelt. In
the public domain.

Part 2

Passage 2: Remarks upon Signing the Civil Rights Bill

by Lyndon B. Johnson

9 My fellow Americans:

10 I am about to sign into law the Civil Rights Act of 1964. I want to take this occasion to talk to you about what that law means to every American.

11 One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom. They pledged their lives, their fortunes, and their sacred honor not only to found a nation, but to forge an ideal of freedom—not only for political independence, but for personal liberty—not only to eliminate foreign rule, but to establish the rule of justice in the affairs of men.

12 That struggle was a turning point in our history. Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom.

13 This is a proud triumph. Yet those who founded our country knew that freedom would be secure only if each generation fought to renew and enlarge its meaning. From the minutemen at Concord to the soldiers in Viet-Nam, each generation has been equal to that trust.

14 Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

15 We believe that all men are created equal. Yet many are denied equal treatment.

16 We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights.

Part 2

17 We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.

18 The reasons are deeply embedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.

19 But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it.

20 That law is the product of months of the most careful debate and discussion. It was proposed more than one year ago by our late and beloved President John F. Kennedy. It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate. An overwhelming majority of Republicans as well as Democrats voted for it.

21 It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation. And it is supported by the great majority of the American people.

22 The purpose of the law is simple.

23 It does not restrict the freedom of any American, so long as he respects the rights of others.

24 It does not give special treatment to any citizen.

25 It does say the only limit to a man's hope for happiness, and for the future of his children, shall be his own ability.

26 It does say that there are those who are equal before God shall now also be equal in the polling booths, in the classrooms, in the factories, and in hotels, restaurants, movie theaters, and other places that provide service to the public.

27 I am taking steps to implement the law under my constitutional obligation to "take care that the laws are faithfully executed."

. . .

Part 2

28 We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish. Its purpose is not to divide, but to end divisions—divisions which have all lasted too long. Its purpose is national, not regional.

29 Its purpose is to promote a more abiding commitment to freedom, a more constant pursuit of justice, and a deeper respect for human dignity.

30 We will achieve these goals because most Americans are law-abiding citizens who want to do what is right.

31 This is why the Civil Rights Act relies first on voluntary compliance, then on the efforts of local communities and States to secure the rights of citizens. It provides for the national authority to step in only when others cannot or will not do the job.

32 This Civil Rights Act is a challenge to all of us to go to work in our communities and our States, in our homes and in our hearts, to eliminate the last vestiges of injustice in our beloved country.

33 So tonight I urge every public official, every religious leader, every business and professional man, every workingman, every housewife—I urge every American—to join in this effort to bring justice and hope to all our people—and to bring peace to our land.

Excerpt from "Remarks upon Signing the Civil Rights Bill" by Lyndon B. Johnson. In the public domain.

**English Language Arts I
Sample Test Scoring Guide**

Question 1

Question and Scoring Guidelines

Part 2

Question 1

Read this phrase that Roosevelt repeats in paragraphs 3–5 of Passage 1.

“by an impressive expression of the public will”

How does this repetition help develop Roosevelt’s purpose?

- Ⓐ It highlights Roosevelt’s concerns about national security.
- Ⓑ It emphasizes the mass support for national defense.
- Ⓒ It supports Roosevelt’s frustration with government.
- Ⓓ It suggests the unification of political parties.

Points Possible: 1

Topic: Informational

Content Standard: Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (*RI.9-10.6*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. The student who selects this option may have inferred too much from the restatements. Roosevelt might have some concerns about national security, but he avoids emphasizing those.

Rationale for Option B: Key – Roosevelt repeats this phrase each time he makes a statement regarding American foreign policy in order to emphasize that support for the foreign policy of providing aid is universally expressed by the public.

Rationale for Option C: This is incorrect. While this might make sense logically if not considering the larger context of the paragraphs, the repetition is a rhetorical device used to reinforce a claim and not a flaw.

Rationale for Option D: This is incorrect. Students might overemphasize “impressive” in the quotation, but this statement is much too extreme for the context.

Sample Response: 1 point

Read this phrase that Roosevelt repeats in paragraphs 3–5 of Passage 1.

“by an impressive expression of the public will”

How does this repetition help develop Roosevelt’s purpose?

- ☐ Ⓐ It highlights Roosevelt’s concerns about national security.
- ☒ Ⓑ It emphasizes the mass support for national defense.
- ☐ Ⓒ It supports Roosevelt’s frustration with government.
- ☐ Ⓓ It suggests the unification of political parties.

**English Language Arts I
Sample Test Scoring Guide**

Question 2

Question and Scoring Guidelines

Part 2

Question 2

How does Johnson structure his argument about American beliefs in paragraphs 15–17 of Passage 2?

- Ⓐ He compares ideals with reality.
- Ⓑ He uses a problem-solution model.
- Ⓒ He describes hypothetical situations.
- Ⓓ He presents parallel models of history.

Points Possible: 1

Topic: Informational

Content Standard: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (*RI.9-10.5*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: **Key** – Johnson states the ideal that Americans hold, and then presents the evidence that proves the ideal is not reality.

Rationale for Option B: This is incorrect. While Johnson notes that there is a problem, he isn't directly proposing a solution in these paragraphs.

Rationale for Option C: This is incorrect. While Johnson describes situations in America, they are not hypothetical, they are actual.

Rationale for Option D: This is incorrect. While his presentation is parallel, they are not contrasting models of history. The beginning of the paragraph presents the ideal, while the end presents the reality, not an alternative model for the ideal.

Sample Response: 1 point

How does Johnson structure his argument about American beliefs in paragraphs 15–17 of Passage 2?

- ☒ He compares ideals with reality.
- ☐ B He uses a problem-solution model.
- ☐ C He describes hypothetical situations.
- ☐ D He presents parallel models of history.

English Language Arts I
Sample Test Scoring Guide

Question 3

Question and Scoring Guidelines

Part 2

Question 3

Segregation was one issue addressed by the Civil Rights Act of 1964. Under segregation, local laws prevented African Americans from using certain public facilities and permitted businesses to refuse service.

Which statement in Passage 2 describes solutions to the problems mentioned above?

- Ⓐ "We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights." (paragraph 16)
- Ⓑ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)
- Ⓒ "... those who are equal before God shall now also be equal in . . . the classrooms, in the factories, and in hotels . . ." (paragraph 26)
- Ⓓ "We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish." (paragraph 28)

Points Possible: 1

Topic: Informational

Content Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (*RI.9-10.1*)

Depth of Knowledge: Level 1

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. If students select this option they may have mistaken a general statement for a specific one.

Rationale for Option B: This is incorrect. If students select this option, they may have confused a description of the effect of the remedy for a delineation of the problem.

Rationale for Option C: **Key** – This is the only sentence that explicitly outlines the problem the bill was meant to address.

Rationale for Option D: This is incorrect. The student who chooses this option may have confused a critical issue in federal legislation with a specific discussion of the problem.

Sample Response: 1 point

Segregation was one issue addressed by the Civil Rights Act of 1964. Under segregation, local laws prevented African Americans from using certain public facilities and permitted businesses to refuse service.

Which statement in Passage 2 describes solutions to the problems mentioned above?

- Ⓐ "We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights." (paragraph 16)
- Ⓑ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)
- ". . . those who are equal before God shall now also be equal in . . . the classrooms, in the factories, and in hotels . . ." (paragraph 26)
- Ⓓ "We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish." (paragraph 28)

**English Language Arts I
Sample Test Scoring Guide**

Question 4

Question and Scoring Guidelines

Part 2

Question 4

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- (A) "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- (B) "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- (C) "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- (D) "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- (A) Americans who want to do what is right support the bill.
- (B) The civil rights bill represents a turning point in American history.
- (C) The duty of every generation of Americans to struggle for equality has a long heritage.
- (D) Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Part 2

Points Possible: 2

Topic: Informational

Content Standard: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (*RI.9-10.3*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Part 2

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. If a student chooses A, he or she may have mistaken the literal opening of the declaration with the introduction of a recurrent theme.

Rationale for Option B: **Key** – Johnson deliberately echoes Lincoln's prose to associate Johnson's purpose with Lincoln's.

Rationale for Option C: This is incorrect. If a student chooses C, he or she may have mistaken the extension of the theme to foreign contexts with its introduction.

Rationale for Option D: This is incorrect. If a student chooses D, he or she may have mistaken a refocusing of the theme to a specific context.

Part B

Rationale for Option A: This is incorrect. If a student chooses A, she or he may have mistakenly identified the immediate theme with Johnson's larger goal in gathering popular support for the bill.

Rationale for Option B: This is incorrect. If a student chooses B, she or he may have mistakenly identified Johnson's identification of the Revolution with the current effort.

Rationale for Option C: **Key** – In paragraphs 11 – 14, Johnson carefully builds the case that the present generation's duty to struggle for equality is thoroughly grounded in American history, extending back to its founding.

Rationale for Option D: This is incorrect. If a student chooses D, he or she may have mistakenly identified the way Johnson closes the theme with the larger implication.

English Language Arts I
Sample Test Scoring Guide

Question 4

Sample Responses

Part 2

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☒ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☒ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☒ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☒ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☒ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☐ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☐ Americans who want to do what is right support the bill.
- ☐ The civil rights bill represents a turning point in American history.
- ☒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Part 2

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☐ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☒ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☒ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

English Language Arts I
Sample Test Scoring Guide

Question 5

Question and Scoring Guidelines

Part 2

Question 5

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- Ⓐ He agrees that Americans are law-abiding.
- Ⓑ He notes that men have died to preserve freedoms.
- Ⓒ He refuses to be intimidated by those who oppose freedom.
- Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

Part 2

Points Possible: 2

Topic: Informational

Content Standard: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (*RI.9-10.5*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Part 2

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Respecting the law is not quite the same as respecting the rights and dignity of all citizens.

Rationale for Option B: This is incorrect. This is a truism that Johnson applies to historical struggles; it may motivate his audience, but it does not directly address the issue of internal civil rights.

Rationale for Option C: This is incorrect. This is Roosevelt's stance against the fascist ideologies; Johnson does not address it.

Rationale for Option D: **Key** – Johnson contradicts Roosevelt and declares that many citizens (in his and Roosevelt's time) were routinely denied full rights and dignity as citizens.

Part B

Rationale for Option A: This is incorrect. A student who chooses this option may mistake it for general support for Roosevelt's claim.

Rationale for Option B: **Key** – This is one way Johnson contradicts Roosevelt with the reality of America in 1964.

Rationale for Option C: This is incorrect. A student who chooses this option may mistake this for support of Roosevelt and a statement of American good will.

Rationale for Option D: This is incorrect. A student who chooses this response may have mistaken the intention of the 1964 legislation for agreement with Roosevelt's description of 1941 America.

English Language Arts I
Sample Test Scoring Guide

Question 5

Sample Responses

Part 2

Sample Response: 2 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☒ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☐ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

Notes on Scoring

This response earns full credit (2 points) because it correctly identifies the correct response in Part A as well as in Part B.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☒ Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- ☐ Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- ☐ Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- ☐ Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☐ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☒ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☐ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 1 point

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☐ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☒ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the response selected for Part B is incorrect and does not earn a point. In order to earn full credit for this item, both Part A and Part B must be correct.

Part 2

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☒ He agrees that Americans are law-abiding.
- ☐ He notes that men have died to preserve freedoms.
- ☐ He refuses to be intimidated by those who oppose freedom.
- ☐ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☒ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☐ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

Notes on Scoring

This response earns no credit (0 points). Part B offers the correct answer; however, the answer selected in Part A is incorrect. In order to earn full credit for this item, both Part A and Part B must be correct. In order to earn partial credit for this item, Part A must be correct.

Part 2

Sample Response: 0 points

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☒ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☐ Ⓓ He states that equality before the law is not applied to all citizens.

Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☐ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☒ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

Notes on Scoring

This response earns no credit (0 points) because the answers selected for Part A and Part B are incorrect.

**English Language Arts I
Sample Test Scoring Guide**

Question 6

Question and Scoring Guidelines

Part 2

Question 6

Read the quotations from the passages.

“without regard to partisanship” (Passage 1, paragraph 3)

“It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate.” (Passage 2, paragraph 20)

Which idea are both speakers supporting by mentioning partisanship?

- Ⓐ The House and the Senate disagree.
- Ⓑ The causes are endorsed by both political parties.
- Ⓒ Political party affiliation has affected the public view.
- Ⓓ Democrats and Republicans have not taken sides on the issues.

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. Only Johnson mentions the House and Senate specifically, and in this sentence he states that they are in agreement, not in opposition.

Rationale for Option B: Key – "Without regard for partisanship" and "bipartisan" both mean that the causes that Roosevelt and Johnson are speaking for are so important that everyone regardless of political party agrees on them.

Rationale for Option C: This is incorrect. While students may think that political party had an influence on how people perceived the situation, both speakers are stating the opposite.

Rationale for Option D: This is incorrect. While students may think that the first quotation supports parties not taking sides, both speakers are stating the opposite.

Sample Response: 1 point

Read the quotations from the passages.

"without regard to partisanship" (Passage 1, paragraph 3)

"It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate." (Passage 2, paragraph 20)

Which idea are both speakers supporting by mentioning partisanship?

- ☐ Ⓐ The House and the Senate disagree.
- ☒ Ⓑ The causes are endorsed by both political parties.
- ☐ Ⓒ Political party affiliation has affected the public view.
- ☐ Ⓓ Democrats and Republicans have not taken sides on the issues.

English Language Arts I
Sample Test Scoring Guide

Question 7

Question and Scoring Guidelines

Part 2

Question 7

What similar goal are Johnson and Roosevelt trying to achieve in their speeches?

- Ⓐ to defend the government's actions to people of other countries
- Ⓑ to persuade people to vote for specific policies in an election
- Ⓒ to gain people's support for decisions the government makes
- Ⓓ to explain how U.S. history impacts people today

Points Possible: 1

Topic: Informational

Content Standard: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts. (RI.9-10.9)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. While both speakers refer to America's interactions with other countries, the speeches are addressed to Americans.

Rationale for Option B: This is incorrect. While both speakers mention the voters and the electorate, the ultimate goal of the speeches is not to get the voters to vote on anything (indeed, the implication is that they already have), but to gain their support for steps the government is taking.

Rationale for Option C: **Key** – Both speakers are searching for the support of the American people for their actions (either those taken or about to be taken) regarding national policy.

Rationale for Option D: This is incorrect. While both speakers mention America's history, the ultimate goal of the speeches is not to analyze how Americans are affected by that history, but to enlist their support for steps the government is taking.

Sample Response: 1 point

What similar goal are Johnson and Roosevelt trying to achieve in their speeches?

- ☐ Ⓐ to defend the government's actions to people of other countries
- ☐ Ⓑ to persuade people to vote for specific policies in an election
- ☒ Ⓒ to gain people's support for decisions the government makes
- ☐ Ⓓ to explain how U.S. history impacts people today

English Language Arts I
Sample Test Scoring Guide

Question 8

Question and Scoring Guidelines

Part 2

Question 8

Which statement **best** describes the view of **both** Johnson and Roosevelt regarding government?

- Ⓐ The government must step in to protect the rights of individuals when they cannot do it themselves.
- Ⓑ Only governments have the ability to maintain freedom and correct injustices present in society.
- Ⓒ It is up to the government to create laws about morality and to strictly enforce those laws.
- Ⓓ There is a particular way a government must act in order to be respected in the world.

Points Possible: 1

Topic: Informational

Content Standard: Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
(RI.9-10.2)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Part 2

Scoring Guidelines

Rationale for Option A: **Key** – Both speeches support this idea, with Passage 1 advocating for combating against foreign dictatorships in order to preserve freedom, and Passage 2 advocating for implementing the Civil Rights Act of 1964 in order to combat the restrictions that are placed on the freedoms of many citizens. In both cases, the problems are too great to be solved by individuals, and government intervention is needed.

Rationale for Option B: This is incorrect. Both speeches address promoting freedom by authors who are within government; however, both speeches also advocate that ordinary people must take up the struggle, suggesting that it is not only governments that can maintain freedom or correct injustices in society.

Rationale for Option C: This is incorrect. Though both men use the idea of “morality” to support their policies, neither says it is the role of government to mandate laws about morality in general, nor to enforce those laws.

Rationale for Option D: This is incorrect. While Roosevelt directly addresses this, Johnson does not.

Sample Response: 1 point

Which statement **best** describes the view of **both** Johnson and Roosevelt regarding government?

- ☒ The government must step in to protect the rights of individuals when they cannot do it themselves.
- ☐ Only governments have the ability to maintain freedom and correct injustices present in society.
- ☐ It is up to the government to create laws about morality and to strictly enforce those laws.
- ☐ There is a particular way a government must act in order to be respected in the world.

Part 2

English Language Arts I Sample Test Scoring Guide

Stimulus for Questions 9 – 16

Part 2

Stimulus for Questions 9 – 16

Passage 1: Pygmalion and Galatea by Ovid

The story of Pygmalion and the sculpture Galatea is a famous Greek myth set in Cyprus, one of the Mediterranean islands considered part of ancient Greece. Ovid's version of the story was written approximately two thousand years ago, in the year 12.

- 1 Now there once lived in Cyprus a young sculptor, Pygmalion by name, who thought nothing on earth so beautiful as the white marble folk that live without faults and never grow old. Indeed, he said that he would never marry a mortal woman, and people began to think that his daily life among marble creatures was hardening his heart altogether.
- 2 But it chanced that Pygmalion fell to work upon an ivory statue of a maiden, so lovely that it must have moved to envy every breathing creature that came to look upon it. With a happy heart the sculptor wrought day by day, giving it all the beauty of his dreams, until, when the work was completed, he felt powerless to leave it. He was bound to it by the tie of his highest aspiration, his most perfect ideal, his most patient work.
- 3 Day after day the ivory maiden looked down at him silently, and he looked back at her until he felt that he loved her more than anything else in the world. He thought of her no longer as a statue, but as the dear companion of his life; and the whim grew upon him like an enchantment. He named her Galatea, and arrayed her like a princess; he hung jewels about her neck, and made all his home beautiful and fit for such a presence.
- 4 Now the festival of Venus¹ was at hand, and Pygmalion, like all who loved Beauty, joined the worshippers. In the temple . . . solemn rites were held, and votaries² from many lands came to pray the favor of the goddess. At length Pygmalion himself approached the altar and made his prayer.
- 5 "Goddess," he said, "who hast vouchsafed to me this gift of beauty, give me a perfect love, likewise, and let me have for bride, one like my ivory maiden." And Venus heard.

Part 2

6 Home to his house of dreams went the sculptor, loath to be parted for a day from his statue, Galatea. There she stood, looking down upon him silently, and he looked back at her. Surely the sunset had shed a flush of life upon her whiteness.

7 He drew near in wonder and delight, and felt, instead of the chill air that was wont to wake him out of his spell, a gentle warmth around her, like the breath of a plant. He touched her hand, and it yielded like the hand of one living! Doubting his senses, yet fearing to reassure himself, Pygmalion kissed the statue.

8 In an instant the maiden's face bloomed like a waking rose, her hair shone golden as returning sunlight; she lifted her ivory eyelids and smiled at him. The statue herself had awakened, and she stepped down from the pedestal, into the arms of her creator, alive!

9 There was a dream that came true.

¹Venus: goddess of love and beauty

²votaries: people who have taken religious vows

Excerpt from "Pygmalion and Galatea" by Ovid.
In the public domain.

Part 2

Passage 2: from *Pygmalion*

by George Bernard Shaw

In this excerpt from George Bernard Shaw's play Pygmalion, speech experts Henry Higgins and Colonel Pickering are interrupted by the arrival of a flower girl, named Liza, at the door. Higgins asks his housekeeper, Mrs. Pearce, to bring the woman to them in case she has an interesting accent.

10 HIGGINS

(brusquely, recognizing her with unconcealed disappointment, and at once, baby-like, making an intolerable grievance of it) Why, this is the girl I jotted down last night. She's no use: I've got all the records I want of the Lisson Grove¹ lingo; and I'm not going to waste another cylinder² on it. *(To the girl)* Be off with you: I don't want you.

11 THE FLOWER GIRL

Don't you be so saucy. You ain't heard what I come for yet. *(To Mrs. Pearce, who is waiting at the door for further instruction)* Did you tell him I come in a taxi?

12 MRS. PEARCE

Nonsense, girl! what do you think a gentleman like Mr. Higgins cares what you came in?

13 THE FLOWER GIRL

Oh, we are proud! He ain't above giving lessons, not him: I heard him say so. Well, I ain't come here to ask for any compliment; and if my money's not good enough I can go elsewhere.

14 HIGGINS

Good enough for what?

15 THE FLOWER GIRL

Good enough for ye—oo. Now you know, don't you? I'm come to have lessons, I am. And to pay for em too: make no mistake.

. . . .

Part 2

16 HIGGINS

Pickering: shall we ask this baggage to sit down or shall we throw her out of the window?

17 THE FLOWER GIRL

(running away in terror to the piano, where she turns at bay) Ah-ah-ah-ow-ow-ow-oo! *(Wounded and whimpering)* I won't be called a baggage when I've offered to pay like any lady.

18 *Motionless, the two men stare at her from the other side of the room, amazed.*

19 PICKERING

(gently) What is it you want, my girl?

20 THE FLOWER GIRL

I want to be a lady in a flower shop stead of selling at the corner of Tottenham Court Road. But they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him—not asking any favor—and he treats me as if I was dirt.

. . . .

[At this point, Pickering challenges Higgins, suggesting he might not be talented enough at linguistics to perfect the flower girl's speech]

21 PICKERING. Higgins: I'm interested. What about the ambassador's garden party? I'll say you're the greatest teacher alive if you make that good. I'll bet you all the expenses of the experiment you can't do it. And I'll pay for the lessons.

22 LIZA

Oh, you are real good. Thank you, Captain.

23 HIGGINS

(tempted, looking at her) It's almost irresistible. She's so deliciously low—so horribly dirty—

Part 2

24 LIZA

(protesting extremely) Ah-ah-ah-ah-ow-ow-oooo!!! I ain't dirty: I washed my face and hands afore I come, I did.

25 PICKERING

You're certainly not going to turn her head with flattery, Higgins.

26 MRS. PEARCE

(uneasy) Oh, don't say that, sir: there's more ways than one of turning a girl's head; and nobody can do it better than Mr. Higgins, though he may not always mean it. I do hope, sir, you won't encourage him to do anything foolish.

27 HIGGINS

(becoming excited as the idea grows on him) What is life but a series of inspired follies? The difficulty is to find them to do. Never lose a chance: it doesn't come every day. I shall make a duchess of this draggletailed guttersnipe.

28 LIZA

(strongly deprecating this view of her) Ah-ah-ah-ow-ow-oo!

29 HIGGINS

(carried away) Yes: in six months—in three if she has a good ear and a quick tongue—I'll take her anywhere and pass her off as anything. We'll start today: now! this moment! Take her away and clean her, Mrs. Pearce. Monkey Brand,³ if it won't come off any other way. Is there a good fire in the kitchen?

Part 2

30 MRS. PEARCE
(*protesting*). Yes; but—

31 HIGGINS
(*storming on*) Take all her clothes off and burn them. Ring up Whiteley or somebody for new ones. Wrap her up in brown paper till they come.

¹ Lisson Grove: a district of London considered less refined

² cylinder: wax cylinder, used to make early sound recordings

³ Monkey Brand: a rough soap used for heavy-duty cleaning

Excerpt from *Pygmalion* by George Bernard Shaw. In the public domain.

**English Language Arts I
Sample Test Scoring Guide**

Question 9

Question and Scoring Guidelines

Part 2

Question 9

In Passage 1, what does the phrase “white marble folk that live without faults and never grow old” suggest? (paragraph 1)

- Ⓐ Pygmalion hopes to become immortal through his sculptures.
- Ⓑ Pygmalion intends to create statues that exactly resemble humans.
- Ⓒ Pygmalion prefers the flawlessness of statues to human imperfection.
- Ⓓ Pygmalion worries about leading a blameless life without making mistakes.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (RL.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. Pygmalion may desire to achieve artistic glory that outlasts his life, but that is not the implication of the figurative language in paragraph 1.

Rationale for Option B: This is incorrect. Pygmalion is focused exclusively on his art, but the text does not explicitly state that this is his goal as a sculptor.

Rationale for Option C: **Key** – The phrase refers to Pygmalion's preference for statues—their physical perfection and immortality—over actual human beings.

Rationale for Option D: This is incorrect. "Live without faults" indirectly highlights virtue or at least fastidiousness, but the figurative language here is not meant to indicate that Pygmalion seeks to achieve a kind of moral perfection.

Sample Response: 1 point

In Passage 1, what does the phrase “white marble folk that live without faults and never grow old” suggest? (paragraph 1)

- ☐ Ⓐ Pygmalion hopes to become immortal through his sculptures.
- ☐ Ⓑ Pygmalion intends to create statues that exactly resemble humans.
- ☒ Ⓒ Pygmalion prefers the flawlessness of statues to human imperfection.
- ☐ Ⓓ Pygmalion worries about leading a blameless life without making mistakes.

English Language Arts I
Sample Test Scoring Guide

Question 10

Question and Scoring Guidelines

Part 2

Question 10

In paragraph 1, how is the metaphor “hardening his heart” appropriate to the story?

- Ⓐ It can refer both to lack of love and to the difficulty of creating art.
- Ⓑ It can refer to the heart both as a symbol of love and as a bodily organ.
- Ⓒ It can refer both to the marble of the statue and to the lack of human feeling.
- Ⓓ It can refer both to Pygmalion’s love for Galatea and to the people’s suspicion of him.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (RL.9-10.4)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. The phrase refers to Pygmalion's lack of love but not to the difficulty of creating art.

Rationale for Option B: This is incorrect. The phrase refers to the heart as a symbol of love but not as an organ of the body.

Rationale for Option C: **Key** – The literal meaning refers to the marble of the statue; the figurative meaning refers to the absence of feeling.

Rationale for Option D: This is incorrect. Although the people are suspicious of Pygmalion in paragraph 1, that fact is not referred to in the phrase quoted.

Sample Response: 1 point

In paragraph 1, how is the metaphor "hardening his heart" appropriate to the story?

- ☐ Ⓐ It can refer both to lack of love and to the difficulty of creating art.
- ☐ Ⓑ It can refer to the heart both as a symbol of love and as a bodily organ.
- ☒ Ⓒ It can refer both to the marble of the statue and to the lack of human feeling.
- ☐ Ⓓ It can refer both to Pygmalion's love for Galatea and to the people's suspicion of him.

English Language Arts I
Sample Test Scoring Guide

Question 11

Question and Scoring Guidelines

Part 2

Question 11

Based on the context in paragraph 5, what is the meaning of vouchsafed?

- Ⓐ given
- Ⓑ forbidden
- Ⓒ devoted
- Ⓓ taught

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (*RL.9-10.4*)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: **Key** – To vouchsafe is to give or bestow, often in a grand or gracious manner, such as Venus has to Pygmalion.

Rationale for Option B: This is incorrect. This is not the meaning of "vouchsafed"; the gift of beauty has not been forbidden to Pygmalion, who is an accomplished sculptor.

Rationale for Option C: This is incorrect. This is not the meaning of "vouchsafed"; Venus has not devoted anything to Pygmalion.

Rationale for Option D: This is incorrect. This is not the meaning of "vouchsafed"; the passage does not indicate that Pygmalion is instructed by Venus.

Sample Response: 1 point

Based on the context in paragraph 5, what is the meaning of vouchsafed?

- ☒ given
- ☐ forbidden
- ☐ devoted
- ☐ taught

English Language Arts I
Sample Test Scoring Guide

Question 12

Question and Scoring Guidelines

Part 2

Question 12

Which detail from *Pygmalion* shows that Pickering is kinder than Higgins?

- Ⓐ Pickering cares how Liza traveled, but Higgins is not interested.
- Ⓑ Higgins loathes Liza's accent, but Pickering respects her intelligence.
- Ⓒ Higgins wants to throw Liza out, but Pickering asks her what she wants.
- Ⓓ Mrs. Pearce gives Pickering advice on how to deal with Higgins and Liza.

Points Possible: 1

Topic: Literary

Content Standard: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(RI.9-10.1)*

Depth of Knowledge: Level 1

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. Although Liza mentions how she arrived (in a taxi) to prove that she is serious, neither Pickering nor Higgins comments on it. Mrs. Pearce is the one who says it isn't important.

Rationale for Option B: This is incorrect. Higgins does have contempt for Liza's accent, but he also has a keen professional interest in it, and whether Pickering respects her intelligence or is simply being polite is not established.

Rationale for Option C: **Key** – This choice accurately summarizes the two men's behavior toward Liza.

Rationale for Option D: This is incorrect. Mrs. Pearce's talking to Pickering about Higgins does not mean that Pickering is the kindlier one.

Sample Response: 1 point

Which detail from *Pygmalion* shows that Pickering is kinder than Higgins?

- ☐ Ⓐ Pickering cares how Liza traveled, but Higgins is not interested.
- ☐ Ⓑ Higgins loathes Liza's accent, but Pickering respects her intelligence.
- ☒ Ⓒ Higgins wants to throw Liza out, but Pickering asks her what she wants.
- ☐ Ⓓ Mrs. Pearce gives Pickering advice on how to deal with Higgins and Liza.

English Language Arts I
Sample Test Scoring Guide

Question 13

Question and Scoring Guidelines

Part 2

Question 13

Which central idea do both passages illustrate and develop?

- Ⓐ Works of art have a beauty that living things do not.
- Ⓑ Some people want to shape and influence others.
- Ⓒ Artists are not well suited to finding true love.
- Ⓓ Knowing how to love requires understanding.

Points Possible: 1

Topic: Literary

Content Standard: Analyze literary text development.

- a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- b. Provide an objective summary of the text that includes the theme and relevant story elements. (RL.9-10.2)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. This choice is relevant to “Pygmalion and Galatea”—it is possible that the living woman does equal the statue in beauty—but not to “Pygmalion”.

Rationale for Option B: **Key** – Pygmalion becomes enchanted with his own creation, a statue of a woman, to the point where he falls in love with it; Higgins becomes enchanted with the idea of molding Liza into a facsimile of a “lady”. They are both highly motivated by their ability to influence an outcome.

Rationale for Option C: This is incorrect. Although this choice sounds reasonable and does apply to Pygmalion at first, in the end he finds true love and remains an artist.

Rationale for Option D: This is incorrect. Although this statement is convincing in real life, it is far from evident that Pygmalion understands Galatea or that Higgins understands Liza.

Sample Response: 1 point

Which central idea do both passages illustrate and develop?

- ☐ Ⓐ Works of art have a beauty that living things do not.
- ☒ Ⓑ Some people want to shape and influence others.
- ☐ Ⓒ Artists are not well suited to finding true love.
- ☐ Ⓓ Knowing how to love requires understanding.

English Language Arts I
Sample Test Scoring Guide

Question 14

Question and Scoring Guidelines

Part 2

Question 14

In Passage 2, Higgins is a transformation of the Pygmalion character from Passage 1.

How is Higgins different from Pygmalion?

- Ⓐ Higgins is motivated by social status rather than love and beauty.
- Ⓑ Higgins approaches his project with kindness rather than selfishness.
- Ⓒ Higgins thinks success is defined by happiness rather than perfection.
- Ⓓ Higgins believes the artistic process is more important than the product.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (*RL.9-10.9*)

Depth of Knowledge: Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2–3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

Part 2

Scoring Guidelines

Rationale for Option A: **Key** – Higgins is concerned with getting Liza ready for society whereas Pygmalion is infatuated with love and beauty.

Rationale for Option B: This is incorrect. Although Higgins thinks he will help Liza, he is not concerned with being kind to her.

Rationale for Option C: This is incorrect. Higgins expects perfection and is less concerned with Liza's happiness. He plans to be able to take Liza anywhere and pass her off as a lady of high society.

Rationale for Option D: This is incorrect. Higgins is concerned about the process and describes many steps to improve Liza, but he is also concerned about the product too. After all, it is the product—the high lady—that he plans to show off.

Sample Response: 1 point

In Passage 2, Higgins is a transformation of the Pygmalion character from Passage 1.

How is Higgins different from Pygmalion?

- ☒ Higgins is motivated by social status rather than love and beauty.
- ☐ Higgins approaches his project with kindness rather than selfishness.
- ☐ Higgins thinks success is defined by happiness rather than perfection.
- ☐ Higgins believes the artistic process is more important than the product.

**English Language Arts I
Sample Test Scoring Guide**

Question 15

Question and Scoring Guidelines

Part 2

Question 15

What do the authors of the passages tell us about how Pygmalion and Higgins achieve satisfaction?

- Ⓐ Both characters find that the thing they dreamed of has come to life.
- Ⓑ Pygmalion finds someone to love while Higgins finds an opportunity to teach.
- Ⓒ Both characters achieve happiness for themselves by giving happiness to others.
- Ⓓ Higgins proves that he is correct while Pygmalion proves that he is a great artist.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.9-10.3)

Depth of Knowledge: Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

Part 2

Scoring Guidelines

Rationale for Option A: This is incorrect. This statement is true of Pygmalion but not of Higgins.

Rationale for Option B: **Key** – This statement accurately describes the happy ending for each male character.

Rationale for Option C: This is incorrect. The statement is true of Pygmalion but not of Higgins, who does not achieve happiness in this excerpt or give it to Liza.

Rationale for Option D: This is incorrect. Although Pygmalion is an artist with talent, his providing this fact is not the focus of the ending. Higgins does not prove that he is right in the play excerpt, either.

Sample Response: 1 point

What do the authors of the passages tell us about how Pygmalion and Higgins achieve satisfaction?

- ☐ Ⓐ Both characters find that the thing they dreamed of has come to life.
- ☒ Ⓑ Pygmalion finds someone to love while Higgins finds an opportunity to teach.
- ☐ Ⓒ Both characters achieve happiness for themselves by giving happiness to others.
- ☐ Ⓓ Higgins proves that he is correct while Pygmalion proves that he is a great artist.

English Language Arts I
Sample Test Scoring Guide

Question 16

Question and Scoring Guidelines

Part 2

Question 16

Construct a multi-paragraph written response in which you analyze the motivations of Pygmalion and Higgins. Your response must be based on ideas that can be found in both passages.

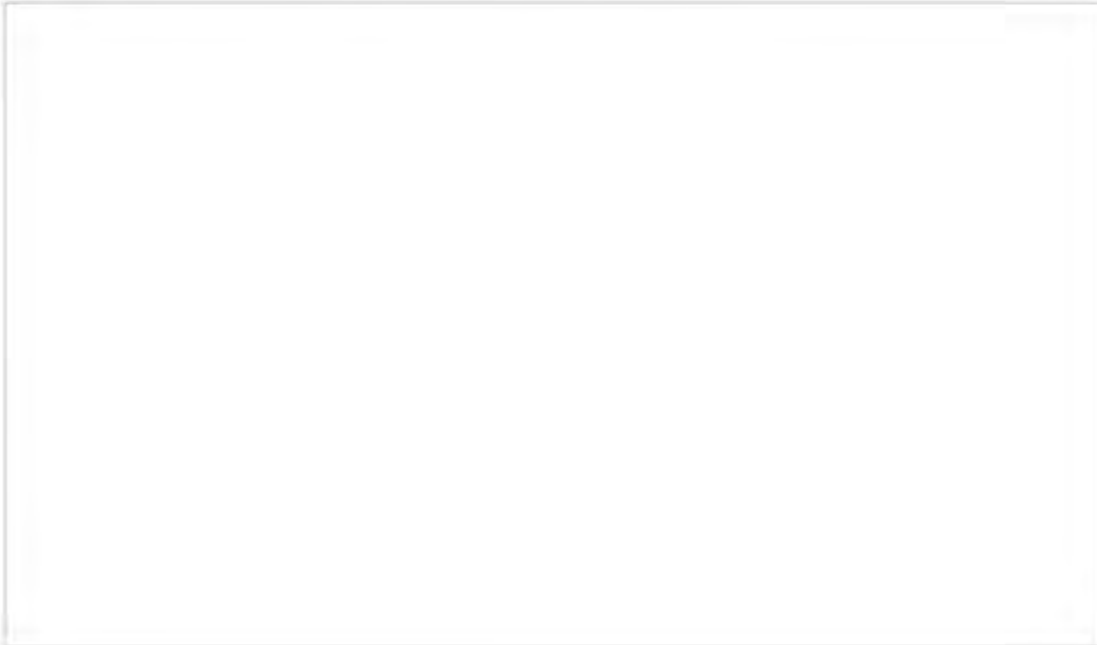
Manage your time carefully so that you can:

- review the passages;
- plan your response;
- write a thorough response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation; and
- include a conclusion.

Write your multi-paragraph response in the space provided.



Part 2

Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)

Depth of Knowledge: Level 4

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

Part 2

Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained controlling idea/thesis statement with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained controlling idea/thesis statement, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused controlling idea/thesis statement but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion 	<p>The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Weakly integrated evidence from sources; erratic or irrelevant references or citations Repetitive or ineffective use of elaborative techniques Imprecise or simplistic expression of ideas Some use of inappropriate domain-specific vocabulary Most sentences limited to simple constructions 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Some minor errors in usage but no patterns of errors Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Confusing or ambiguous ideas Few transitional strategies Frequent extraneous ideas that impede understanding Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> Minimal, erroneous, or irrelevant evidence or citations from the source material Expression of ideas that is vague, unclear, or confusing Limited and often inappropriate language or domain-specific vocabulary Sentences limited to simple constructions 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> Various errors in usage Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> Be blank or show a written refusal to answer Be presented in a language other than English Include only a restatement of the stem Consist of random keystroke characters Include only bulleted points Include no transitional strategies 	<p>The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> Only direct copy of part of the reading selection No citations from the source material No relevant domain-specific vocabulary No evidence from the support material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

English Language Arts I
Sample Test Scoring Guide

Question 16

Sample Responses

Part 2

Sample Response: 10 points

Everyone has a motivation behind their actions, some selfish and some selfless. In the myth "Pygmalion and Galatea," written by Ovid, and the play "Pygmalion," written by George Bernard Shaw, each main character has their own motivation for transforming a young woman. In the myth, Pygmalion is inspired by love to transform Galatea. Conversely, in the play, Higgins is inspired to change Liza through mercenary and social rewards. Both characters were looking for something in return for their hard work, but one is more superficial than the other.

"Pygmalion and Galatea," the myth, contains a young artist who transforms a girl based on love. From the beginning of the novel, the reader witnesses an undeniable attraction from Pygmalion to his statues. Pygmalion even decided that "he would never marry a mortal woman, and people began to think that his daily life among marble creatures was hardening his heart altogether" (Ovid). This acts as foreshadowing for the reader as to why Pygmalion is drawn to Galatea. Later, when he finally created his masterpiece Galatea, he treated her as a human. Pygmalion didn't think of her "as a statue, but a dear companion of his life; and the whim grew upon him like an enchantment" (Ovid). Once again, Ovid was demonstrating Pygmalion's attraction to Galatea so the reader will have a better understanding as to why he transforms her into a human. When Venus granted Pygmalion's prayer to bring Galatea to life, Pygmalion was overwhelmed by joy. The narrator claimed, "There was a dream that came true" when he was discussing the events that had occurred (Ovid). Pygmalion transformed Galatea because he believed she was perfect and he wanted to love her as a human being. Motivated by love, Pygmalion was inspired to make his true love come to life.

On the other hand, Higgins was motivated by mercenary reasons to change Liza. When Liza first arrived, Higgins was disgusted by her and did not take her seriously. Without even knowing who she was or where she was from, Higgins said to Liza, "Be off with you: I don't want you" (Shaw). This demonstrates to the reader that Higgins doesn't have any sympathetic or friendly motivations to transform Liza. Higgins also disregarded Liza's money as if it didn't have any real value. Liza claimed, "Well, here I am ready to pay him- not asking any favor- and he treats me as if I was dirt" (Shaw). This shows how condescending Higgins was to Liza and how he doesn't believe her money is worth anything. Because of Pickering's offer to sing Higgins's praises as a good teacher at social events, Higgins looks at the transformation of Liza as a publicity stunt. Higgins stated, "It's almost irresistible. She's so deliciously low- so horribly dirty-" (Shaw). This portrays to the reader Higgins's real motivation for working with Liza: publicity and money. Without the mercenary rewards and social status, Higgins would have never agreed to help Liza.

Both the myth written by Ovid, "Pygmalion and Galatea," and the play written by George Bernard Shaw, "Pygmalion," involve a main character motivated to transform a girl for different reasons. Pygmalion contributes to the transformation of Galatea for love. Oppositely, Liza only receives help from Higgins to boost his social status. One motivation may seem more noble than the other, however each character helped someone else to receive a personal gain.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	4	2

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and focused within the purpose, audience, and task. It offers a clear controlling idea and demonstrates an effective organizational structure.

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible supports while consistently citing evidence for the controlling idea.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 9 points

In the two passages, Higgins and Pygmalion are both portrayed as artists who use their ideas and abilities to influence and shape others. Pygmalion uses his ability of art and sculpting to shape a sculpture he fell in love with and brought to life, while Higgins uses his ability to transform people and things when he is set on his characteristic of determination. They are each motivated to influence people by the classes and standards of society, other people, and themselves and their own talents.

Higgins and Pygmalion both have high standards for themselves and who they wish to love or transform. These standards are influenced by the classes of society. They each have high standards for perfection and high class that suits their likings. Pygmalion falls in love with his own sculpture because of his skill to create and transform a perfect marble being. He disregards mortal flaws and imperfection and dwells on a perfect love to suit him. You can infer this when the narrator in the story is describing Pygmalion's love for perfection and beauty. "...Pygmalion by name, who thought nothing on earth so beautiful as the white marble folk that live without faults and never grow old." Higgins also obtains high standards and perfection from the people he transforms and has contact with. You can infer this when he doesn't want to help the flower girl at first in passage two because she does not fit his standards of high social status. "...and I'm not going to waste another cylinder on it. Be off with you: I don't want you." Both characters are motivated by their own standards in the passages.

They are not only motivated by high standards, they are also motivated by other people. Pygmalion is motivated by other people's imperfections. The narrator describes this in passage one, "Indeed, he said that he would never marry a mortal woman, and people began to think that his daily life among marble creatures was hardening his heart altogether." Higgins is motivated by his companion, Pickering, which influences him to give the flower girl a chance. Pickering influences him to use his abilities to transform her no matter how low she fits to his standards. Pickering tells Higgins, "'Higgins: I'm interested. What about the ambassador's garden party? I'll say you're the greatest teacher alive if you make that good.'" This shows how both characters are motivated by other people to influence others.

They are also motivated by themselves and their own abilities. Pygmalion is motivated by his artistic talents and abilities to sculpt perfect beings. Higgins is motivated by his ability to transform even the dirtiest beings by using his characteristics of determination and hope. You can infer this when he talks about transforming the flower girl, "Yes: in six months-in three if she has a good ear and a quick tongue-I'll take her anywhere and pass her off as anything." They are both motivated by themselves and their talents.

Overall, Pygmalion and Higgins are motivated by their high standards, influences from people around them, and their own mindsets and talents. They use their abilities and ideas to influence others and make great transformations in the two passages.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
4	3	2

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and focused within the purpose, audience, and task. It offers a clear controlling idea that is maintained throughout, and it demonstrates an effective organizational structure with logical progressions.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration. The evidence is adequately sustained and generally integrated with relevant information drawn from the text. The response effectively integrates facts and details into the first and second body paragraph; however, the third body paragraph demonstrates an uneven integration of supports from the passage.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 8 points

Although the play of Pygmalion was based off of the myth by a similar name the two main characters, Higgins and Pygmalion, are motivated by different things physically; however their motivations contain an overlapping theme of greed.

The original myth of Pygmalion describes a man who is completely infatuated with a beautiful marble statue of his own creation. He is so distraught that she is not a living thing that he prays to the goddess of beauty and love, Venus; who grants him his greedy wish. He quite literally created his own perfect woman; this action is seen as greedy because instead of settling for mortal women he had to fall in love with a perfect statue, something he, at first, couldn't have. He is also described with a heart that grows harder, and harder, like a statue; this shows he has no desire to help anyone but himself. The object of his motivation was a statue, something not found in the play.

In the play, Pygmalion, the character Higgins is a revised version of the man, Pygmalion. However, this time the object of his affections is not a "perfect woman", but rather fame for being the best speech teacher in Europe. Fame is seen by many as greedy because with fame comes money and power; and, Higgins shows no desire to help Liza, which shows a selfishness in his character, he only thinks about what is best for him. Liza is a representation of the statue but they are different in the fact that the statue alone is the desire of Pygmalion, whereas Liza is not the desire of Higgins but rather a means to get what he wants.

While the two characters of Pygmalion and Higgins are technically the same person their desires physically can easily be picked out as different; one wanting love from an inanimate object, and the other wanting fame. The two both go to extreme lengths to get what they want, such as making Venus turn the statue to a person, and the other teaching a girl whom he is shown that he cannot stand her at first. The theme of greed is very strong in both stories and is ultimately the strongest link between the two.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. The response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure that is maintained throughout.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration. The evidence is adequately sustained and generally integrated with relevant information drawn from the text. The response synthesizes the source information within its analysis rather than providing direct quotes as support.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 8 points

Reading the passages, seeing that one is based off of the other is quite obvious. Both characters put in, or will put in, a substantial amount of work to refine something into what they want. In a way, they are both sculptors. Although, their motivations are a little different in why they want to create their image of perfection.

In Pygmalion's case, he is a sculptor making a piece of art in his image of perfection. His motivation here is love and beauty, characterized by his passion of sculpting and later by him kissing his sculpture. This is also supported by him asking Venus, the goddess of love and beauty, "Give me a perfect love, likewise, and let me have for a bride, one like my ivory maiden." (Passage 1, Paragraph 5). Secondly, the passage ends with, "There was a dream come true." (Passage 1, Paragraph 9), further supporting his motivation as his sculpture came alive. The motivation here for Pygmalion is quite clear.

In Higgins case, he is a teacher who will metaphorically "sculpt" a woman who wants to learn proper English. Higgins motivation is the challenge of turning her into a proper woman, and passing her off as a duchess during a garden party. This is supported by the passage, as it says, "It's almost irresistible. She's so deliciously low- so horribly dirty-" (Passage 2, Paragraph 23). This shows that he loves the challenge. Also in the passage, a garden party is mentioned; "What about the ambassador's garden party?" (Passage 2, Paragraph 21). Overall, his main motivation is a challenge; Higgins seems to be a man who likes a challenge.

In conclusion, both characters are sculptors in a way. They both work toward a common goal of creating something in their image of perfection. While Pygmalion has the motivation of love and beauty, Higgins has the motivation of a challenge. These two sculptors made their image of perfection, even though their motivations were not quite the same.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	3	2

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. The response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure that is maintained throughout.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration. The evidence is adequately sustained and generally integrated with relevant information drawn from the text. It presents an adequate expression of ideas employing a mix of precise and general language.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 7 points

These two men are very similar in their motivations. Both Pygmalion and Higgins are trying to change the women in their lives for their own gain. They each have different reasons for changing the women for their own advantage. They are trying to change two very different women though.

Pygmalion is trying to change his statue so he can have a beautiful wife. He carved her out of stone to make her as beautiful as she was in his mind. He did not want a regular woman, because to him, they were imperfect. He wanted a perfect woman, so he made one. Then he wanted a companion, so he asked Venus to bring him a beautiful and perfect wife, because that is what he wanted.

Higgins wanted to change the flower girl's way of talking to show off his own skills. He wanted to prove that he could take this girl, and make her better, at least in his mind. He would not have done it if Pickering hadn't challenged him. He only wanted to make himself look better. If he had turned her down, it would have looked like he couldn't fix her speech, and he wanted his high opinion kept up.

Pygmalion wanted to change a statue. It is a statue he carved to be without flaws. He wanted a perfect and beautiful companion, and that is what he got. Venus is the one that changed the statue for him. It was easy, because the statue did not have opinions, and could talk before she was changed.

Higgins wanted to change an actual person. This was not as easy as changing a statue. For one thing, she had her own opinions. When Higgins tried to disregard her, she stood up for herself, protesting his words. She had her own will, so she wasn't as compliant as the statue.

While these two men had similar motivations, their actions were very different. They each had to change a woman, but they had to go about it in a different way. Since they had different women, one had to put in a lot of effort, while the other didn't. They were still motivated in the same ways as they went about changing their woman.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
3	2	2

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. It is adequately sustained and generally focused within the purpose, audience, and task. The response also demonstrates an evident organizational structure that is maintained throughout. While some transitions are employed, a stronger use of transitional strategies would help to clarify the flow of ideas.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides uneven support for the controlling idea.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 6 points

Pygmalion was motivated because he wanted a perfect, pure, and beautiful woman to love and be with for the rest of his life. He wanted to create something so beautiful to fulfill as his wants and needs in searching for a soulmate. He daily toiled on the ivory statue giving her his whole heart and when he thought she was complete gave her the name of Galatea. He treated her like a queen and dressed her in fine jewels and made sure the presence of which she dwelled resembled that of a queen.

Higgins, on the other hand was rather rude at first when the needy flower girl came to visit. At first wanting nothing to do with her. His crude language and harsh tones made it obvious he wanted her to be thrown out. "Deliciously low, so horribly dirty" are just some of the hurtful things said to the poor flower girl. Then as little time goes by his heart softens towards the flower girl and he decides to take the chance and turn this rugged girl into a beautiful duchess.

Unlike Higgins, Pygmalion starts out with a beautifully soft heart which everyone fears may turn cold, but Higgins starts with a cold heart which is eventually softened. Nevertheless, these two characters have a lot in common. They both aspired to make something that at one time was plain and rugged into something lively and beautiful. The hearts of these characters are softened and they learn how art and kindness, at sometimes, go hand in hand.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. It is somewhat sustained within the purpose, audience, and task, but includes some extraneous material that impacts the focus of the response. Likewise, its organization is inconsistent, centering more emphasis on the conclusion rather than the introduction.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides uneven support for the controlling idea.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 5 points

The motivations of Pygmalion is to discover love. He creates this statue in hopes that he could one day find a woman like her. The motivations of Higgins is to transform this woman into someone more urbane and classy.

Pygmalion spent most of his time creating this beautiful statue. He was bound to this statue he basically loved it. He thought of her as a real person. Some one he could take care of and love. People thought he was crazy, spending all of his time with the statue, but that didn't stop him. He even made his home beautiful and fit for her. He then went to the temple to worship. When it was time for his prayers he asked to find a woman like his sculpture. When he arrived back home, he noticed something different about her, he kissed her, and she awoke. His prayers came true and finally had his bride.

Higgins spent his time trying to fix people. Liza did not speak with correct grammar, and she wanted him to help her. At first he didn't care to help, but then Pickering asked what she wanted, when she answered Higgins still refused, but Pickering said that maybe Higgins wasn't good enough to help her. Higgins accepted that challenge and took on the girl. He sent her away to be cleaned up and to get new clothes.

In the end, Pygmalion was granted what he always wanted, the perfect woman. Higgins accepted the challenge, of transforming this woman. He may think it's difficult but he believes he can do it.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	2	1

Part 2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. The response is insufficiently sustained within the purpose, audience, and task. Likewise, its organization is inconsistent.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides uneven, weakly integrated support for the controlling idea. The response provides a textual summary, and it fails to cite any sources used.

Conventions – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

Part 2

Sample Response: 4 points

The motivations of Pygmalion and Higgins are not that similar. pygmalion is more of a star cross love kind of guy. when the right girl comes he will be ready. He is definetly able to care for a lady in the right way. He will not treat her wrong and he uses the statues to symbolize that. He strives for the immortal satisfaction.

Higgins is more of a “i am always right,” kind of guy. He sees this flower girl as an opportunity to teach not as an opportunity to find love. He doesn’t see the big picture in the situation he is in. He is blinded by his own self-satisfaction.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	2

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. The response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and has no discernible organizational structure.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration as it provides cursory support for the controlling idea. The response alludes to textual ideas, but no direct evidence is used.

Conventions – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

Part 2

Sample Response: 3 points

Pygmalion is obsessed with the marble statues and loves them more than humans, like when he said he would never marry a mortal woman in Paragraph 1, then he begins to think of a certain piece of ivory statue as a love interest and even after finishing her he can't leave its side. He stopped thinking of it as a statue and instead as a companion in life. He named her Galatea and gave her jewels and made his home beautiful for her. and prays for a woman like the statue, when he gets home he kisses it and she comes to life and into her creator's arms.

A girl who sells flowers named Liza wants to work at a flower shop but they will not hire her because of her speech so she works on a street selling flowers instead. So Liza comes to Higgins a speech expert and wants to pay for lessons but Higgins doesn't want to until his colleague convinces him to because it would prove he's good at his job if he can get her to speak normally.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	1	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. The response is related to the topic; however, it illustrates little awareness of the purpose, audience, and task. The response also demonstrates a limited controlling idea and organizational structure.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration as it provides cursory support for the controlling idea in the form of a textual summary.

Conventions – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

Part 2

Sample Response: 2 points

Pygmalion feels as if finding love isn't really what he wants. As for Higgins he feels like somethings are harder to find. but in the end both dreamms come true.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
1	0	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task category, and has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration. This response provides no evidence related to the argument, thesis statement or the passages. There is no evidence or citations from the source materials.

Conventions – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions. There is inconsistent use of correct punctuation and spelling.

Part 2

Sample Response: 1 point

The motivations of Plymalion and Higgins are about sculpting with marble.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns no credit (0 points) for Purpose, Focus, and Organization. The response is minimally related to the topic and demonstrates no awareness of the purpose, audience, and task, and has no discernible organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration as it provides no support for the controlling idea.

Conventions – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

Part 2

Sample Response: 0 points

INTRODUCTION In this passage we talk about pygmalion and higgins and we can analyze and treat to explain it. lets go to whatch it right now PYGMALION Is a famous greek myth set in cyprus, one of the mediterranean islands as part of ancient greece and was wise because he say goddness who hast vouchsafed to me this gift of beauty, give me a perfect love and let me have for bride and venus heard . and now the festival of venus was at hand , and pygmalion, like all who loved beauty, joined the worshippers. In the temple solemn rites were held, and votaries from many lands come to pray the favor of the goddes. at lenght pygmalion himself approached the altar and made his prayer. **HIGGINS** This was about henry Higgins and George Bernard whom interrupted by the arrival of a flower girl, named liza at the doors, the flower girl, don't you be so saucy. you ain't heard what i come for yer, to mrs pearce, who is waiting at tyhe door for further instruction did you tell him i come in the taxi? mrs pearce nonsense, girl what do you think a gentleman like mr Higgins cares what you came in he say to the flower girl and she say oh we are proud he ain't above giving lessons not him i heard hem sau so well i ain't come here to ask i can go elsewhere. Higgins say good enough for what pickering shall we ask this baggage to sit down or shall we trow her uut of the window.

CONCLUSION All this is about some persons who love to do something about meet and join from themselves and is interesting for me i like it because i did don't know about the Pygmalion and the Higgins and they give us a new experience and ideas.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

Part 2

Sample Response: 0 points

What i analyzed in the motivations of pymalion and higgins is that in the first passage is pygmalion and the sculpture galatea is a famous greek myth set in cyprus, one of the mediterranean islands from the part of ancient greece. What i analyzed in the motivations of pymalion and higgins is that in the second passage george bernards shaws play pygmalion, speech experts henry higgins and colonel pickering are interrupted by the arrival of a flower girl named liza, at the door

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

Part 2

Sample Response: 0 points

Pygmalion is whom is a artist who likes to draw ancient statues and very good at it. people began to think that his daily oife among marble creatures was hardening his altogether. with a happy heart the sculptor wrought day by day, giving it all the beauty of his dreams.Higgins - Pickerings:shall we ask this baggage to sit down or shall we throw her out of the window? Higgins was more a teacher of things and Pygmalion was more a statue artis

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.

Part 2

Sample Response: 0 points

Based on what the flowergirl said, Higgins found out that she's interested in something and she will do everything to reach for that thing. Higgins said " if she has a good ear and a quick tongue, I'll take her anywhere and pass her off as anything". And that's mean he got motivated by her, and if she got a good ear and a quick tongue he'll take her anywhere and pass her off as anything

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
0	0	0

Notes on Scoring

This response earns no credit (0 points) because there is not enough original student work in comparison to text directly copied from the prompt/passages.