

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2017**

**GRADE 6  
ENGLISH LANGUAGE ARTS**

## **Table of Contents**

Questions 1 – 14: Content Summary and Answer Key .....	iii
Stimulus for Questions 1 – 7 .....	1
Question 1: Question and Scoring Guidelines.....	5
Question 1: Sample Response .....	7
Question 2: Question and Scoring Guidelines .....	9
Question 2: Sample Responses .....	13
Question 3: Question and Scoring Guidelines.....	17
Question 3: Sample Response .....	19
Question 4: Question and Scoring Guidelines.....	21
Question 4: Sample Responses .....	25
Question 5: Question and Scoring Guidelines.....	31
Question 5: Sample Response .....	33
Question 6: Question and Scoring Guidelines.....	35
Question 6: Sample Response .....	37
Question 7: Question and Scoring Guidelines.....	39
Question 7: Sample Responses .....	45
Stimulus for Questions 8 – 14 .....	67
Question 8: Question and Scoring Guidelines.....	71
Question 8: Sample Response .....	73
Question 9: Question and Scoring Guidelines .....	75
Question 9: Sample Response .....	77
Question 10: Question and Scoring Guidelines.....	79
Question 10: Sample Responses .....	83
Question 11: Question and Scoring Guidelines.....	87
Question 11: Sample Response .....	89
Question 12: Question and Scoring Guidelines.....	91
Question 12: Sample Responses .....	95

Question 13: Question and Scoring Guidelines.....	99
Question 13: Sample Response .....	101
Question 14: Question and Scoring Guidelines.....	103
Question 14: Sample Responses .....	107

**Grade 6 ELA**  
**Spring 2017 Item Release**  
**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
1	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	1 point
2	Multi-Select Item	Key Ideas and Details	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	A, B, F	1 point
3	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	A	1 point
4	Evidence-Based Select Response	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	B; B	2 points
5	Multiple Choice	Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	C	1 point

**Grade 6 ELA**  
**Spring 2017 Item Release**  
**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
6	Multiple Choice	Vocabulary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	C	1 point
7	Extended Response	Expository	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	---	10 points
8	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	C	1 point
9	Multiple Choice	Integration of Knowledge and Ideas	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	D	1 point
10	Multi-Select Item	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	B, D	1 point
11	Multiple Choice	Integration of Knowledge and Ideas	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	D	1 point

**Grade 6 ELA**  
**Spring 2017 Item Release**  
**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Topic</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
12	Multi-Select Item	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	B, C	1 point
13	Multiple Choice	Craft and Structure	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	B	1 point
14	Evidence-Based Select Response	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	B; C	2 points

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Stimulus for Questions 1 – 7**

# Stimulus for Questions 1 – 7

## Passage 1: Bully for Yosemite!

by Candace Fleming

*President Theodore Roosevelt was known for using the term "bully" to describe something as "wonderful" or "great."*

- 1 President Roosevelt was going camping in Yosemite Valley. And he was going with the famous outdoorsman and preservationist John Muir.
- 2 John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land. He tried to persuade people to preserve the area. But that wasn't easy.
- 3 At the turn of the century, most Americans believed the country was too big to be used up.
- 4 John Muir knew better. When loggers dynamited the giant sequoias in Yosemite Valley, Muir spoke out. "Any fool can destroy trees!" he thundered. "But only Uncle Sam can save them!"



Giant sequoia trees in California

- 5 But the temple went unprotected. Giant sequoias were ripped from the earth, washing soil into clear streams that became choked with mud. The only way to save the valley was to make it a national park as well. Muir needed help.
- 6 Uncle Sam tried to. In 1890, the government formed Yosemite National Park, but the new park did not include Yosemite Valley. The valley was, Muir wrote, "the grandest of all nature's temples."
- 7 In March 1903, help appeared. Muir received a letter from President Roosevelt himself, proposing a camping trip in Yosemite and asking Muir to be his guide. "I do not want anyone with me but you," Roosevelt wrote.



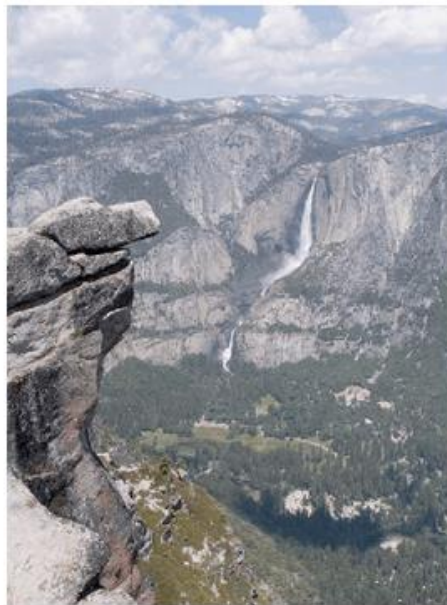
8 Here was the opportunity Muir needed! Roosevelt had already expressed his outrage over the destruction of the wilderness. The President had once said, "The time has come to inquire seriously what will happen when our forests are gone."

9 Muir quickly agreed to guide Roosevelt. When the President's train rolled into Yosemite a few weeks later, Muir was waiting.

10 Ignoring the chaos around them, the two men rode on horseback the twenty miles to Yosemite Valley and pitched camp in Mariposa Grove. Beneath a canopy of ancient sequoias, the two men chatted nonstop.

11 Muir quickly discovered that the President deeply loved the outdoors and had a great understanding of nature. Muir was more hopeful than ever.

12 The next morning, the campers rode to the top of Glacier Point. The splendor of Yosemite Valley mesmerized<sup>1</sup> Roosevelt. "I wouldn't miss this for anything," he said. "This is dee-lightful!"



**A view of Yosemite Falls from Glacier Point, courtesy of the National Park Service**

13 Muir was also delighted—with the President. "I had a perfectly glorious time with the President and the mountains," he later wrote. "I never had a more interesting, hearty companion."

14 That night the two men camped at the edge of Bridalveil Meadow, and Muir decided it was time for some serious "forest talk." Yosemite Valley was the main topic, but Muir also urged Roosevelt to protect the Grand Canyon and the Petrified Forest.

15 "I stuffed him pretty good<sup>2</sup> regarding timber thieves and the destructive work of the lumbermen," Muir later wrote.

16 On their second morning, the campers awoke to find themselves covered with more than four inches of snow. "We slept in a snowstorm!" exclaimed Roosevelt. "This is bully! Hurrah for Yosemite!"

17 That day Yosemite did its best to dazzle the President. Roosevelt whistled to the birds, and they obligingly whistled back. The sunlight glittered on rocks and cliffs. All the while, Muir pointed out the desperate plight of this picturesque valley.

18 Muir and Yosemite did their work well. Just days after his camping trip, Roosevelt gave a passionate speech urging forest preservation.

19 "The sequoias deserve protection," he said, "simply because it would be a shame to let them disappear. We are not building this country of ours for a day. It is to last through the ages."

<sup>1</sup>mesmerized: amazed

<sup>2</sup>stuffed him pretty good: gave lots of information

Excerpt from "Bully for Yosemite!" by Candace Fleming, from *Highlights*. Copyright © 2015 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. via Copyright Clearance Center. Photograph of sequoias from clipart.com. Image #41855291. Photograph of Yosemite Falls from the National Park Service. In the public domain.

### Passage 2: In Yosemite with John Muir by Theodore Roosevelt

20 When I first visited California, it was my good fortune to see the "big trees," the Sequoias, and then to travel down into the Yosemite, with John Muir. Of course of all people in the world he was the one with whom it was best worth while thus to see the Yosemite. He told me that when Emerson<sup>1</sup> came to California he tried to get him to come out and camp with him, for that was the only way in which to see at their best the majesty and charm of the Sierras. But at the time Emerson was getting old and could not go.

21 John Muir met me with a couple of packers and two mules to carry our tent, bedding, and food for a three days' trip. The first night was clear, and we lay down in the darkening aisles of the great Sequoia grove. The majestic trunks, beautiful in color and in symmetry, rose round us like the pillars of a mightier cathedral than ever was conceived . . . . Hermit thrushes sang beautifully in the evening, and again, with a burst of wonderful music, at dawn.

22 I was interested and a little surprised to find that, unlike John Burroughs,<sup>2</sup> John Muir cared little for birds or bird songs, and knew little about them. The hermit-thrushes meant nothing to him, the trees and the flowers and the cliffs everything. The only birds he noticed or cared for were some that were very conspicuous, such as the water-ouzzels—always particular favorites of mine too. The second night we camped in a snow-storm, on the edge of the canyon walls, under the spreading limbs of a grove of mighty silver fir; and next day we went down into the wonderland of the valley itself. I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs.

<sup>1</sup>Emerson: Ralph Waldo Emerson, a famous American writer and thinker

<sup>2</sup>John Burroughs: a famous American writer who studied and wrote about nature

Excerpt from "In Yosemite with John Muir" by Theodore Roosevelt, from *Theodore Roosevelt: An Autobiography*. In the public domain.

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 1**

**Question and Scoring Guidelines**

## Question 1

Read the sentence from Passage 1.

“That day Yosemite did its best to dazzle the President.” (paragraph 17)

What does the phrase “did its best to dazzle” suggest about Yosemite?

- Ⓐ The specific area of Yosemite was clear and full of light.
- Ⓑ Yosemite had been decorated for President Roosevelt’s visit.
- Ⓒ The landscape of Yosemite appeared to shimmer when the sun rose.
- Ⓓ Yosemite seemed especially beautiful when President Roosevelt visited.

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Student Performance on this Question:**

Percent 0 Points Earned: 49.31%

Percent 1 Point Earned: 50.69%

## Scoring Guidelines

Rationale for Option A: This is incorrect. The word "dazzle" can be interpreted as "shiny" or "full of light", but there is no context for a direct interpretation of the language in this way.

Rationale for Option B: This is incorrect. Although this sentence describes how beautiful Yosemite was on President Roosevelt's visit, there is no evidence to suggest it had been decorated.

Rationale for Option C: This is incorrect. This is a more direct interpretation of the meaning of the phrase; however, paragraph 17 does not mention the sunrise.

Rationale for Option D: **Key** – This phrase suggests that if there was ever a day to dazzle, it was when the President visited Yosemite.

### Sample Response: 1 point

Read the sentence from Passage 1.

“That day Yosemite did its best to dazzle the President.” (paragraph 17)

What does the phrase “did its best to dazzle” suggest about Yosemite?

- ☐ Ⓐ The specific area of Yosemite was clear and full of light.
- ☐ Ⓑ Yosemite had been decorated for President Roosevelt’s visit.
- ☐ Ⓒ The landscape of Yosemite appeared to shimmer when the sun rose.
- ☒ Ⓓ Yosemite seemed especially beautiful when President Roosevelt visited.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 2**

**Question and Scoring Guidelines**

## Question 2

Which details should be included in a summary of Passage 1? Select **three**.

- ☐ “John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land.” (paragraph 2)
- ☐ “Muir quickly agreed to guide Roosevelt.” (paragraph 9)
- ☐ “Ignoring the chaos around them, the two men rode on horseback the twenty miles to Yosemite Valley . . .” (paragraph 10)
- ☐ “Beneath a canopy of ancient sequoias, the two men chatted nonstop.” (paragraph 10)
- ☐ “The sunlight glittered on rocks and cliffs.” (paragraph 17)
- ☐ “‘The sequoias deserve protection,’ he said, ‘simply because it would be a shame to let them disappear.’” (paragraph 19)

**Points Possible:** 1

**Topic:** Key Ideas and Details

**Content Standard:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**Student Performance on this Question:**

Percent 0 Points Earned: 82.08%

Percent 1 Point Earned: 17.92%



## Scoring Guidelines

Rationale for First Option: **Key** – The fact that John Muir had lived in Yosemite extensively and knew the area is an important detail to include in a summary of Passage 1.

Rationale for Second Option: **Key** – The role of John Muir as a guide for President Roosevelt is an important detail to include in a summary of Passage 1.

Rationale for Third Option: This is incorrect. The fact that the two men rode on horseback to Yosemite Valley is a minor detail and should not be included in a summary of the passage.

Rationale for Fourth Option: This is incorrect. The fact that the two men talked beneath a canopy of sequoias is a minor detail and does not need to be included in a summary of the passage.

Rationale for Fifth Option: This is incorrect. The description of the sunlight glittering off the rocks and cliffs of Yosemite is not an important detail to include in a summary of the passage.

Rationale for Sixth Option: **Key** – The fact that President Roosevelt took a stance that the sequoias need protecting after taking a guided tour through Yosemite with John Muir is an important detail to include in a summary of the passage.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 2**

**Sample Responses**

## Sample Response: 1 point

Which details should be included in a summary of Passage 1? Select **three**.

- ☒ “John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land.” (paragraph 2)
- ☒ “Muir quickly agreed to guide Roosevelt.” (paragraph 9)
- ☐ “Ignoring the chaos around them, the two men rode on horseback the twenty miles to Yosemite Valley . . .” (paragraph 10)
- ☐ “Beneath a canopy of ancient sequoias, the two men chatted nonstop.” (paragraph 10)
- ☐ “The sunlight glittered on rocks and cliffs.” (paragraph 17)
- ☒ “‘The sequoias deserve protection,’ he said, ‘simply because it would be a shame to let them disappear.’” (paragraph 19)

### Notes on Scoring

This response receives full credit (1 point) because all correct answers are selected. For this item, a full-credit (1 point) response includes the following selections:

- “John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land.” (paragraph 2)  
AND
- “Muir quickly agreed to guide Roosevelt.” (paragraph 9)  
AND
- “‘The sequoias deserve protection,’ he said, ‘simply because it would be a shame to let them disappear.’” (paragraph 19)

## Sample Response: 0 points

Which details should be included in a summary of Passage 1? Select **three**.

- ☒ “John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land.” (paragraph 2)
- ☒ “Muir quickly agreed to guide Roosevelt.” (paragraph 9)
- ☐ “Ignoring the chaos around them, the two men rode on horseback the twenty miles to Yosemite Valley . . .” (paragraph 10)
- ☐ “Beneath a canopy of ancient sequoias, the two men chatted nonstop.” (paragraph 10)
- ☒ “The sunlight glittered on rocks and cliffs.” (paragraph 17)
- ☐ ““The sequoias deserve protection,’ he said, ‘simply because it would be a shame to let them disappear.’” (paragraph 19)

### Notes on Scoring

This response receives no credit (0 points) because the third answer selected is incorrect. Although the first and second answers selected are correct, in order to receive credit for this item, students must select all three correct answer options. No partial credit is awarded for this item type.

### Sample Response: 0 points

Which details should be included in a summary of Passage 1? Select **three**.

- ☐ “John Muir had lived in Yosemite for thirty years, working as a wilderness guide and living off the land.” (paragraph 2)
- ☐ “Muir quickly agreed to guide Roosevelt.” (paragraph 9)
- ☒ “Ignoring the chaos around them, the two men rode on horseback the twenty miles to Yosemite Valley . . .” (paragraph 10)
- ☒ “Beneath a canopy of ancient sequoias, the two men chatted nonstop.” (paragraph 10)
- ☐ “The sunlight glittered on rocks and cliffs.” (paragraph 17)
- ☒ “‘The sequoias deserve protection,’ he said, ‘simply because it would be a shame to let them disappear.’” (paragraph 19)

#### Notes on Scoring

This response receives no credit (0 points) because the first and second answers selected are incorrect. Although the third answer selected is correct, in order to receive credit for this item, students must select all three correct answer options. No partial credit is awarded for this item type.

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 3**

**Question and Scoring Guidelines**

## Question 3

Read the paragraphs from Passage 1.

- 18 Muir and Yosemite did their work well. Just days after his camping trip, Roosevelt gave a passionate speech urging forest preservation.
- 19 “The sequoias deserve protection,” he said, “simply because it would be a shame to let them disappear. We are not building this country of ours for a day. It is to last through the ages.”

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

- Ⓐ heartfelt
- Ⓑ hopeful
- Ⓒ lengthy
- Ⓓ sudden

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Student Performance on this Question:**

Percent 0 Points Earned: 29.64%

Percent 1 Point Earned: 70.36%



## Scoring Guidelines

Rationale for Option A: **Key** – The word "passionate" denotes how emotional Roosevelt felt about the topic of preservation.

Rationale for Option B: This is incorrect. Students may choose this option because they think that Roosevelt's speech was meant to provide hope of saving the forest.

Rationale for Option C: This is incorrect. Students may choose this option because they think he would likely have plenty to discuss following his visit to Yosemite, but there is no context to support this interpretation of the word.

Rationale for Option D: This is incorrect. Students may choose this option because the context "just days after his camping trip" refers to time, but there is no context to support a sudden speech, which conveys unpreparedness.

### Sample Response: 1 point

Read the paragraphs from Passage 1.

18 Muir and Yosemite did their work well. Just days after his camping trip, Roosevelt gave a passionate speech urging forest preservation.

19 "The sequoias deserve protection," he said, "simply because it would be a shame to let them disappear. We are not building this country of ours for a day. It is to last through the ages."

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

- ☒ heartfelt
- ☐ (B) hopeful
- ☐ (C) lengthy
- ☐ (D) sudden



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 4**

**Question and Scoring Guidelines**

## Question 4

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

### Part A

How is John Muir introduced in Passage 1?

- Ⓐ as someone who wanted to meet the President
- Ⓑ as an expert working and living in Yosemite
- Ⓒ as someone who was mainly interested in birds
- Ⓓ as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- Ⓐ "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- Ⓑ "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- Ⓒ "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- Ⓓ "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

**Points Possible:** 2

**Topic:** Key Ideas and Details

**Content Standard:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Student Performance on this Question:**

Percent 0 Points Earned: 29.84%

Percent 1 Point Earned: 43.65%

Percent 2 Points Earned: 26.5%

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Muir was excited about meeting the President, and Roosevelt is mentioned first in the passage, but Muir is not introduced as someone who wanted to meet the president.

Rationale for Option B: **Key** – Muir is introduced as a “famous outdoorsman and preservationist” and also as someone “who had lived in Yosemite for thirty years”.

Rationale for Option C: This is incorrect. The passage includes a description of the singing birds and their enjoyment of them, but Muir’s interests were wide and varied.

Rationale for Option D: This is incorrect. In the passage, Muir mentioned Uncle Sam and the government’s effort to form Yosemite National Park, but, though Muir wanted to protect the land, the passage does not show that he was able to do so.

## Part B

Rationale for Option A: This is incorrect. Roosevelt mentions his good fortune in meeting Muir, but this sentence does not support Muir as an expert.

Rationale for Option B: **Key** – Roosevelt establishes that no one else “in the world” is better to see Yosemite with, establishing Muir as an expert.

Rationale for Option C: This is incorrect. While this option describes an aspect of John Muir, it describes him as a non-expert about birds, not as an expert on Yosemite.

Rationale for Option D: This is incorrect. While this option expresses how Roosevelt is grateful for the experience, it categorizes Muir and Burroughs together and does not identify them, necessarily, as experts.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 4**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

How is John Muir introduced in Passage 1?

- ☐ Ⓐ as someone who wanted to meet the President
- ☒ Ⓑ as an expert working and living in Yosemite
- ☐ Ⓒ as someone who was mainly interested in birds
- ☐ Ⓓ as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- ☐ Ⓐ "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- ☒ Ⓑ "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- ☐ Ⓒ "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- ☐ Ⓓ "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

### Notes on Scoring

This response receives full credit (2 points) because the correct answer is selected in both Part A and Part B.



## Sample Response: 1 point

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

### Part A

How is John Muir introduced in Passage 1?

- ☒ Ⓐ as someone who wanted to meet the President
- ☐ Ⓑ as an expert working and living in Yosemite
- ☐ Ⓒ as someone who was mainly interested in birds
- ☐ Ⓓ as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- ☐ Ⓐ "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- ☐ Ⓑ "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- ☐ Ⓒ "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- ☒ Ⓓ "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but an incorrect answer is selected in Part B.

## Sample Response: 1 point

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

### Part A

How is John Muir introduced in Passage 1?

- ☒ (A) as someone who wanted to meet the President
- ☐ (B) as an expert working and living in Yosemite
- ☐ (C) as someone who was mainly interested in birds
- ☐ (D) as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- ☐ (A) "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- ☒ (B) "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- ☐ (C) "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- ☐ (D) "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but an incorrect answer is selected in Part B.

## Sample Response: 0 points

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

### Part A

How is John Muir introduced in Passage 1?

- ☐ Ⓐ as someone who wanted to meet the President
- ☐ Ⓑ as an expert working and living in Yosemite
- ☒ Ⓒ as someone who was mainly interested in birds
- ☐ Ⓓ as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- ☐ Ⓐ "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- ☒ Ⓑ "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- ☐ Ⓒ "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- ☐ Ⓓ "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. While the answer selected in Part B is correct, students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. In order to receive partial credit (1 point) for this item, students are required to select the correct answer in Part A.

## Sample Response: 0 points

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

### Part A

How is John Muir introduced in Passage 1?

- ☐ Ⓐ as someone who wanted to meet the President
- ☐ Ⓑ as an expert working and living in Yosemite
- ☐ Ⓒ as someone who was mainly interested in birds
- ☒ Ⓓ as someone who protected public land from government

### Part B

Which detail from Passage 2 helps show Muir's abilities?

- ☒ Ⓐ "When I first visited California, it was my good fortune to see the 'big trees,' the Sequoias, and then to travel down into the Yosemite, with John Muir." (paragraph 20)
- ☐ Ⓑ "Of course of all people in the world he was the one with whom it was best worthwhile thus to see the Yosemite." (paragraph 20)
- ☐ Ⓒ "I was interested and a little surprised to find that, unlike John Burroughs, John Muir cared little for birds or bird songs, and knew little about them." (paragraph 22)
- ☐ Ⓓ "I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." (paragraph 22)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in both Part A and Part B is incorrect.

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 5**

**Question and Scoring Guidelines**

## Question 5

How does paragraph 22 contribute to the overall meaning of Passage 2?

- Ⓐ It describes how much John Muir prepared for his trip with President Roosevelt.
- Ⓑ It explains how John Muir and President Roosevelt bonded over a shared love of bird-watching.
- Ⓒ It emphasizes how John Muir was most impressed by the natural beauty of Yosemite's landscape.
- Ⓓ It demonstrates how unprepared John Muir was for the different types of weather that occurred in Yosemite.

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

**Student Performance on this Question:**

Percent 0 Points Earned: 46.41%

Percent 1 Point Earned: 53.59%

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the previous paragraph mentions the supplies John Muir brought for the trip to Yosemite, paragraph 22 states he didn't know the names of many birds and does not go into detail about specific preparations.

Rationale for Option B: This is incorrect. While paragraph 22 does mention birds, it does so to describe how little John Muir was interested in them. While the paragraph states that he and President Roosevelt both liked water-ouzzels, it does not say they bonded over a shared love of bird-watching.

Rationale for Option C: **Key** – The paragraph describes how John Muir was more focused on the grand, overall beauty of Yosemite, including its trees, flowers and cliffs, than on individual types of birds.

Rationale for Option D: This is incorrect. While paragraph 22 does mention the fact that John Muir and President Roosevelt camped during a snow-storm, it does not indicate that John Muir was unprepared for different types of weather.

### Sample Response: 1 point

How does paragraph 22 contribute to the overall meaning of Passage 2?

- ☐ (A) It describes how much John Muir prepared for his trip with President Roosevelt.
- ☐ (B) It explains how John Muir and President Roosevelt bonded over a shared love of bird-watching.
- ☒ (C) It emphasizes how John Muir was most impressed by the natural beauty of Yosemite's landscape.
- ☐ (D) It demonstrates how unprepared John Muir was for the different types of weather that occurred in Yosemite.





**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 6**

**Question and Scoring Guidelines**

## Question 6

Read these sentences from Passages 1 and 2.

“The valley was, Muir wrote, ‘the grandest of all nature’s temples.’” (paragraph 6)

“The majestic trunks, beautiful in color and in symmetry, rose round us like the pillars of a mightier cathedral than ever was conceived.” (paragraph 21)

What does the figurative language in these sentences suggest about how both Muir and Roosevelt viewed Yosemite?

- Ⓐ They both viewed Yosemite as the largest national park in the country.
- Ⓑ They both viewed Yosemite as the perfect place for a national monument.
- Ⓒ They both viewed Yosemite as a place worthy of respect and admiration.
- Ⓓ They both viewed Yosemite as an interesting forest in which to experience nature.

**Points Possible:** 1

**Topic:** Vocabulary

**Content Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Student Performance on this Question:**

Percent 0 Points Earned: 50.95%

Percent 1 Point Earned: 49.05%

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although both sentences refer to size, the figurative language is used to describe Yosemite in more emotional or personal terms.

Rationale for Option B: This is incorrect. Although the passages detail Muir's desire to preserve Yosemite, the figurative language is used in these sentences to refer to the land as more of a personal sanctuary, not as a national monument. Muir thought the land should be preserved as it was; there was no need for a monument.

Rationale for Option C: **Key** – Muir uses this language because he was struck by Yosemite's beauty and his own ability to feel at one with nature.

Rationale for Option D: This is incorrect. Although both sentences are dedicated to describing Yosemite using beautiful language, the language suggests a more personal connection to the land beyond just an interest in it.

### Sample Response: 1 point

Read these sentences from Passages 1 and 2.

“The valley was, Muir wrote, ‘the grandest of all nature’s temples.’” (paragraph 6)

“The majestic trunks, beautiful in color and in symmetry, rose round us like the pillars of a mightier cathedral than ever was conceived.” (paragraph 21)

What does the figurative language in these sentences suggest about how both Muir and Roosevelt viewed Yosemite?

- ☐ Ⓐ They both viewed Yosemite as the largest national park in the country.
- ☐ Ⓑ They both viewed Yosemite as the perfect place for a national monument.
- ☒ Ⓒ They both viewed Yosemite as a place worthy of respect and admiration.
- ☐ Ⓓ They both viewed Yosemite as an interesting forest in which to experience nature.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 7**

**Question and Scoring Guidelines**

## Question 7

Write a multi-paragraph response in which you analyze how President Roosevelt's and John Muir's camping trip in Yosemite supported their goal to preserve nature. 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 your response; and
- revise and edit your response.

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation;
- avoid overly relying on one passage; and
- include a conclusion.

Write your multi-paragraph response in the space provided.



**Points Possible:** 10

**Topic:** Expository

**Content Standard:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Score Points Earned by Dimension			
Score Point(s) Earned	Purpose, Focus, and Organization	Evidence and Elaboration	Conventions of Standard English
4	2.19%	1.72%	N/A
3	16.7%	11.56%	N/A
2	38.52%	41.53%	55.21%
1	34.75%	36.78%	35.02%
0	7.84%	8.41%	9.77%

Total Score Points Earned										
0	1	2	3	4	5	6	7	8	9	10
4.96%	2.64%	5.00%	19.99%	11.92%	10.44%	26.54%	5.97%	10.61%	0.32%	1.63%

# 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 and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A strongly maintained controlling idea with little or no loosely related material</li> <li>Skilful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and objective tone established and maintained</li> </ul>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea 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"> <li>Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>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</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>A maintained controlling idea, though some loosely related material may be present</li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea 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"> <li>Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	



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



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 7**

**Sample Responses**

## Sample Response: 10 points

There are many beautiful parks in the world that seem to amaze new people every day with their magnificence. But, what is happening is that forests like these are being destroyed and are not being conserved. One of these parks is Yosemite Valley, which is a beautiful valley with gorgeous sequoia trees. Famous outdoorsman and preservationist, John Muir, is trying to save the valley and a camping trip with President Roosevelt, might help to conserve this valley. The camping trip really helped John's goal of preserving nature by informing what is happening and why these things should stop, to show the true beauty of the valley, and to persuade Roosevelt to care for the valley and take action.

The valley is being destroyed for a variety of reasons. First, the sequoia trees are being chopped down and it is hurting the ecosystem around it. Also, Roosevelt already felt strongly about forest conservation and so these points were just showing even more about why the parks should be protected. Next, the consequence of not conserving forests is that if not dealt with, the once beautiful forests will be gone. According to the article, *Bully for Yosemite*, "But the temple went unprotected. Giant sequoias were ripped from the earth, washing soil into clear streams that became choked with mud. The only way to save the valley was to make it a national park as well. Muir needed help." That shows that this is happening and it needs to be stopped to help save the parks. The camping trip also showcased the magnificent beauty of the park.

In many ways, the park was beautiful but that camping trip was the perfect time to really show off some of the greatest things about the valley. Muir showed Roosevelt the view from the top of Glacier Point and he loved how gorgeous it looked. They also saw the magnificent sequoias and were astonished by their size and how old they are. Also, it snowed the night of their second day there and that shows how the weather can change so quickly which is fascinating. According to the article, *Bully for Yosemite*, "That day Yosemite did its best to dazzle the President. Roosevelt whistled to the birds, and they obligingly whistled back. The sunlight glittered on the rocks and cliffs. All the while, Muir pointed out the desperate plight of this picturesque valley." That shows that the valley is so beautiful and the two of them just love it there. Plus, the trip persuaded Roosevelt to take action.

Since the trip was so astonishing, the impact that it had on Roosevelt was that he was persuaded to take action to help the valley to be conserved better. Muir gave much information to persuade him and also took this trip as an opportunity to help save the valley. Plus, since Muir had been in the park previously, he knew just what would make Roosevelt want to help conserve the valley. It all paid off though. According to the article *Bully for Yosemite*, "Muir and Yosemite did their work well. Just days after his camping trip, Roosevelt gave a passionate speech urging forest preservation." That shows that it all worked out in the end and that now, forests were going to be conserved better. All of these reasons make up why the camping trip really helped the journey to help conserve the forests.

Overall, the journey to help conserve forests comes to an end with a success, especially for Yosemite Valley. To help support the cause, go online, find a trustworthy forest conservation site, and donate to help save these beautiful forests. The camping trip was a success and helped forest conservation for the reasons of that it informed what was happening and possible solutions to it, it showed the beauty of the park, and it persuaded Roosevelt to take a stand and take action for this cause.

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** – The response is fully sustained and consistently focused within the purpose, audience and task. There is a strongly maintained controlling idea—“The camping trip really helped John’s goal of preserving nature...”—and that idea is sustained through a three-pronged structure for support. A variety of transitional strategies are used, with clear topic sentences for each body paragraph. There is a logical progression of ideas that features a satisfying introduction and conclusion. An appropriate tone is maintained throughout.

**Evidence and Elaboration** – The response includes thorough and convincing support. Information from the first article is used throughout the response to support the response’s controlling idea. There are clear citations throughout. The effective use of source material is aided by the response’s own support, which links together text information to arrive at the conclusion of each body paragraph. There is an effective expression of ideas that includes precise language, appropriate vocabulary and varied sentence structures.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 8 points

In 1903, the situation of Yosemite was not good. The stunningly beautiful Sequoias were being torn from the ground, polluting rivers. There was a man who understood this as a major problem, and his name was John Muir. Muir was a wilderness guide for Yosemite, and had been living there for quite a while. After many attempts, Muir got attention for his problem. This attention came from Theodore Roosevelt. Muir and Roosevelt planned a camping trip to Yosemite National Park. John Muir's desperate cry for help, the park's stunning beauty, and the love for nature that the president had all led to Roosevelt understanding the park's dire situation as a problem that needed to be fixed.

The President of the United States of America was going to Yosemite for a camping trip, and requested John Muir to be his guide. Muir had proclaimed in the past the situation that Yosemite was facing, and now he had a chance to explain this to the President. So, when the two men rode into the park on horseback, Muir was very hopeful. As the two journeyed through the park, Muir would ever be reminding Roosevelt that all of the beauty they experienced could soon be gone. The two chatted a lot throughout the time, and Muir later wrote "I stuffed him pretty good regarding timber thieves and the destructive work of the lumbermen." Muir was calling for help. He was explaining to the President that this was a problem that needed to be fixed, and the president listened.

Muir's cries for help were strongly backed up by that stunningly brilliant sights that Yosemite had to offer to the President, and these sights impacted him a lot. The President was stunned at the beauty of Yosemite. The "big trees" (Sequoias) and the "wonderland" that Yosemite had to offer left an impression on him. As Muir and Roosevelt were camping, they slept right through a snowstorm. When they awoke, they were covered with more than four inches of snow. All of this led the President to save Yosemite, in a very grand way. Roosevelt loved nature. He would whistle to birds, and overall had a great time. With this mindset, the President loved Yosemite. The park just had so much to offer. In the past, Yosemite had become a National Park. However, this did not cover all of the park. Roosevelt saved the park by expanding the National Park's radius, and thus John Muir got what he wanted most.

Yosemite eventually got everything sorted out. The president's love for the park mixed with John Muir's persuasion, and all of the sights that Yosemite had to offer must have left quite an impression on the President. With this impression made, Roosevelt saved the park, fulfilled John Muir's wishes, and things turned out well for Yosemite, a National Park.

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	2	2

## Notes on Scoring

**Purpose, Focus, and Organization** – The response has an effective organizational structure. The two passages are analyzed separately but thoroughly as the response strongly maintains the controlling idea that the trip “led to Roosevelt understanding the park’s dire situation as a problem that needed to be fixed”. Throughout, the response is consistently focused on the relationship between the two men on the trip and how their experiences are related to the task. Transitional phrases (“All of this led”, “With this mindset”, “In the past”, “However”) are used within the body paragraph to enhance the logical progression from beginning to end. The insightful conclusion maintains focus on the task, not just summarizing ideas already presented, but adding further student reasoning, creating coherence and completeness. The style is appropriate and is maintained throughout the response.

**Evidence and Elaboration** – The response provides thorough, convincing and credible support for the main idea. Thorough and relevant evidence from the sources is smoothly integrated, as the response uses multiple examples from each passage, adds explanation (“Muir would ever be reminding Roosevelt”) and then extends the ideas (“Muir was calling for help...this was a problem that needed to be fixed and the president listened.”). The third paragraph is especially effective as Roosevelt’s experiences are clearly explained, followed by the results of the experience. The expression of ideas is clear and effective, with academic vocabulary that is clearly appropriate. Sentence structure is varied, demonstrating language facility, enhancing the effectiveness of the essay. Due to the lack of a citation, the score is limited to a “2” for Evidence and Elaboration.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.



## Sample Response: 8 points

President Roosevelt was affected by his camping trip with John Muir in Yosemite in many ways. First, In passage 2, Mr. Roosevelt states in paragraph 20 that "it was my good fortune too see the big trees." This is meaning that these trees made an impact about what he thought about them before. Second, in paragraph 21 Roosevelt talks about how he saw the Sequoia trees, giving vivid details such as, "The majestic trunks, beautiful in color and symmetry, rose round us like pillars of a mightier cathedral than ever was conceived..." This also shows how much he perceived the image of the tree. In passage 1, there are also ways Roosevelt was affected by the trip. For instance, in paragraph 17 it states how Roosevelt was whistling to the birds, and how the birds whistled back. When the two men slept in the snowstorm, Roosevelt had exclaimed, "This is a Bully! Hurrah for Yosemite!" Roosevelt was known for using the term "bully" to describe something as "wonderful", or "great". Finally, just days after the camping trip, President Roosevelt gave a passionate speech urging forest protection. Knowing what he said in the speech, Mr. Roosevelt had taking in everything he saw at Yosemite and was deeply affected in his heart by the wonders he saw through his very own eyes.

The trip to Yosemite helped John Muir to reach his goals in many ways. As his goals were protecting the forest, while making the valley a national park. First, John saw how the Presidentb deeply loved the outdoors and had a great understanding of nature. This made John "more hopeful than ever" as stated in Passage 1, paragraph 11. Second, that night at the egde of the Bridaveil Meadow, the two men were camping there while John got his "forest talk" into action. The "forest talk" was consisted of the timber theives, and the destructive work of lumberman. John also pointed out the desperate plight of the picturesque valley, while as it seemed the sunlight glittered on the rocks and cliffs of Yosemite. Roosevelt seemd to be very impressed by all things nature in Yosemite, according to his diary transcript in Passage 2. Finally, a few days after the camping trip, Theodore Roosevelt gave the sppech he wanted in the first place. "The sequoia's deserve protection, simply because it would be a shame for them to disappear. We are not building this country of ours for a day. It is to last through the ages. By this time, John Muir should have known, that his valley shall be in good hands.

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** – The response is adequately sustained and generally focused on the task. Although the response lacks an overall introduction and conclusion, there is an evident organizational structure as each paragraph analyzes one part of the task. The second paragraph is stronger as the connection between the trip and the goals is clarified, relating Roosevelt's impressions of Yosemite to his later actions to protect the trees. The strength of the response is the use of adequate transitional strategies within the body paragraphs to connect passage evidence with student elaboration, resulting in an adequate progression of ideas from beginning to end.

**Evidence and Elaboration** – The evidence and elaboration adequately support the main idea. Relevant evidence is provided for both passages, with citations. Examples are well-chosen and generally integrated. There is adequate use of elaboration as the response explains and extends the ideas presented, thus clarifying how Roosevelt was affected and how John Muir reached his goals. The expression of ideas is adequate, using a mix of precise and general language.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 8 points

Nature is beautiful and provides us with the resources we need. Nature helps and protects us and we should protect it too. The passages, "Bully for Yosemite!" and "In Yosemite with John Muir" show how the trip with President Roosevelt helped John Muir reach his goals of protecting the area of Yosemite Valley. During this trip, President Roosevelt was affected by his camping trip and John Muir accomplished his goal of protecting the nature that protects us.

In the first passage, "Bully for Yosemite," President Roosevelt was affected by his camping trip with John Muir, who's goal was to save Yosemite Valley. The text says, "Giant sequoias trees were ripped from the earth, washing soil into clear streams that became choked with mud. The only way to save the valley was to make it a national park as well . . . In March 1903, help appeared. Muir recieved a letter from President Roosevelt himself, proposing a camping trip in Yosemite and asking Muir to be his guide." This shows that people were destroying Yosemite because it was unprotected, so Muir made it his goal to save the valley. When President Roosevelt wanted to go on a camping trip in Yosemite, Muir realized that if he wanted to save Yosemite Valley, this was his chance.

In the second text, "In Yosemite with John Muir," President Roosevelt went on a camping trip that affected him and helped John Muir reach his goal. Theodore Roosevelt writes, "The second night we camped in a snow-storm, on the edge of the canyon walls, under the spreading limbs of a grove of mighty silver fir; and the next day we went down into the wonderland of the valley itself. I shall always be glad that I was in the Yosemite with John Muir and in the Yellowstone with John Burroughs." This shows that the camping trip affected Roosevelt, because he loves nature, and when they explored Yosemite, the beauty affected him and he was glad that he got to be in Yosemite. This also helped Muir reach his goals, because President Roosevelt saw the beauty of nature, so he gave a speech about forest preservation, which protected Yosemite valley.

Without nature, we wouldn't be here because nature gives us all the resources we need. We need to protect nature, because life would be very hard without it. In the two passages, "Bully for Yosemite" and "In Yosemite with John Muir," President Roosevelt is affected by the beauty of Yosemite valley and John Muir reaches his goal of protecting Yosemite Valley. Nature is amazing and it deserves to be protected and admired.

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** – The response begins with an introduction that addresses the task and identifies the “goal of protecting the nature that protects us”. This is followed by two body paragraphs that treat each passage separately but maintain focus on the goal of John Muir to save Yosemite (although the examples given in the first body paragraph do not support how Roosevelt was affected). Adequate transitions are used to clarify the relationships among ideas and to create a logical progression within each body paragraph. The adequate conclusion reiterates ideas already discussed and gives a sense of completeness.

**Evidence and Elaboration** – The evidence and elaboration adequately support the main idea. This is stronger in the second paragraph where the response’s elaboration clearly explains how the camping trip helped to achieve the goal, providing causal reasoning to make the point (“because he loves nature...the beauty affected him”, “This also helped Muir”, “so he gave a speech...which protected Yosemite Valley”). Relevant evidence is provided from both passages, with citations. Examples are well-chosen and generally integrated. The expression of ideas is adequate, using a mix of precise and general language.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 8 points

Roosevelt was greatly affected by John Muir's camping trip in Yosemite. Using this, John Muir could reach his goals.

Roosevelt, undoubtedly, found the outdoors beautiful, as he reflects in Passage 2; "The majestic trunks, beautiful in color and in symmetry, rose around us like the pillars of a mightier cathedral ever conceived." As he compares nature to the pillars of a cathedral, he shows his dedication, comparing the park to a religious structure, or perhaps even religion itself. His love for nature was met with John Muir's, and together they worked to preserve it. His fascination with the natural world and all its inhabitants was vital to John Muir and his quest for preservation.

John Muir had sought sponsors and resources to help preserve the beauty he found in Yosemite. While failing with others, Roosevelt provided the perfect opportunity for Muir to ask for help preserving the park. Seizing the opportunity, John Muir used Roosevelt's support to father the founding of the park.

Without Roosevelt's help, John Muir might have failed on his quest to preserve Yosemite. But with Roosevelt's discovery of the soon-to-be park's beauty, he saved a famous, and wonderful, landmark of today's history.

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** – The response is adequately sustained and generally focused on the task, with an adequate progression of ideas. The response presents a clear controlling idea (“Using this, John Muir could reach his goals”) in the weak introduction, which is a restatement of the task. Skillful transitions are used (“As he compares”, “While failing others”, “Seizing the opportunity”, “Without Roosevelt’s help”, “But with Roosevelt’s discovery”) to clarify the relationships between and among ideas. These also result in an adequate progression from beginning to end, with an insightful conclusion that contributes to the sense of completeness.

**Evidence and Elaboration** – The evidence and elaboration adequately support the main idea. Evidence is provided from both passages, with a quote from the second passage but only general references to the ideas in the first source. Examples are well-chosen and generally integrated, especially in the first body paragraph, as the response’s insightful reasoning is supported with source information. Elaboration in the second body paragraph is more general and would benefit from more precise details from the sources to support the statements. The expression of ideas is adequate, using a mix of precise and general language. There is a clear citation.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 7 points

Roosevelt and Muir's camping trip in Yosemite had an effect on them both. They realized that the beauty of the sequoia trees needed protection, so that this beauty could last forever.

Roosevelt was affected by this camping trip to Yosemite because he enjoyed nature and loved the outdoors. Roosevelt saw the beauty of Yosemite during his camping with John Muir. He had always loved the outdoors and had given a speech about forest conservation after the trip. The beautiful and mighty sequoias needed to be saved and John Muir needed help to save them. He got a letter from president Roosevelt and got the chance to save the trees. He took Roosevelt to the beautiful sequoias and went through the forest with him. Roosevelt was amazed at how beautiful this place was and how big the sequoias were. They rode to the top of glacier point and you could see the beautiful valley. Muir took Roosevelt down to the valley to show him the trees. They slept through a snowstorm that night, and the next morning Yosemite was more beautiful than ever.

This helped John Muir achieve his goals because Roosevelt saw the beauty in Yosemite and its mighty sequoia trees. President Roosevelt declared the sequoias needed protection because it would be a shame to let them disappear so the country we are building would not last a day, but that it would last through the ages.

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** – The response is adequately sustained and generally focused on the task, beginning with a weak introduction that presents a controlling idea ("the beauty of the sequoias trees needed protection."). This remains the focus throughout the body and conclusion of the response, contributing to the sense of completeness. The organization is weakened by the lack of transitional strategies in the body of the response, but the response does remain focused on the relationship between the two men and the transformational experience in Yosemite.

**Evidence and Elaboration** – The weakly integrated evidence consists mostly of a summary of information from the first passage with some student comment. The response finally attempts to explain how the trip helped John Muir ("because Roosevelt saw the beauty in Yosemite") in the conclusion. The lack of more substantial elaboration and reasoning in the response's own words makes this an uneven or cursory examination of the topic.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 5 points

John Muir was a man who lived in Yosemite for 30 years. He loved the trees that threr were, so much he wanted the government to proserve the land around them.

One day in 1903 President Roosevelt, sent a letter to John Muir asking for an guide around the land, and a couple of days out there so he could see what John Muir's whole life was like. After the letter was recived by Roosevelt back from John, Roosevelt left on aborded a train to Yosemite. Shortly three days after the experence, Roosevelt gave a speech where he explained his experence. He told how he loved the trees there and the valley he explored with John. Later on that year, Roosevelt told the government to preserve the land and let John Muir continue to live and work on the land.

John Muir's life goals was to have the president come out on the land so he could experence what it was like out there and the beanties of the land. Another one of his life goals was to have the land he lived on preserved. About a year later, his goal happened. President Roosevelt had told him it was going to be preserved. One of John's last life goals was to get all of the loggers out of the area where the Sequoia trees are. That had happend when the land was preserved and the loggers were banned from that area.

In conclusion John Muir could continue living his life on the land. President Roosevelt could go out on the land with no problem with the guidance because he had been out there before.

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



### **Notes on Scoring**

**Purpose, Focus, and Organization** – The response begins with an introduction that addresses the controlling idea that John Muir “wanted the government to preserve the land around them.” There is an inconsistent organizational structure as the response begins with a summary of information to show how Roosevelt was affected, and then in the second body paragraph discusses John Muir's goals. The weak introduction and conclusion, as well as the inconsistent use of transitional strategies, contribute to an uneven progression of ideas, as the response does not make the connections to explain how the trip helped achieve the goals.

**Evidence and Elaboration** – The response provides uneven support for the main idea, using weakly integrated evidence from the first passage. The third paragraph is stronger as the response states three goals of Muir's life, following each with the text information to prove that the goal was accomplished, but the elaboration is weak, as the response does not explain how the trip supported these goals.

**Conventions** – The response demonstrates a partial command of basic conventions of standard English.

## Sample Response: 5 points

Should Giant sequoia trees be protected? John Muir thinks so. Giant sequoias were being ripped from earth. John muir tried to persuade people to perserve the area but it wasn't easy. President Roosevelt desides to go on a trip with John Muir and he only wants it to be himself and John. Protecting Giant sequoias is an option for John Muir and I think so too.

John muir and President Roosevelt went on the trip. Muir was delighted with the preisedent. John thought that they needed, "forest talk." Yosemite valley was the main topic, but Muir also urged Roosevelt to protect the Grand Canyon and the Petrified Forest. After, Roosevelt gave a passoinate speech urgng forest perservation.

The sequoias deserve protection, "he said." Simply because it would be a shame to let them disappear. The yosemite did its best to dazzle the President. All the while, Muir pointed out desperate plight of this picturesque valley. There should be protection for the sequoias in my opinion.

They went on the trip and packed. The first night was clear, and we lay down in the darkening ailes of the great Sequoia grove. The majestic trunks, beautiful in color and in symmetry, rose round us like pillars. The President was glad to have the trip with John muir and juhn burroughs.

To me the Sequoias should be protected. Ther being ripped from earth and that should be stopped. The President was a good source to help them out. All in all the protection of the trees is a good choice.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response is somewhat sustained, beginning with an adequate introduction as the response presents the controlling idea that “Protecting Giant sequoias” is John Muir’s goal. Each body paragraph addresses the problem of the sequoias and acknowledges that there is a connection between the two men, but the inconsistent transitional strategies are not adequate to clarify the relationships between ideas. The weak conclusion relates to the task (“The President was a good source to help them out.”), but the response loses focus in the third and fourth paragraphs, since it is unclear how this information supports the task. The response lacks a sense of completeness.

**Evidence and Elaboration** – The response provides uneven support for the controlling idea with partial use of both sources. There is ineffective use of elaborative techniques, as the support provided in each paragraph is primarily a summary of passage information. However, the examples chosen are relevant to the task, focusing on specific incidents and on what Muir wanted to accomplish. The response attempts to elaborate further in the conclusion by giving opinions on the problem of the sequoias.

**Conventions** – The response demonstrates a partial command of basic conventions of standard English.

## Sample Response: 5 points

Roosevelt was affected because he gave a speech about sequoias and how they deserve protection and it would be a shame to let them disappear. John Muir has done his best to protect the sequoias from being destroyed, by camping with Roosevelt, he realized that it would be a shame to get rid of the sequoia.

Roosevelt's trip helps John Muir reach his goals because he doesn't want the sequoias to be destroyed and wants to protect them. Roosevelt's fortune was to see the big trees and how they are important. Roosevelt was always be glad that he was in the Yosemite with John Muir.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response is related to the topic, but the controlling idea is unclear, as the response responds separately to each part of the task with an introductory sentence for each paragraph (“Roosevelt was affected” and “Roosevelt’s trip helps John”). There is only a limited discernible organizational structure as the response discusses each idea separately, and there are few transitional strategies to connect ideas. The response lacks an overall introduction, but the entire response is focused on the connection to John Muir’s goals, ending with a concluding sentence.

**Evidence and Elaboration** – Evidence from both passages is used to provide uneven support for the controlling idea. The response effectively elaborates by providing general statements (“has done his best”, “it would be a shame”, “wants to protect them”), but these statements are only weakly supported by references to text details. The incidents are not sufficiently explained enough for the reader to know how the trip helped with the goals. Evidence is weakly integrated and the expression of ideas is simplistic.

**Conventions** – The response demonstrates a partial command of basic conventions of standard English.

## Sample Response: 4 points

Roosevelt was affected by his visit cause he loved the outdoors. He loved going there and seeing the sights. He loved seeing the birds. He also loved seeing the flowers and trees. This is why he was affected by his camping trip.

Roosevelt liked the trip into the the mountains with John Muir. He helped John by raising awarness about the trees. He helped John get the park saved. Roosevelt also enjoyed seeing everything he saw with John. He saw how beautiful nature could really be. This is how he helped John.

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** – The response is related to the topic, but the controlling idea is confusing as the response responds separately to each part of the task. There is only a limited discernible organizational structure, with few transitions (“This is why” and “This is how”) to connect the list of facts and ideas. The response lacks an overall introduction or conclusion, although the response does conclude each of his body paragraphs.

**Evidence and Elaboration** – Minimal evidence is provided from both passages and the response attempts to elaborate, but the expression of ideas is vague. The response provides minimal support for the controlling idea.

**Conventions** – The response demonstrates an adequate command of basic conventions of standard English.

## Sample Response: 0 points

It is about valles and the foreses a round the world. And how big they can get

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

**Purpose, Focus, and Organization** – The response displays little awareness of the purpose or task. There is no controlling idea or discernible organizational structure.

**Evidence and Elaboration** – There are only vague references to the text details (“valles,” “foreses” and “big”), which would not support a controlling idea.

**Conventions** – The response demonstrates a lack of command of conventions of standard English, with frequent and severe errors that often obscure meaning.

## Sample Response: 0 points

Roosevelt gave a passionate speech urging forest preservation.

The President deeply loved the outdoors but John Muir cared little for birds or bird songs, and knew little about them. The two men camped at the edge of Bridalveil Meadow, and Muir decided it was time for some serious “forest talk.”

They got people to perserve the area.

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

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

## Sample Response: 0 points

muir and roosevelt saved yosmite.roosevelt expressed his outrage over the destruction of the wilderness.muir decided it was time for some serius forest talk.

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

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



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Stimulus for Questions 8 – 14**

## Stimulus for Questions 8 – 14

### Passage 1: John D. Rockefeller: Oil King by Barbara D. Krasner

- 1 The oil industry was unstable, and every time someone discovered a new source of oil, prices dropped. Rockefeller thought about the long-term health of the industry. He began to see it in a new light—as a combination of wells, refineries,<sup>1</sup> and distributors. In 1870, he formed the Standard Oil Company in Ohio and installed himself as president. Backed by a million dollars of investment, the new company was a small empire that controlled 10 percent of the oil business. It owned plants, warehouses, shipping facilities, and tank cars.
- 2 Rockefeller strengthened ties to the Erie, New York Central, and Pennsylvania railroads to make oil shipments easier. He went to each of his 26 Cleveland refinery rivals to get them to sell him their interests. The oil business had grown complicated and expensive, so some smaller companies were glad to sell. But others felt forced to sell. Rockefeller assumed control of 22 of those refineries in early 1872. He said of the emergence of Standard Oil, “We had to do it in self-defense. The oil business was in confusion and daily growing worse. Someone had to take a stand.” By the end of the 1870s, Standard Oil controlled 90 percent of America’s oil refineries and a third of all oil wells.
- 3 Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities<sup>2</sup> and had a monopoly<sup>3</sup> on the oil business. Then, in 1882, the Standard Oil Trust was created. The trust<sup>4</sup> was remarkably successful and profitable in its control and consolidation<sup>5</sup> of the oil industry, and it provided an example for other industries to establish monopolistic trusts. But the public turned against Standard Oil. People felt it was too aggressive in its efforts to be the nation’s sole oil provider. First the state of Ohio and then the federal government ordered the company to break up. Standard Oil’s monopoly was broken, but its pieces still exist in many of the oil companies we know today, including ExxonMobil.

<sup>1</sup>refineries: buildings and equipment used to process oil

<sup>2</sup>entities: individual parts of a business

<sup>3</sup>monopoly: having complete control of a good or service in a market

<sup>4</sup>trust: businesses combined to gain control of a market

<sup>5</sup>consolidation: joining together into one thing

Excerpt from “John D. Rockefeller: Oil King” by Barbara D. Krasner, from *Cobblestone*. Copyright © 2014 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

## Passage 2: Ida Takes Aim

by Ruth Spencer Johnson

- 4 When Ida M. Tarbell's mother warned her not to play in puddles, she was not talking about mud puddles. She meant the pools of black oil gushing from the oil well by their front door. In 1860, three-year-old Ida lived near Oil Creek in western Pennsylvania. Oil had recently been discovered in the area.
- 5 Hoping to make a profit, Ida's father started a small oil company. His business prospered for a number of years. Then John D. Rockefeller formed a group of oil producers into a trust and called it Standard Oil Company. The trust's enormous size and power allowed it to sell its oil for less. It forced smaller companies out of business. Ida's father's company was one of those.
- 6 When Ida grew up, she became a famous muckraking<sup>1</sup> writer for *McClure's Magazine*. Remembering how Standard Oil had crushed her father's business, she decided to uncover the story behind the company's success. By 1900, Standard Oil was the largest trust in the country. Many people discouraged Tarbell from exposing the secrets of the powerful monopoly.
- 7 But Tarbell planned to present a fair and accurate picture of the company. How could Standard Oil object to that? For two years, she interviewed people and searched through piles of documents and testimony. Some important papers had been destroyed or hidden, but Tarbell did not give up until she had all the facts.
- 8 Tarbell learned that Standard Oil had used unfair and dishonest practices to expand its business. For example, Standard Oil arranged illegally with the railroads to get cheaper delivery rates. Also, when other companies shipped oil, the railroads passed on part of the payment, called a refund, to Standard Oil. These advantages allowed the trust to set its prices so low that smaller companies could not compete for long and were forced to go out of business. Standard Oil even used spies: It paid railroad employees to report the scheduled shipping dates of other oil producers. Standard Oil then forced the railroads to stop those shipments.
- 9 In November 1902, Tarbell's first article appeared in *McClure's*. Eventually, 19 installments of "The History of the Standard Oil Company" ran in the magazine. In 1904, the articles were published as a two-volume book.
- 10 Tarbell was surprised at the backlash caused by her articles. She said, "I was willing that [Standard Oil] should combine and grow as big and wealthy as [it] could but only by legitimate means. But [the company] had never played fair, and that ruined [its] greatness for me." She called for the American people to take a stand against greed and dishonesty.
- 11 Tarbell's revelations made Standard Oil the focus of state and federal government investigations. In 1911, the U.S. Supreme Court ordered Standard Oil to break up into smaller companies. Independent oil businesses would no longer have to struggle against powerful oil trusts.
- 12 Tarbell and the other investigative journalists of that era played important roles. They drew attention to the problems confronting American society in the early 20th century. Instead of writing about big, complex economic issues, they focused on a single industry, city, or person. Thanks

to their efforts, the public became informed and aware about issues that were real and personal. Armed with well-researched information, the concerned public then demanded changes.

<sup>1</sup>muckraking: publicly exposing the misconduct of important people or businesses

"Ida Takes Aim" by Ruth Spencer Johnson, from *Cobblestone*. Copyright © 2014 by Carus Publishing Company. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

### **Passage 3: *Next!*** by Udo J. Keppler



Illustration shows a "Standard Oil" storage tank as an octopus with many tentacles wrapped around the steel, copper, and shipping industries, as well as a state house, the U.S. Capitol, and one tentacle reaching for the White House.

*Next!* by Udo J. Keppler. In the public domain.

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 8**

**Question and Scoring Guidelines**

## Question 8

Read the sentences from Passage 1.

“The oil business had grown complicated and expensive, so some smaller companies were glad to sell. But others felt forced to sell. Rockefeller assumed control of 22 of those refineries in early 1872.” (paragraph 2)

Which phrase could replace the word assumed and keep the same meaning?

- Ⓐ wished for
- Ⓑ thought of
- Ⓒ took over
- Ⓓ asked for

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Student Performance on this Question:**

Percent 0 Points Earned: 43.23%

Percent 1 Point Earned: 56.77%

## Scoring Guidelines

Rationale for Option A: This is incorrect. Though this may fit in the sentence, "wished for" does not account for the context of the rest of the sentences, which show Rockefeller forcefully taking over companies.

Rationale for Option B: This is incorrect. Although a different meaning of the word "assume" has to do with thinking, it is not the meaning in this context.

Rationale for Option C: **Key** – To assume means to take over, as in take over a process or organization.

Rationale for Option D: This is incorrect. Although one might ask for control first, "asked for" and "assumed" are not the same action.

### Sample Response: 1 point

Read the sentences from Passage 1.

“The oil business had grown complicated and expensive, so some smaller companies were glad to sell. But others felt forced to sell. Rockefeller assumed control of 22 of those refineries in early 1872.” (paragraph 2)

Which phrase could replace the word assumed and keep the same meaning?

- ☐ (A) wished for
- ☐ (B) thought of
- ☒ (C) took over
- ☐ (D) asked for





**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 9**

**Question and Scoring Guidelines**

## Question 9

Based on information in both passages, how did John D. Rockefeller's view of Standard Oil's monopoly (Passage 1) differ from Ida Tarbell's (Passage 2)?

- Ⓐ Rockefeller thought his oil monopoly should be permanent, while Tarbell thought it should only be temporary.
- Ⓑ Rockefeller thought all companies should become monopolies, while Tarbell thought only honest companies should.
- Ⓒ Rockefeller thought the railroads should be purchased by the oil industry, while Tarbell thought they should remain independent.
- Ⓓ Rockefeller thought a monopoly made an unstable industry better, while Tarbell thought the monopoly was unfair to small businesses.

**Points Possible:** 1

**Topic:** Integration of Knowledge and Ideas

**Content Standard:** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Student Performance on this Question:**

Percent 0 Points Earned: 54.71%

Percent 1 Point Earned: 45.29%

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although Rockefeller probably wanted a permanent monopoly, Tarbell wanted to end monopolies entirely rather than install them on a temporary basis.

Rationale for Option B: This is incorrect. Although Rockefeller thought that he stabilized the oil industry, there is no indication that he advocated monopolies for others.

Rationale for Option C: This is incorrect. Though Rockefeller did many things to control the railroads, buying them was not one of them, and the dealings with the railroads are a supporting detail in both passages, not a key viewpoint.

Rationale for Option D: **Key** – Rockefeller thought the industry “unstable” and thought a monopoly was good for the industry, while Tarbell thought a monopoly was unfair to small businesses: “It forced smaller companies out of business. Ida’s father’s company was one of those”.

### Sample Response: 1 point

Based on information in both passages, how did John D. Rockefeller’s view of Standard Oil’s monopoly (Passage 1) differ from Ida Tarbell’s (Passage 2)?

- ☐ Ⓐ Rockefeller thought his oil monopoly should be permanent, while Tarbell thought it should only be temporary.
- ☐ Ⓑ Rockefeller thought all companies should become monopolies, while Tarbell thought only honest companies should.
- ☐ Ⓒ Rockefeller thought the railroads should be purchased by the oil industry, while Tarbell thought they should remain independent.
- ☒ Ⓓ Rockefeller thought a monopoly made an unstable industry better, while Tarbell thought the monopoly was unfair to small businesses.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 10**

**Question and Scoring Guidelines**

## Question 10

In Passage 2, which details does the author use to explain why Ida Tarbell became a “muckraking” reporter? Select **two** answers.

- ☐ Tarbell wanted to become a famous reporter.
- ☐ Tarbell had a personal connection to the oil industry.
- ☐ Tarbell had formerly worked for John D. Rockefeller.
- ☐ Tarbell wanted to find out the truth about Standard Oil.
- ☐ Tarbell supported Standard Oil before turning against it.

**Points Possible:** 1

**Topic:** Key Ideas and Details

**Content Standard:** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

**Student Performance on this Question:**

Percent 0 Points Earned: 52.46%

Percent 1 Point Earned: 47.54%

## Scoring Guidelines

Rationale for First Option: This is incorrect. There is no indication in the passage that Tarbell desired fame, though she certainly achieved it.

Rationale for Second Option: **Key** – Her father's failed oil company helped motivate Tarbell to become an investigative journalist.

Rationale for Third Option: This is incorrect. There is no indication that Tarbell had previously worked for John D. Rockefeller.

Rationale for Fourth Option: **Key** – Her desire to uncover the truth helped motivate Tarbell to become an investigative journalist.

Rationale for Fifth Option: This is incorrect. Her attitude towards Standard Oil seems to have been reasonably objective, neither support nor censure.





**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 10**

**Sample Responses**

### Sample Response: 1 point

In Passage 2, which details does the author use to explain why Ida Tarbell became a “muckraking” reporter? Select **two** answers.

- ☐ Tarbell wanted to become a famous reporter.
- ☒ Tarbell had a personal connection to the oil industry.
- ☐ Tarbell had formerly worked for John D. Rockefeller.
- ☒ Tarbell wanted to find out the truth about Standard Oil.
- ☐ Tarbell supported Standard Oil before turning against it.

#### Notes on Scoring

This response receives full credit (1 point) because all correct answers are selected. For this item, a full-credit (1 point) response includes the following selections:

- “Tarbell had a personal connection to the oil industry.”  
AND
- “Tarbell wanted to find out the truth about Standard Oil.”

### Sample Response: 0 points

In Passage 2, which details does the author use to explain why Ida Tarbell became a “muckraking” reporter? Select **two** answers.

- ☐ Tarbell wanted to become a famous reporter.
- ☒ Tarbell had a personal connection to the oil industry.
- ☒ Tarbell had formerly worked for John D. Rockefeller.
- ☐ Tarbell wanted to find out the truth about Standard Oil.
- ☐ Tarbell supported Standard Oil before turning against it.

#### Notes on Scoring

This response receives no credit (0 points) because the second answer selected is incorrect. Although the first answer selected is correct, in order to receive credit for this item, students must select both correct answer options. No partial credit is awarded for this item type.

### Sample Response: 0 points

In Passage 2, which details does the author use to explain why Ida Tarbell became a “muckraking” reporter? Select **two** answers.

- ☒ Tarbell wanted to become a famous reporter.
- ☐ Tarbell had a personal connection to the oil industry.
- ☐ Tarbell had formerly worked for John D. Rockefeller.
- ☐ Tarbell wanted to find out the truth about Standard Oil.
- ☒ Tarbell supported Standard Oil before turning against it.

#### Notes on Scoring

This response receives no credit (0 points) because none of the answers selected are correct. In order to receive credit for this item, students must select both correct answer options.

**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 11**

**Question and Scoring Guidelines**

## Question 11

Which detail about Standard Oil does the illustration in Passage 3 provide that Passages 1 and 2 do not?

- Ⓐ It shows Standard Oil as the creation of one man.
- Ⓑ It shows Standard Oil as hurting the environment.
- Ⓒ It shows Standard Oil as harming small businesses.
- Ⓓ It shows Standard Oil as controlling the government.

**Points Possible:** 1

**Topic:** Integration of Knowledge and Ideas

**Content Standard:** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**Student Performance on this Question:**

Percent 0 Points Earned: 53.21%

Percent 1 Point Earned: 46.79%

## Scoring Guidelines

Rationale for Option A: This is incorrect. The text passages present Standard Oil as the creation of John D. Rockefeller, while the illustration presents it as an industrial monolith without reference to him.

Rationale for Option B: This is incorrect. The illustration shows Standard Oil menacing the government successfully, not harming the environment.

Rationale for Option C: This is incorrect. In the illustration, the emphasis is on the harm to huge industries, while the harm to small businesses is emphasized in the text passages.

Rationale for Option D: **Key** – In the illustration, the monstrous octopus that represents Standard Oil has control over the White House, the U.S. Capitol, a state capitol and other industries.

### Sample Response: 1 point

Which detail about Standard Oil does the illustration in Passage 3 provide that Passages 1 and 2 do not?

- ☐ Ⓐ It shows Standard Oil as the creation of one man.
- ☐ Ⓑ It shows Standard Oil as hurting the environment.
- ☐ Ⓒ It shows Standard Oil as harming small businesses.
- ☒ Ⓓ It shows Standard Oil as controlling the government.





**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 12**

**Question and Scoring Guidelines**

## Question 12

Read this paragraph from Passage 2.

- 10 Tarbell was surprised at the backlash caused by her articles. She said, “I was willing that [Standard Oil] should combine and grow as big and wealthy as [it] could but only by legitimate means. But [the company] had never played fair, and that ruined [its] greatness for me.” She called for the American people to take a stand against greed and dishonesty.

Which **two** meanings does legitimate have in this paragraph?

- ☐ cheap
- ☐ honest
- ☐ lawful
- ☐ powerful
- ☐ stable

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**Student Performance on this Question:**

Percent 0 Points Earned: 66.85%

Percent 1 Point Earned: 33.15%

## Scoring Guidelines

Rationale for First Option: This is incorrect. Though the word “wealthy” appears in the sentence in which “legitimate” is used, and Rockefeller certainly wanted to lower his costs, the context in the sentences that follow shows that “legitimate” has to do with fair practice, not price.

Rationale for Second Option: **Key** – The words “played fair” and “dishonesty” help the reader understand that “legitimate” means “honest”.

Rationale for Third Option: **Key** – The illegal activities outlined in previous paragraphs help the reader understand that this is one meaning of “legitimate”.

Rationale for Fourth Option: This is incorrect. Though the sentence in which “legitimate” is used mentions “grow big”, the context in the sentences that follow shows that “legitimate” has to do with fair practice, not power.

Rationale for Fifth Option: This is incorrect. Though Rockefeller's aim was for the oil industry to be stable, this does not make sense in terms of Tarbell's perspective in this paragraph.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 12**

**Sample Responses**

## Sample Response: 1 point

Read this paragraph from Passage 2.

10 Tarbell was surprised at the backlash caused by her articles. She said, “I was willing that [Standard Oil] should combine and grow as big and wealthy as [it] could but only by legitimate means. But [the company] had never played fair, and that ruined [its] greatness for me.” She called for the American people to take a stand against greed and dishonesty.

Which **two** meanings does legitimate have in this paragraph?

- ☐ cheap
- ☒ honest
- ☒ lawful
- ☐ powerful
- ☐ stable

### Notes on Scoring

This response receives full credit (1 point) because all correct answers are selected. For this item, a full-credit (1 point) response includes the following selections:

- “honest”
- AND
- “lawful”

## Sample Response: 0 points

Read this paragraph from Passage 2.

10 Tarbell was surprised at the backlash caused by her articles. She said, “I was willing that [Standard Oil] should combine and grow as big and wealthy as [it] could but only by legitimate means. But [the company] had never played fair, and that ruined [its] greatness for me.” She called for the American people to take a stand against greed and dishonesty.

Which **two** meanings does legitimate have in this paragraph?

- ☐ cheap
- ☒ honest
- ☐ lawful
- ☒ powerful
- ☐ stable

### Notes on Scoring

This response receives no credit (0 points) because the second answer selected is incorrect. Although the first answer selected is correct, in order to receive credit for this item, students must select both correct answer options. No partial credit is awarded for this item type.

## Sample Response: 0 points

Read this paragraph from Passage 2.

- 10 Tarbell was surprised at the backlash caused by her articles. She said, “I was willing that [Standard Oil] should combine and grow as big and wealthy as [it] could but only by legitimate means. But [the company] had never played fair, and that ruined [its] greatness for me.” She called for the American people to take a stand against greed and dishonesty.

Which **two** meanings does legitimate have in this paragraph?

- ☐ cheap
- ☐ honest
- ☒ lawful
- ☐ powerful
- ☒ stable

### Notes on Scoring

This response receives no credit (0 points) because the second answer selected is incorrect. Although the first answer selected is correct, in order to receive credit for this item, students must select both correct answer options. No partial credit is awarded for this item type.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 13**

**Question and Scoring Guidelines**

## Question 13

How do the authors of Passages 1 and 2 develop their purpose in similar ways?

- Ⓐ They both analyze John D. Rockefeller in terms of his success.
- Ⓑ They each discuss John D. Rockefeller's impact on the oil industry.
- Ⓒ They each present an insider's view of the oil industry of the 1800s.
- Ⓓ They both try to persuade readers that muckraking journalism was effective.

**Points Possible:** 1

**Topic:** Craft and Structure

**Content Standard:** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

**Student Performance on this Question:**

Percent 0 Points Earned: 44.23%

Percent 1 Point Earned: 55.77%

## Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 1 talks about Rockefeller and how he created standard Oil by doing something new, but it does not analyze him. Passage 2 analyzes Standard Oil's practices, but not Rockefeller's success; indeed, it discusses what, to Tarbell, were failures.

Rationale for Option B: **Key** – Both passages focus on the impact Rockefeller had on the oil industry.

Rationale for Option C: This is incorrect. Both Tarbell and Rockefeller can be said to be oil industry insiders, but the passages are not written from their points of view.

Rationale for Option D: This is incorrect. Though Passage 2 discusses the influence of muckraking, Passage 1 does not mention this aspect of the history of Standard Oil.

### Sample Response: 1 point

How do the authors of Passages 1 and 2 develop their purpose in similar ways?

- ☐ Ⓐ They both analyze John D. Rockefeller in terms of his success.
- ☒ Ⓑ They each discuss John D. Rockefeller's impact on the oil industry.
- ☐ Ⓒ They each present an insider's view of the oil industry of the 1800s.
- ☐ Ⓓ They both try to persuade readers that muckraking journalism was effective.



**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 14**

**Question and Scoring Guidelines**

## Question 14

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- Ⓐ Oil prices got progressively higher.
- Ⓑ Other industries established monopolies.
- Ⓒ Standard Oil created various smaller companies.
- Ⓓ Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- Ⓐ “Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . .”
- Ⓑ “The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . .”
- Ⓒ “. . . it provided an example for other industries to establish monopolistic trusts.”
- Ⓓ “But the public turned against Standard Oil.”

**Points Possible:** 2

**Topic:** Key Ideas and Details

**Content Standard:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Student Performance on this Question:**

Percent 0 Points Earned: 61.2%

Percent 1 Point Earned: 9.93%

Percent 2 Points Earned: 28.87%

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Passage 1 does not mention any effect on oil prices, nor would this affect non-oil companies.

Rationale for Option B: **Key** – Passage 1 clearly states that this occurred.

Rationale for Option C: This is incorrect. Standard Oil did indeed create smaller companies, but they were not, presumably, non-oil companies.

Rationale for Option D: This is incorrect. Shortly thereafter the opposite happened, but this would not have to do with non-oil companies.

## Part B

Rationale for Option A: This is incorrect. This quotation does not provide evidence supporting the fact that other non-oil companies established monopolies.

Rationale for Option B: This is incorrect. This quotation does not provide evidence supporting the fact that other non-oil companies established monopolies.

Rationale for Option C: **Key** – This quotation provides evidence for the correct answer to Part A.

Rationale for Option D: This is incorrect. This quotation does not provide evidence supporting the fact that other non-oil companies established monopolies.





**Grade 6**  
**English Language Arts**  
**Spring 2017 Item Release**

---

**Question 14**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- ☒ (A) Oil prices got progressively higher.
- ☐ (B) Other industries established monopolies.
- ☐ (C) Standard Oil created various smaller companies.
- ☐ (D) Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- ☒ (A) “Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . .”
- ☐ (B) “The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . .”
- ☐ (C) “. . . it provided an example for other industries to establish monopolistic trusts.”
- ☐ (D) “But the public turned against Standard Oil.”

### Notes on Scoring

This response receives full credit (2 points) because the correct answer is selected in both Part A and Part B.

## Sample Response: 1 point

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- ☒ (A) Oil prices got progressively higher.
- ☐ (B) Other industries established monopolies.
- ☐ (C) Standard Oil created various smaller companies.
- ☐ (D) Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- ☐ (A) “Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . .”
- ☒ (B) “The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . .”
- ☐ (C) “. . . it provided an example for other industries to establish monopolistic trusts.”
- ☐ (D) “But the public turned against Standard Oil.”

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer is selected in Part A, but an incorrect answer is selected in Part B.

## Sample Response: 1 point

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- ☐ Ⓐ Oil prices got progressively higher.
- ☒ Ⓑ Other industries established monopolies.
- ☐ Ⓒ Standard Oil created various smaller companies.
- ☐ Ⓓ Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- ☐ Ⓐ "Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . ."
- ☒ Ⓑ "The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . ."
- ☐ Ⓒ ". . . it provided an example for other industries to establish monopolistic trusts."
- ☐ Ⓓ "But the public turned against Standard Oil."

### Notes on Scoring

This response receives partial credit (1 point) because the answer selected in Part A, but an incorrect answer is selected in Part B.

## Sample Response: 0 points

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- ☒ Oil prices got progressively higher.
- ☐ Other industries established monopolies.
- ☐ Standard Oil created various smaller companies.
- ☐ Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- ☐ “Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . .”
- ☐ “The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . .”
- ☒ “. . . it provided an example for other industries to establish monopolistic trusts.”
- ☐ “But the public turned against Standard Oil.”

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. Even if the answer selected in Part B is correct, students do not receive partial credit on this item type when Part A is incorrect. In order to receive partial credit (1 point) for this item, students are required to select the correct answer in Part A.

## Sample Response: 0 points

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

### Part A

What was one effect of the creation of the Standard Oil Trust on non-oil companies?

- ☐ Ⓐ Oil prices got progressively higher.
- ☐ Ⓑ Other industries established monopolies.
- ☒ Ⓒ Standard Oil created various smaller companies.
- ☐ Ⓓ Business owners felt compelled to sell to their rivals.

### Part B

Which quotation from paragraph 3 provides evidence for the answer to Part A?

- ☒ Ⓐ “Rockefeller continued to buy businesses until Standard Oil grew to 41 separate entities . . .”
- ☐ Ⓑ “The trust was remarkably successful and profitable in its control and consolidation of the oil industry . . .”
- ☐ Ⓒ “. . . it provided an example for other industries to establish monopolistic trusts.”
- ☐ Ⓓ “But the public turned against Standard Oil.”

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in both Part A and Part B is incorrect



The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Copyright © 2017 by the Ohio Department of Education. All rights reserved.