

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2017**

**GRADE 7  
ENGLISH LANGUAGE ARTS**

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**Grade 7 ELA**  
**Spring 2017 Item Release**  
**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
1	Multiple Choice	Key Ideas and Details	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	B	1 point
2	Multiple Choice	Craft and Structure	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	A	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; analyze the impact of a specific word choice on meaning and tone.	A	1 point
4	Multiple Choice	Craft and Structure	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	C	1 point
5	Multiple Choice	Key Ideas and Details	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	D	1 point

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**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
6	Hot-Text Item	Key Ideas and Details	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	---	2 points
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	Multi-Select Item	Key Ideas and Details	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	C, D	1 point
9	Multi-Select Item	Key Ideas and Details	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	A, B	1 point
10	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; analyze the impact of a specific word choice on meaning and tone.	C	1 point

**Grade 7 ELA**  
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**Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
11	Multiple Choice	Craft and Structure	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	A	1 point
12	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; analyze the impact of a specific word choice on meaning and tone.	D	1 point
13	Evidence-Based Select Response	Integration of Knowledge and Ideas	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	C; B	2 points

**Grade 7**  
**English Language Arts**  
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**Stimulus for Questions 1 – 7**

# Stimulus for Questions 1 – 7

## Passage 1: A Success in Space

by Cameron Keady

*This article, written in 2014, describes the journey of a space probe to gather information about a comet.*

1 On November 12, a small probe helped scientists take a big step forward in space exploration. The probe, called the Philae lander, is the first spacecraft to set down on a comet. It will take photos and dig up samples from the comet's surface.

2 The Philae lander is about the size of a washing machine. It dropped from the Rosetta spacecraft and landed on the comet Churyumov-Gerasimenko, also known as 67P. This mission could give researchers valuable information about the origins of our solar system and how it evolved.

### A Long Journey

3 Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination. The craft was launched in 2004 by the European Space Agency to observe comets. In 2011, Rosetta was powered down to conserve energy. Early this year, scientists brought it back to life to study 67P.

4 Philae separated from Rosetta about 14 miles above the comet. At first, the lander failed to fire anchoring harpoons into the surface. It bounced three times before coming to a stop, said Stephan Ulamec, the lander project manager.

5 The Philae lander will travel the surface of 67P and conduct a variety of scientific experiments. It could reveal secrets about the makeup of comets, the formation of our solar system, and even the origins of life. Researchers consider comets the remains of the ancient solar system. Their contents are preserved in a deep freeze because they spend much of their time far away from the sun. "What we believe is that we will study the most primitive material in the solar system," says scientist Gerhard Schwehm. He served as Rosetta's mission manager at the ESA from 2011 until his retirement earlier this year.

### In the Dark

6 Scientists have not yet been able to determine exactly where Philae landed. Based on the first images the lander has sent back, they believe it is partially in a shadow of a cliff. That could be a problem, because it would prevent the lander from using its solar panels to collect energy from the sun. Currently, the scientists are updating their plans to get Philae out of the darkness.

7 Though it took a decade to get to 67P, Philae's stay on the comet will be a short one. As soon as it landed, a 64-hour countdown began. When it ends, Philae's on-board battery will run down. But Rosetta will continue to travel with 67P, sending information about the comet back to Earth for as long as it can.

"A Success in Space" by Cameron Keady, from  
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## Passage 2: Comet probe may shed light on Earth's past

by Ashley Yeager

8 Comets are rubble left over from the birth of the solar system. By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth's early years. And never has the chance of doing this been better than on the comet under Philae's robotic feet.

9 After a more than 10.5-year voyage, this robotic lander has just set down onto the surface of comet 67P/Churyumov-Gerasimenko. On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.

10 Several spacecraft had spent a few hours observing comets from on high as they flew by these mega-boulders. But until Philae's landing, no mission had placed research instruments onto a comet. The robotic lander has already been sending back photos and probing the rock underfoot. Philae may even get to observe gases or other matter emerging from underground as the

comet heats to scorching temperatures. And it will get beastly hot within a few months as the comet's orbit swings it in close to the sun.

11 For now, scientists are trying to figure out precisely where Philae set down. Problems with a thruster<sup>1</sup> kept the lander from holding fast on its first try.

12 Now, instead of being entirely in open space, as planned, the lander is flanked by what looks like a cliff. "We are not sure how far we are from the cliff, but we are in its shadow permanently," says Jean-Pierre Bibring. A scientist at the Université Paris Sud in Orsay, France, he spoke at a media briefing on November 13.

13 The lander also is not sitting perfectly on all three legs, he noted. It is almost vertical, with two feet on the ground and one in open space.

14 Sitting in a cliff's shadow also means the lander's solar panels will get less sunlight than mission scientists had expected. The early data suggest that the lander is getting just 1.5 hours of sunlight per day. That is far less than the six to seven hours it would have gotten if it had landed exactly on target—which it did. At first.

15 On that first touchdown, Philae hit the bull's-eye. But the lander didn't stick its landing. Instead, it bounced twice. In between the first and second touchdown, the lander shot a kilometer up into space. In fact, it caught almost two hours of air time before it hit 67P again. The next bounce sent it 20 meters into the air for a 7 minute leap. Researchers are now trying to identify precisely where the lander now sits.

16 But Philae isn't the only science center studying the comet. Its mother ship, Rosetta, arrived at 67 P on August 6, 2014. Immediately, that spacecraft began orbiting the comet and snapping pictures. Rosetta plans to stay with the relatively tiny celestial rock until at least December 2015. Scientists are hoping that throughout, Rosetta will be able to send back photos.

<sup>1</sup>thruster: engine on a spacecraft that controls when and how fast it flies

Excerpt from "Comet probe may shed light on Earth's past" by Ashley Yeager, from *Science News for Students*. Copyright © 2015 by Society for Science. Reprinted by permission of Society for Science via Copyright Clearance Center.



**Grade 7**  
**English Language Arts**  
**Spring 2017 Item Release**

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**Question 1**

**Question and Scoring Guidelines**

## Question 1

Based on Passage 1, what is the connection between Rosetta and the Philae?

- Ⓐ Rosetta has returned with materials collected by the Philae.
- Ⓑ Rosetta brought the Philae within close range of the comet.
- Ⓒ Rosetta is supposed to collect the Philae when the mission is over.
- Ⓓ Rosetta will provide energy for the Philae while the lander is on the comet.

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Student Performance on this Question:**

Percent 0 Points Earned: 45.92%

Percent 1 Point Earned: 54.08%

## Scoring Guidelines

Rationale for Option A: This is incorrect. The Philae is conducting experiments on the contents of the comet, but there is no evidence that Rosetta is supposed to return with any materials.

Rationale for Option B: Key – The Philae “dropped from the Rosetta spacecraft and landed on the comet.”

Rationale for Option C: This is incorrect. While the passage shows that Rosetta brought the Philae close to the comet, there is no evidence that it is supposed to collect the lander when the mission is over.

Rationale for Option D: This is incorrect. The passage does refer to the Philae collecting energy, but the energy is supposed to come from the sun via the Philae’s solar panels, not from Rosetta.

### Sample Response: 1 point

Based on Passage 1, what is the connection between Rosetta and the Philae?

- (A) Rosetta has returned with materials collected by the Philae.
- (B) Rosetta brought the Philae within close range of the comet.
- (C) Rosetta is supposed to collect the Philae when the mission is over.
- (D) Rosetta will provide energy for the Philae while the lander is on the comet.



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**Question 2**

**Question and Scoring Guidelines**

## Question 2

How does the section **In the Dark** contribute to Passage 1?

- Ⓐ It shows a potential problem related to the mission.
- Ⓑ It describes a series of events in the order in which they took place.
- Ⓒ It explains the steps taken by scientists to ensure the success of the mission.
- Ⓓ It compares how scientists hoped the mission would go to what actually took place.

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Student Performance on this Question:**

Percent 0 Points Earned: 40.38%

Percent 1 Point Earned: 59.62%

## Scoring Guidelines

Rationale for Option A: Key – The section “In the Dark” emphasizes the downside of the experiment in that scientists do not know where the probe is; if it is unable to get any solar energy, it may affect the mission.

Rationale for Option B: This is incorrect. Paragraph 7 refers to the event of the Philae arriving on the comet, and what happened once it landed, but overall, the section contributes to the ideas in the passage by contrasting the time and effort put into the mission with the short time that the probe will operate.

Rationale for Option C: This is incorrect. The passage does refer to scientists trying to get the Philae out of darkness, but overall, the section contributes to the ideas in the passage by contrasting the time and effort put into the mission with the short time that the probe will operate.

Rationale for Option D: This is incorrect. While the scientists did want the lander to end up in a location where it could collect solar energy, the section “In the Dark” does not suggest that the mission went differently than the scientists had hoped.

### Sample Response: 1 point

How does the section **In the Dark** contribute to Passage 1?

- A It shows a potential problem related to the mission.
- B It describes a series of events in the order in which they took place.
- C It explains the steps taken by scientists to ensure the success of the mission.
- D It compares how scientists hoped the mission would go to what actually took place.



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**English Language Arts**  
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**Question 3**

**Question and Scoring Guidelines**

### Question 3

Based on the context in paragraph 12 of Passage 2, what is the meaning of flanked?

- Ⓐ bordered
- Ⓑ crushed
- Ⓒ lifted
- Ⓓ replaced

**Points Possible:** 1

**Content Strand:** 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; analyze the impact of a specific word choice on meaning and tone.

**Student Performance on this Question:**

Percent 0 Points Earned: 37.54%

Percent 1 Point Earned: 62.46%

## Scoring Guidelines

Rationale for Option A: Key – The context of the paragraph lends itself to “flank” referring to a spatial relationship.

Rationale for Option B: This is incorrect. The context of the passage shows that the lander is still intact.

Rationale for Option C: This is incorrect. The context of the passage shows that “flanked” means that the lander is bordered or surrounded by the cliff. It does not indicate that the lander is lifted by the cliff.

Rationale for Option D: This is incorrect. While the context of the passage shows that the lander was supposed to be in open space, it does not suggest that the lander is replaced by the cliff.

### Sample Response: 1 point

Based on the context in paragraph 12 of Passage 2, what is the meaning of flanked?

- bordered
- crushed
- lifted
- replaced



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**English Language Arts**  
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**Question 4**

**Question and Scoring Guidelines**

## Question 4

What is the purpose of the two passages?

- Ⓐ to show why so little was known about comets before the 67P mission
- Ⓑ to emphasize how much planning went into making the 67P mission a success
- Ⓒ to show why the 67P mission will present an excellent opportunity for scientists
- Ⓓ to suggest that the 67P mission will confirm current theories about the solar system

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

**Student Performance on this Question:**

Percent 0 Points Earned: 61.65%

Percent 1 Point Earned: 38.35%

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the 67P mission is the first one to put a lander on a comet, the authors are not trying to show why so little was previously known about comets.

Rationale for Option B: This is incorrect. The mission was a success, and the passages suggest that the challenging nature of the mission likely involved a lot of planning; however, the authors are not trying to emphasize the amount of planning that went into the mission.

Rationale for Option C: **Key** – Both passages show that the 67P mission will present an excellent opportunity for scientists to learn more about the origins and early history of the solar system.

Rationale for Option D: This is incorrect. The 67P mission could confirm theories about the solar system, but the purpose of the passage is to show that the 67P mission will present a unique opportunity to study the origins and early history of the solar system.

### Sample Response: 1 point

What is the purpose of the two passages?

- (A) to show why so little was known about comets before the 67P mission
- (B) to emphasize how much planning went into making the 67P mission a success
- (C) to show why the 67P mission will present an excellent opportunity for scientists
- (D) to suggest that the 67P mission will confirm current theories about the solar system



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**Question 5**

**Question and Scoring Guidelines**

## Question 5

How will the Philae lander contribute to scientists' understanding of the solar system?

- Ⓐ It will provide information about comets' flight paths around the sun.
- Ⓑ It will provide information about the number of comets in the solar system.
- Ⓒ It will provide information on how human explorers can land on and study comets.
- Ⓓ It will provide information about materials from the early history of the solar system.

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Student Performance on this Question:**

Percent 0 Points Earned: 45.93%

Percent 1 Point Earned: 54.07%

## Scoring Guidelines

Rationale for Option A: This is incorrect. The Philae lander is intended to study only comet 67P's material composition, not track its flight path.

Rationale for Option B: This is incorrect. The Philae lander is intended to study only comet 67P's material composition, not count or track other comets.

Rationale for Option C: This is incorrect. The Philae lander is not intended as a test run for future manned missions to comets.

Rationale for Option D: **Key** – The Philae lander will study 67P's material composition, which scientists hope will provide clues about the history of the early solar system.

### Sample Response: 1 point

How will the Philae lander contribute to scientists' understanding of the solar system?

- (A) It will provide information about comets' flight paths around the sun.
- (B) It will provide information about the number of comets in the solar system.
- (C) It will provide information on how human explorers can land on and study comets.
- (D) It will provide information about materials from the early history of the solar system.



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**English Language Arts**  
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**Question 6**

**Question and Scoring Guidelines**

## Question 6

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

### **Part A**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

**Points Possible:** 2

**Content Strand:** Key Ideas and Details

**Content Standard:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

**Student Performance on this Question:**

Percent 0 Points Earned: 41.45%

Percent 1 Point Earned: 26.32%

Percent 2 Points Earned: 32.23%

## Scoring Guidelines

For this item, a full-credit response includes:

- “This mission could give researchers valuable information about the origins of our solar system and how it evolved.”

AND

- “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” in Part A (1 point).

AND

- “through a description of the Philae’s mission” in Part B (1 point).

Note: No credit will be awarded for Part B if Part A is incorrect.



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**English Language Arts**  
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**Question 6**

**Sample Responses**

## Sample Response: 2 points

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

### **Part A**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

### **Notes on Scoring**

This response receives partial credit (1 point) because both correct answers are 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**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

### **Notes on Scoring**

This response receives partial credit (1 point) because both correct answers are 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**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

### **Notes on Scoring**

This response receives no credit (0 points). Although one correct answer is selected in Part A and Part B, the second answer selected in Part A is incorrect. In order to receive partial or full credit for this item, both correct answers in Part A must be selected.

## Sample Response: 0 points

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

### **Part A**

Select **two** statements that express ideas central to both passages.

- A) “This mission could give researchers valuable information about the origins of our solar system and how it evolved.” (paragraph 2)
- B) “Rosetta traveled for 10 years, and across 4 billion miles, to reach its destination.” (paragraph 3)
- C) “Though it took a decade to get to 67P, Philae’s stay on the comet will be a short one.” (paragraph 7)
- D) “By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system—including Earth’s early years.” (paragraph 8)
- E) “On November 12, the day it landed, Philae and its mother ship—the Rosetta spacecraft—were roughly 500 million kilometers (310 million miles) from Earth.” (paragraph 9)

### **Part B**

How are the central ideas of both passages developed?

- A) through a description of the Philae’s mission
- B) through a historic explanation of space research
- C) through a comparison of the Philae to the Rosetta
- D) through a story of cooperating scientific organizations

### **Notes on Scoring**

This response receives no credit (0 points). Although one correct answer is selected in Part A and Part B, the first answer selected in Part A is incorrect. In order to receive partial or full credit for this item, both correct answers in Part A must be selected.

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**Question 7**

**Question and Scoring Guidelines**

## Question 7

Write a multi-paragraph response in which you analyze why the Philae mission was important for scientific research. 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

**Content Strand:** 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.

<b>Score Points Earned by Dimension</b>			
Score Point(s) Earned	Purpose, Focus, and Organization	Evidence and Elaboration	Conventions of Standard English
4	1.54%	1.40%	N/A
3	12.84%	10.70%	N/A
2	36.11%	35.83%	46.42%
1	41.14%	43.75%	41.14%
0	8.37%	8.32%	12.44%

<b>Total Score Points Earned</b>										
0	1	2	3	4	5	6	7	8	9	10
5.87%	1.96%	7.08%	26.72%	9.92%	9.97%	23.61%	4.05%	9.35%	0.16%	1.31%

# 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>• Skillful 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 7**  
**English Language Arts**  
**Spring 2017 Item Release**

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**Question 7**

**Sample Responses**

## Sample Response: 10 points

The Philae mission was important for scientific research. The passages "A Success in Space" by Cameron Keady and "Comet probe may shed light on Earth's past" by Ashley Yeager can tell us how. It was the first spacecraft to land and take photos of a comet and dig up samples from the comet's surface, revealing valuable information about the origins of the solar system. As rubble left over from the birth of the solar system, comets are the key to find out understand the early history of our solar system.

As shown from the first passage, "A Success in Space" by Cameron Keady, the comet probe, Philae, will take photos and dig up samples from the comet's surface. "The Philae lander will travel the surface of 67P and conduct a variety of scientific experiments. It could reveal secrets about the makeup of comets, the formation of our solar system, and even the origins of life..." (paragraph 5) Comets were very important to scientists because they were relatively the same as when the solar system formed, scientists considered this a good source of evidence to understand how it formed. It also can show what comets are made up of other than ice and dust, and if they can be of any use for studying. "Researchers consider comets the remain of the ancient solar system. Their contents are preserved in a deep freeze because they spend much of their time far away from the sun..." (paragraph 5). This gave way to the conclusion that the ancient solar system was much more different from the way it is today. Because they spend so much of their time in far away from the sun and at the edges of the solar system, their materials and contents are staying the same as when the solar system first formed. Studying comets could help scientists learn what it was like before humans and life inhabited Earth what also maybe even the origins of life.

In the second passage, "Comet probe may shed light on Earth's past" by Ashley Yeager, it also shows how comet 67P was vital to scientific discoveries. "Comets are rubble left over from the birth of the solar system. By studying these hunks of rock, dust, and ice, scientists hope to better understand the early history of the solar system--including Earth's early years..." (paragraph 8) Comets provide a good source of information on the ancient solar sytem. And also would be able to study how the solar system had come to be, as well as formations of other celestial bodies such as planets, asteroids, or even stars. "The robotic lander has already been sending back photos and probing the rock underfoot. Philae may even get to observe gases or other matter emerging from underground as the comet heats to scorching temperatures... within a few moths as the comet's orbit swings it in close to the sun." (paragraph 10) Based on this research, scientists could also find out what happens to the comet as it goes near to the sun in it's orbit, as well as learning about the material on the comet and if it melts as it gets hotter and hotter as it gets nearer and nearer to the sun. Scientists can learn alot from studying a comet from its surface and composition.

Now being able to study a comet from its surface, scientists are able to make conclusions about comets and how they and the solar system formed. Being one of the things that are left from the early solar system, they can lead researchers to find out what had caused the solar system to be created, as as the makeup of comets, and even how life had formed onto Earth.

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 focused with audience and purpose in mind. The controlling idea that the Philae mission will lead researchers to learn about the formation of the solar system and the makeup of comets is strongly maintained throughout the writing. Skillful use of transitional strategies (“Now being able to study the comet from its surface” and “Comets provide a good source of information on the ancient solar system”) clarify the author's purpose on the benefits of the Philae mission. From beginning to end, there is a logical progression of ideas with a satisfying introduction and conclusion. Appropriate tone is maintained.

**Evidence and Elaboration** – Smoothly integrated and relevant evidence leads to thorough and convincing support for the main idea that the Philae mission will lead to a greater understanding of the early solar system and the origin of comets. The sources quoted are precise (“Their contents are preserved in a deep freeze because they spend so much of their time away from the sun”). There is effective use of quotations and examples that demonstrate an understanding of the task. Vocabulary is clearly appropriate and sentence structure is varied, demonstrating language facility.

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

## Sample Response: 8 points

In the texts, "A Success in Space" and "Comet probe may shed light on Earth's past", readers learn how important Philae's mission was for scientific research. This mission is important because it will tell scientists facts about the solar system that they didn't know, and how they can make the next trip to a comet better.

One way this mission is important for scientific research is, the scientists will find out facts about the solar system that they didn't know. A piece of evidence is from the text "A Success in Space", it says, "Researchers consider comets the remains of the ancient solar system. Their contents are preserved in a deep freeze because they spend much of their time far away from the sun." This suggests that the comets are very important to scientific research because they can help scientists figure things out about the solar system from millions of years ago. These will help us understand better where and how the solar system was created.

Another piece of evidence to support that this mission is important for scientific research is, in the text "Comet probe may shed light on Earth's past", it says, "Comets are rubble left over from the birth of the solar system. By studying these hunks of rock, dust, and ice, scientists hope to better understand the early history of the solar system including Earth's early years." This suggests that the mission is important for scientific research because it can help us know how the solar system and the earth was formed. This can help us better understand what our solar system's origin is.

A second way the mission is important for scientific research is, the scientist will find out how to make their next landing on a comet better. A piece of evidence is from the text "A Success in Space" is, "Philae separated from Rosetta about 14 miles above the comet. At first, the lander failed to fire anchoring harpoons into the surface. It bounced three times before coming to a stop..." This suggests that the scientists will learn how to make the next one better because, the lander bounced a lot and missed the correct spot where it was supposed to hit. This will make them change their landing procedure for next time, so it won't bounce and miss again.

Another piece of evidence to support that this mission is important for scientists to learn from is, in the text "Comet probe may shed light on Earth's past" it says, "The lander also is not sitting perfectly on all three legs, he noted. It is almost verticle, with two feet on the ground and one in open space." This suggests that the scientists will learn how to make the next one better because, they can learn how to make one that will actually land properly on all three legs. They can test other ways to make the landing easier and stay in the correct place, and not fall.

From the texts "A Success in Space" and "Comet probe may shed light on Earth's past", these pieces of evidence suggests how this mission is important to scientific research. This mission is important because it can tell scientists things they didn't already know about the solar system and how it was formed, and how they can make the next trip to a comet better. They will be able to find out how to make the next one even better, then they will be able to learn even more about our solar system.

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; the controlling idea that the mission is “important because it will tell scientists facts about the solar system that they didn’t know” is maintained. The response relies on more formulaic transitional strategies (“One way the mission is important” and “This suggests that the comets are...”). This strategy is repeated in all three paragraphs. There is an adequate progression of ideas from beginning to end using an introduction and a conclusion.

**Evidence and Elaboration** – The support is adequate and evidence is relevant to support the controlling idea. The response repeats the same elaborative technique for different ideas (“This suggests that the scientists will learn how to make the next one better” in paragraphs 3 and 4). There is adequate expression of ideas, domain-specific vocabulary and some sentence variation.

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

## Sample Response: 8 points

The Philae mission was an important mission that could lead to further important scientific research. It was important because the Philae lander could show how our solar system was formed, the origins of life, and it could show the makeup of comets. The following is more about why the Philae mission was important.

The first reason why the Philae mission was important is because it could show how our solar system was formed.

My evidence is, the text says in passage one, "Researchers consider comets the remains of the ancient solar system". My evidence supports my answer because if they are the remains of our ancient solar system, then they show us our young solar system. If we know more about how our solar system was formed, then that could lead to us finding out how the universe was formed. If we know more, then it could lead to improvements in space instruments that we send out into space. It could also show us what could happen to the future of our solar system. That was the first reason why the Philae mission was important.

The second reason why the Philae mission was important is because it could show information about the origins of life.

My evidence is that the text says in passage two, "By studying these hunks of rock, dust, and ice, scientists hope to better understand the early history of the solar system-including Earth's early years". My evidence supports my answer because the rock comes from the early solar system, which is when Earth was formed, that might tell us about life because life probably started in the early Earth. If we know about the origins of life, we might know how to protect life. If we know about it, then that might also tell us more about the early Earth and solar system. Also, it could tell us what could happen in the future of life. That was the second reason that the Philae mission was important.

The third reason why the Philae mission was important is because it could show us about the makeup of comets. My evidence is in passage one, the text says, "It could reveal secrets about the makeup of comets, the formation of our solar system, and even the origins of life". My evidence supports my answer because the text says, it could reveal secrets about the makeup of comets. If we know the makeup of comets, that could tell us how the universe was formed. It could show where the comets came from. It could also show how materials are made or formed. That was the third reason why the Philae mission was important.

That was about why the Philae mission was important. It could show secrets about the formation of our solar system, the origins of life, and the makeup of comets. The Philae mission was an important mission that could lead to further scientific investigation.

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 focused on a clear controlling idea. There is evidence of adequate organizational structure, though it is formulaic, with the response repeating the same phrases in the same order in the three body paragraphs (“My evidence is”, “My evidence supports”, “If we know more about”). The controlling idea is maintained, there is adequate use of transitional strategies, and the progression of ideas is sufficient.

**Evidence and Elaboration** – The response has adequate support. There is generally integrated evidence from sources with some elaborative techniques. Adequate expression of ideas and appropriate vocabulary for the audience as well as some sentence variation are present.

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

## Sample Response: 8 points

Robots have helped the humans for quite some time now. Robots have even gone into space for humans! With this us as humans have been able to learn a great deal about anything life presents us with. Robots may even help us discover what the make-up to our world is. A passage by Cameron keady called "A Success In Space" and, one by Ashley Yeager labeled "Comet Probe May Shed Light On Earth's Past" helped to identify why Philae's mission was important for scientific research.

Philae is a very important robot, it helps humans in outer space. According to Yeager in passage 2, "Comets are rubble left over from the birth of the solar system. By studing these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system-including Earth's early year." These robots have the ability to go and indentify the make-up of the early world, one where humans weren't present. In passage one, Mr. Keady noted "The probe... is the first to set down on a comet." Showing that Philae is the first probe ever to do that, and will help to attain more scientific knowledge.

The probe, Philae, has helped to attain a lot of scientific knowledge As Yeager stated in passage two, "It caught almost two hours of air time before it hit 67P again. The second bounce sent it 20 meters into the air for a 7 minute leap." With this, scientists can deternain how much and object about the same size as the Philae would go. While it's nice to know how far something may go, knowing how long it will take to travel somewhere may be even nicer. Cameron keady gives his audience a detailed description of Rosetta, Philae's motherboard's, trip to him. "Rosetta traveled for 10 years, and across 4 billion miles to reach its destination." Now, scientists are able to understand how long an object may take to travel across the galaxy, perhaps this helped deepen their understanding.

Philae has helped to give us an understaning of the other planets physical features. Cameron keady helps to illistrate some of the pictures for the reader, "Based on the first images the lander has sent back, they belive it is partially in a shadow of a cliff" Cameron helped the reader visualize the comets physical features. As the reader, we now know the same as the scientist, there's a cliff. While cameron gave us a brief description, Ashley Yeager went into a detailed description, giving her audience details about the amount of sunlight the probe was reciving. "The early data suggest that the lander is getting just 1.5 hours o sunlight per day. that is far less than the six to seven hours it would have gotten if it had landed exactly on target..." Ashley backs up what Cameron stated with more detail. Now we know exactly how much sunlight the probe had gotten.

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 on a clear controlling idea that the Philae mission has attained a lot of scientific knowledge. While the controlling idea is maintained, there is some loosely related material present, causing confusion in the final paragraph. Adequate use of transitions and progression of ideas are present but the response lacks a conclusion.

**Evidence and Elaboration** – Evidence is generally integrated from relevant sources with adequate use of some elaborative techniques (“Rosetta traveled for 10 years, and across 4 billion miles ...”). General and precise language are used along with appropriate vocabulary and some sentence variation.

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

## Sample Response: 7 points

The Philae mission is important for scientists because it provides them undiscovered information about the materials from the beginning of the universe and it helps scientists better understand our universe, and possible where life originated from. The mission took ten years to officially start, and a lot of work was put into it, and it will provide some much needed information for scientists.

The mission will be the first to successfully take place on a comet, and as such, it is gathering as much information as possible in order to get as much out of the mission as they can in a short span of 64 hours. One of the key things it is looking for though is materials found on the comet, and what its composition is, as comets are remnants of what once was the universe. These unknown materials are frozen in the comet, due to its distance from the sun, and must be extracted by the Philae and analyzed for any potential information that could be used to help scientists better understand our universe. This is one of the Philae mission's most important jobs, but it is not its only role it has to perform in 64 hours.

Another major role of the Philae is to use these materials it finds on the comet to try to find out where life came from in the universe. These frozen bodies of rock all carry certain materials that could be related to life, but we first have to figure that out. This process is aided by the Philae as it collects the samples it needs, analyzes them, then sends the data and any other information back to Earth. This job is very important, and is crucial to not just understanding the universe better, but us as humans as well.

The Philae mission is an important event in science, as it marks the beginning of a new research on completely new materials and objects we never would have known existed. The Philae mission is a huge step in science, and is only the beginning to our understanding of what it means to live in this universe.

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 adequately sustains a controlling idea on the Philae’s mission of “provid[ing] undiscovered information about the materials from the beginning of the universe.” The response spends most of its time on a description of how the Philae will collect information rather than what scientists may learn from the project. There is adequate use of transitional strategies and progression of ideas with an adequate introduction and a conclusion.

**Evidence and Elaboration** – This response provides adequate support for the controlling idea. Evidence is integrated into the response and there are some elaborative techniques. Domain-specific vocabulary (“frozen bodies of rock”) is appropriate for the purpose and there is variation in sentence structure. Due to the lack of 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: 6 points

Philae's mission was important for science research because... I will be using the two texts "A Success in Space" by Cameron Keady, and "Comet probe may shed light on Earth's past" by Ashley Yeager.

My reason why the Philae mission was important for scientific research is because no probe had ever landed on a comet before. Scientists have never seen what it looks like, or how the Probe would work on the comet. It will help us learn more about earlier civilization. Evidence to support this from "A Success in Space" is: "It could reveal secrets about the makeup of comets, formation of our solar system, and even the origins of life. Researchers consider comets the remains of the ancient solar system, Their contents are preserved in a deep freeze because they spend much of their time far away from the sun." With this evidence we can further see how helpful it is that scientists landed a probe on 67P. We can learn so much more than we already know. The materials from long ago, though traveling throughout space, were not out in the harsh sunlight. They were in the comet, where it is cooler.

Evidence to support my original reasoning above from the text "Comet probe may shed light on Earth's past" is: "Comets are rubble left over from the birth of the solar system. By studying these hunks of rock, dust and ice, scientists hope to better understand the early history of the solar system-including Earth's early years. And never has the chance been better than on the comet under Philae's robotic feet."

Philae's mission was important for scientific research because it has and will, help scientist get a better idea of what our world was like a long time ago.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	3	1

### **Notes on Scoring**

**Purpose, Focus, and Organization** – The response is somewhat sustained with a controlling idea, but there is also an inconsistent organizational structure. The response is not sufficiently sustained and displays some lack of understanding of the text. There is an uneven progression of ideas and the introduction and conclusion are weak.

**Evidence and Elaboration** – The response cites evidence, is smoothly integrated, uses elaborative techniques and effectively expresses ideas through precise language. Vocabulary is appropriate and sentence structure is varied.

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

## Sample Response: 6 points

Why was the Philae mission important to scientific research. The Philae mission was important to scientific research because it was the first spacecraft to land on a comet. This could be revolutionary to scientist because it could provide more infomation about the formation of our solar system.

The probe is the first spacecraft to ever land on a comet. This could provide more evidence as to how our world came to be. Knowing what comets are made of would also help to figure that out. According to the text, *A Success In Space*, "It could reveal secrets about the makeup of comets, the formation of our solar system, and even the origins of life." Scientist want to know where the world started.

In conclusion, the Philae mission was important to scientific research beause it would help scientist figure out when our world started and how it did. Knowing what comets re made of would help scientist to figure this out.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response is related to the topic but there is little awareness of the audience and purpose. The controlling idea is present (“the Philae mission was important to scientific research”) but it is insufficiently sustained. Ideas are presented but are repeated and inadequately organized. The progression of ideas is uneven with a weak introduction and conclusion.

**Evidence and Elaboration** – Evidence is weakly integrated and uneven. Most of the evidence is quoted text that restates the author's claim word for word. Simplistic ideas, some use of inappropriate domain-specific vocabulary, and reliance on simple sentences keep this response from a higher score in evidence and elaboration.

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

## Sample Response: 5 points

The Philae mission was very important because it is possible to learn many new things from its travels. In the passage the scientist state that Philae will be collecting samples of the comet. This will give us information on many different things such as the makeup of a comet, our solar systems formation, the origins of life, and many more things.

There were many problems while land Philae, though. When the probe went to land it did not get a good hold to the planet. This led it to land incorrectly with two legs on the ground and one in the air. It has also landed near what looks like a cliff instead of in open space. This puts the probe in the shadow of the cliff permanently. So as you can see, Philae has run into many problems which will hopefully be resolved for future information.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response is somewhat sustained with a controlling idea. The mission purpose is encapsulated in a single sentence (“This will give us information on many different things such as the makeup of a comet, our solar system's formation, and the origins of life”). The second paragraph is a recap of what took place during the mission and relates little to the stated controlling idea. There is an uneven progression of ideas, which forces the reader to make connections that the author left out.

**Evidence and Elaboration** – There is minimal evidence to support the main idea. The second paragraph is about the difficulties of the mission and does not elaborate on ideas presented in paragraph 1. Ideas are vague and unclear with minimal integration of source material.

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

## Sample Response: 3 points

Scientists love to learn about new things. one thing they would like to know more about, is the solar system. They can do that by studying small pieces at at time, in this case comets. Scientists can better understand the history of the solar system when they study comets. Comets are the leftover rubble from the birth of the solar system.

One way for scientists to learn about comets is to send a robotic lander into space, which is exactly what they did. There was Philae and its mother ship, Rosetta. They had about a ten year voyage, when they landed on a comet. When they landed they were about 500 million kilometers from earth. this's was the first time ever anybody had placed a research instrument on a comet.

The robotic lander has been sending earth pictures. There are extreme temperatures, on that comet. Scientists do not know precisely, where Philae had set down. They think that the robotic lander is near a cliff.

The lander is not sitting perfectly, it is almost vertical. When the lander first landed, it landed on target, but it did not stick its landing. It bounced, and it went almost a kilometer into space. It hit the comet again, after two hours, and then fle 20 meters into the air. Philae is not the only lander there though, there is the mothership Rosetta, who is taking pictures, and sending them to earth.

Scientists have learned so much about space. They are learning more every second of the day. They hope that Rosetta keeps sending back information.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – There is little awareness of purpose or task with no discernible organizational structure. The response is a list of ideas, creating confusion. There are few transitional strategies and the extraneous ideas impede meaning.

**Evidence and Elaboration** – The response provides minimal evidence for a controlling idea. There is information in the response but the expression of ideas is unclear and confusing. The response demonstrates little evidence of proper use of source material.

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

## Sample Response: 3 points

The Philae was a very important mission because it allows scientists to see what the earth is made of. The Philae took pictures and samples of a comet. This will allow scientists to do many experiments. This investigation could be a big part of our future. That is why this mission was so important.

It took a very long time to be able to get to the comet. It is going to be well worth it in the end. This single mission will be able to teach the world so much stuff. It's the first time that anyone has ever been on a comet. It will be a big investigation to figure it all out.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response is a list of loosely connected ideas about the Philae mission. There is no organization and the ideas are confusing.

**Evidence and Elaboration** – This is a minimal response made up of unrelated support from the text.

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

## Sample Response: 3 points

The Philae and Rosetta is helping scientist understand the origin of our planet and its early stages. This will show how our planet evolved and grown up until now. This experiment took a very long time, but its necessary to know how our planet was before we came.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – The response contains a controlling idea, but it is too brief to demonstrate evidence of focus or organization.

**Evidence and Elaboration** – There is minimal support for the controlling idea. There is little use of sources, facts, or details.

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

## Sample Response: 3 points

The philae mission is a very important mission it will help us find out new and different information about the origins of our solar system.  
 "comets are rubble left over from the birth of our solar system." because of this we will be able to find out new things including the earths early years. the philae mission will also get close up pictures of the comet. the philae mission will help us find out about the solar system and the early years of earth.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – There is little awareness of purpose or task with no discernible organizational structure. The controlling idea is basic and vague. The response is a list of ideas with few transitional strategies and extraneous ideas that impede meaning.

**Evidence and Elaboration** – The response provides minimal evidence for a controlling idea other than presenting a list of facts. There is information in the response but the expression of ideas is unclear. The response demonstrates little evidence of proper use of source material.

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

## Sample Response: 1 point

the philae mission sent pictures from a coment called the churyumov. them philae was dropped off by a space ship named the rosetta now scientist beleive it is at the botttom of a cliff

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	1	0

### Notes on Scoring

**Purpose, Focus, and Organization** – The response displays no awareness of purpose or task. It is too brief to demonstrate evidence of focus or organization.

**Evidence and Elaboration** – The response provides some information from the passage that could be used as support.

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

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**Stimulus for Questions 8 – 13**

## Stimulus for Questions 8 – 13

### Birth of a National Park by the National Park Service

- 1 One of the most enduring myths of Yellowstone National Park involves its beginning. As the myth goes, in 1870, explorers gathered around a campfire at the junction of two pristine rivers, overshadowed by the towering cliffs of the Madison Plateau. They discussed what they had seen during their exploration and realized that this land of fire and ice and wild animals needed to be preserved. Thus, the legend goes, the idea of Yellowstone National Park was born.
- 2 Though it is a myth, the explorers were real and their crowning achievement was helping to save Yellowstone from private development. They promoted a park bill in Washington in late 1871 and early 1872 that drew upon the precedent<sup>1</sup> of the Yosemite Act of 1864, which reserved Yosemite Valley from settlement and entrusted it to the care of the state of California. To permanently close to settlement an expanse of the public domain the size of Yellowstone would depart from the established policy of transferring public lands to private ownership. But the wonders of Yellowstone—shown through Jackson’s photographs, Moran’s paintings, and Elliot’s sketches—had caught the imagination of Congress. Thanks to their continued reports and the work of explorers and artists who followed, the United States Congress established Yellowstone National Park in 1872. On March 1, 1872, President Ulysses S. Grant signed the Yellowstone National Park Protection Act into law. The world’s first national park was born.
- 3 The Yellowstone National Park Protection Act says “the headwaters of the Yellowstone River . . . is hereby reserved and withdrawn from settlement, occupancy, or sale . . . and dedicated and set apart as a public park or pleasuring-ground for the benefit and enjoyment of the people.” In an era of expansion, the federal government had the foresight to set aside land deemed too valuable to develop.

#### Formative Years

- 4 The park’s promoters envisioned Yellowstone National Park would exist at no expense to the government. Nathaniel P. Langford, member of the Washburn Expedition and advocate of the Yellowstone National Park Act, was appointed to the unpaid post of superintendent.<sup>2</sup> . . . Langford did what he could without laws protecting wildlife and other natural features, and without

money to build basic structures and hire law enforcement rangers.

- 5 Political pressure forced Langford’s removal in 1877. Philetus W. Norris was appointed the second superintendent, and the next year, Congress authorized appropriations<sup>3</sup> “to protect, preserve, and improve the Park.”
- 6 Norris constructed roads, built a park headquarters at Mammoth Hot Springs, hired the first “gamekeeper,” and campaigned against hunters and vandals. Much of the primitive road system he laid out remains as the Grand Loop Road. Through constant exploration, Norris also added immensely to geographical knowledge of the park.
- . . .
- 7 Norris fell victim to political maneuvering<sup>4</sup> and was removed from his post in 1882. He was succeeded by three powerless superintendents who could not protect the park. Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife. Poachers, squatters, woodcutters, and vandals ravaged Yellowstone.

#### The Army Arrives

- 8 In 1886 Congress refused to appropriate money for ineffective administration. The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance. On August 20, 1886, the U.S. Army took charge of Yellowstone.
- 9 The Army strengthened, posted, and enforced regulations in the park. Troops guarded the major attractions and evicted troublemakers, and cavalry patrolled the vast interior.
- . . .
- 10 Running a park was not the Army’s usual line of work. The troops could protect the park and ensure access, but they could not fully satisfy the visitor’s desire for knowledge. Moreover, each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.

#### The National Park Service Begins

- 11 National parks clearly needed coordinated administration by professionals attuned to the special requirements of these

preserves. The management of Yellowstone from 1872 through the early 1900s helped set the stage for the creation of an agency whose sole purpose was to manage the national parks. Promoters of this idea gathered support from influential journalists, railroads likely to profit from increased park tourism, and members of Congress. The National Park Service Organic Act was passed by Congress and approved by President Woodrow Wilson on August 25, 1916.

- 12 Yellowstone's first rangers, which included veterans of Army service in the park, became responsible for Yellowstone in 1918. The park's first superintendent under the new National Park Service was Horace M. Albright, who served simultaneously as assistant to Stephen T. Mather, Director of the National Park Service. Albright established a management framework that guided administration of Yellowstone for decades.

<sup>1</sup>precedent: something that serves as a guide for future actions

<sup>2</sup>superintendent: a person in charge of supervising or managing

<sup>3</sup>appropriations: money set aside for a specific use

<sup>4</sup>political maneuvering: plans or actions taken to achieve a particular political goal

Excerpt from "Birth of a National Park" by the National Park Service. In the public domain.



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**Question 8**

**Question and Scoring Guidelines**

## Question 8

Read this sentence from paragraph 11.

“National parks clearly needed coordinated administration by professionals attuned to the special requirements of these preserves.”

Which **two** details from the passage support this statement?

- “The park’s promoters envisioned Yellowstone National Park would exist at no expense to the government.” (paragraph 4)
- “Through constant exploration, Norris also added immensely to geographical knowledge of the park.” (paragraph 6)
- “Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife.” (paragraph 7)
- “. . . each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.” (paragraph 10)
- “Yellowstone’s first rangers, which included veterans of Army service in the park, became responsible for Yellowstone in 1918.” (paragraph 12)

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Cite several pieces of 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: 69.01%

Percent 1 Point Earned: 30.99%

## Scoring Guidelines

Rationale for First Option: This is incorrect. Although the park's promoters did envision that Yellowstone would not cost the government, this evidence does not support the statement about all the national parks needing a single managing agency.

Rationale for Second Option: This is incorrect. Although Norris did explore and add to the geographical knowledge of Yellowstone, this evidence does not support the statement about all the national parks needing a single managing agency.

Rationale for Third Option: **Key** – This statement shows that a handful of assistant superintendents acting as police were not sufficient to protect wildlife, emphasizing that their lack of specific training and coordination affected their ability to help the park.

Rationale for Fourth Option: **Key** – This statement shows the need for a single managing agency by identifying the causal relationship between separate administration and uneven management, inefficiency, and a lack of direction.

Rationale for Fifth Option: This is incorrect. Although Yellowstone's first rangers were hired two years after creation of the National Park Service, this evidence does not support the statement about the national parks' need for a single managing agency prior to the creation of the NPS.



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**Question 8**

**Sample Responses**

## Sample Response: 1 point

Read this sentence from paragraph 11.

“National parks clearly needed coordinated administration by professionals attuned to the special requirements of these preserves.”

Which **two** details from the passage support this statement?

- “The park’s promoters envisioned Yellowstone National Park would exist at no expense to the government.” (paragraph 4)
- “Through constant exploration, Norris also added immensely to geographical knowledge of the park.” (paragraph 6)
- “Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife.” (paragraph 7)
- “. . . each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.” (paragraph 10)
- “Yellowstone’s first rangers, which included veterans of Army service in the park, became responsible for Yellowstone in 1918.” (paragraph 12)

### Notes on Scoring

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

- “Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife.” (paragraph 7)
- AND
- “. . .each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.” (paragraph 10)

## Sample Response: 0 points

Read this sentence from paragraph 11.

“National parks clearly needed coordinated administration by professionals attuned to the special requirements of these preserves.”

Which **two** details from the passage support this statement?

- “The park’s promoters envisioned Yellowstone National Park would exist at no expense to the government.” (paragraph 4)
- “Through constant exploration, Norris also added immensely to geographical knowledge of the park.” (paragraph 6)
- “Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife.” (paragraph 7)
- “. . . each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.” (paragraph 10)
- “Yellowstone’s first rangers, which included veterans of Army service in the park, became responsible for Yellowstone in 1918.” (paragraph 12)

### Notes on Scoring

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

## Sample Response: 0 points

Read this sentence from paragraph 11.

“National parks clearly needed coordinated administration by professionals attuned to the special requirements of these preserves.”

Which **two** details from the passage support this statement?

- “The park’s promoters envisioned Yellowstone National Park would exist at no expense to the government.” (paragraph 4)
- “Through constant exploration, Norris also added immensely to geographical knowledge of the park.” (paragraph 6)
- “Even when ten assistant superintendents were authorized to act as police, they failed to stop the destruction of wildlife.” (paragraph 7)
- “. . . each of the 14 other national parks established in the late 1800s and early 1900s was separately administered, resulting in uneven management, inefficiency, and a lack of direction.” (paragraph 10)
- “Yellowstone’s first rangers, which included veterans of Army service in the park, became responsible for Yellowstone in 1918.” (paragraph 12)

### Notes on Scoring

This response receives no credit (0 points) because the first answer selected is incorrect. Although the second 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.

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

Select **two** roles that superintendents played in the early history of Yellowstone Park.

- establishing roads and park facilities
- attempting to protect Yellowstone Park
- hiring Army troops to help maintain the park
- learning from the success of other national parks
- persuading Congress to give Yellowstone more funds

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**Student Performance on this Question:**

Percent 0 Points Earned: 65.22%

Percent 1 Point Earned: 34.78%

## Scoring Guidelines

Rationale for First Option: **Key** – Norris was the first superintendent to build roads and a park headquarters.

Rationale for Second Option: **Key** – Different superintendents struggled in different ways to protect the park, with some making more significant efforts than others.

Rationale for Third Option: This is incorrect. Superintendents did not hire the Army troops; the Secretary of War did.

Rationale for Fourth Option: This is incorrect. Although Yosemite is mentioned as a reference point, this detail refers to initial explorers, not superintendents.

Rationale for Fifth Option: This is incorrect. It is unclear that superintendents did this from the passage.



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**Question 9**

**Sample Responses**

## Sample Response: 1 point

Select **two** roles that superintendents played in the early history of Yellowstone Park.

- establishing roads and park facilities
- attempting to protect Yellowstone Park
- hiring Army troops to help maintain the park
- learning from the success of other national parks
- persuading Congress to give Yellowstone more funds

### Notes on Scoring

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

- establishing roads and park facilities
- AND
- attempting to protect Yellowstone Park

## Sample Response: 0 points

Select **two** roles that superintendents played in the early history of Yellowstone Park.

- establishing roads and park facilities
- attempting to protect Yellowstone Park
- hiring Army troops to help maintain the park
- learning from the success of other national parks
- persuading Congress to give Yellowstone more funds

### 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

Select **two** roles that superintendents played in the early history of Yellowstone Park.

- establishing roads and park facilities
- attempting to protect Yellowstone Park
- hiring Army troops to help maintain the park
- learning from the success of other national parks
- persuading Congress to give Yellowstone more funds

#### Notes on Scoring

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

### Sample Response: 0 points

Select **two** roles that superintendents played in the early history of Yellowstone Park.

- establishing roads and park facilities
- attempting to protect Yellowstone Park
- hiring Army troops to help maintain the park
- learning from the success of other national parks
- persuading Congress to give Yellowstone more funds

#### Notes on Scoring

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



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**Question 10**

**Question and Scoring Guidelines**

## Question 10

What is the meaning of the phrase crowning achievement as it is used in paragraph 2?

- Ⓐ final effort
- Ⓑ opening act
- Ⓒ greatest success
- Ⓓ famous discovery

**Points Possible:** 1

**Content Strand:** 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; analyze the impact of a specific word choice on meaning and tone.

**Student Performance on this Question:**

Percent 0 Points Earned: 29.62%

Percent 1 Point Earned: 70.38%

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although a crowning achievement may be a final effort, the text does not say or imply that.

Rationale for Option B: This is incorrect. This would be a misinterpretation of the context of the phrase. A crowning achievement in this case is a great success, not the start of something.

Rationale for Option C: **Key** – “Crowning achievement” is a phrase meaning “greatest success”.

Rationale for Option D: This is incorrect. Although the crowning achievement could have been a famous discovery, this is not how the phrase is used in the paragraph.

### Sample Response: 1 point

What is the meaning of the phrase crowning achievement as it is used in paragraph 2?

- (A) final effort
- (B) opening act
- (C) greatest success
- (D) famous discovery



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**Question 11**

**Question and Scoring Guidelines**

## Question 11

What role does paragraph 1 play in the passage?

- (A) It illustrates how the idea for the national park came to be.
- (B) It describes events that occurred repeatedly in creating the national park.
- (C) It explains technical terms about national parks that are used later in the passage.
- (D) It introduces several individuals who later influenced the management of the national park.

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Student Performance on this Question:**

Percent 0 Points Earned: 23.34%

Percent 1 Point Earned: 76.66%

## Scoring Guidelines

Rationale for Option A: **Key** – Paragraph 1 discusses the origination of the idea for the national park.

Rationale for Option B: This is incorrect. Although the author does discuss some causes and effects, the text is structured predominantly in chronological order and these events do not occur again in the passage.

Rationale for Option C: This is incorrect. While students may see technical or park-specific terms, this does not adequately describe why paragraph 1 is there. Additionally, these terms are not truly explained or used later in the passage.

Rationale for Option D: This is incorrect. Paragraph 1 only gives one set of individuals (explorers in 1870) but does not give much information on them. Additionally, these individuals do not play important roles in the passage.

### Sample Response: 1 point

What role does paragraph 1 play in the passage?

- A It illustrates how the idea for the national park came to be.
- B It describes events that occurred repeatedly in creating the national park.
- C It explains technical terms about national parks that are used later in the passage.
- D It introduces several individuals who later influenced the management of the national park.



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**Question 12**

**Question and Scoring Guidelines**

## Question 12

What does the phrase attuned to mean as it is used in paragraph 11?

- Ⓐ struggled with
- Ⓑ promoting
- Ⓒ observing
- Ⓓ aware of

**Points Possible:** 1

**Content Strand:** 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; analyze the impact of a specific word choice on meaning and tone.

**Student Performance on this Question:**

Percent 0 Points Earned: 42.14%

Percent 1 Point Earned: 57.86%

## Scoring Guidelines

Rationale for Option A: This is incorrect. “Attuned to” implies a focus or awareness of something, but not necessarily something that one struggles with.

Rationale for Option B: This is incorrect. “Attuned to” does not mean “promoting” as it is used in this case. Rather, it implies a focus or awareness of something.

Rationale for Option C: This is incorrect. “Attuned to” does not mean “observing” as it is used in this case. Rather, it implies a focus or awareness of something.

Rationale for Option D: **Key** – The last section of the passage refers to the careful attention given to the park by professionals. In this context, “attuned to” refers to a focus or awareness of the needs of the land.

### Sample Response: 1 point

What does the phrase attuned to mean as it is used in paragraph 11?

- (A) struggled with
- (B) promoting
- (C) observing
- (D) aware of



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**Question 13**

**Question and Scoring Guidelines**

## Question 13

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

### Part A

What claim does the author make about the Army's ability to run Yellowstone?

- (A) "The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance." (paragraph 8)
- (B) "On August 20, 1886, the U.S. Army took charge of Yellowstone." (paragraph 8)
- (C) "The Army strengthened, posted, and enforced regulations in the park." (paragraph 9)
- (D) "Running a park was not the Army's usual line of work." (paragraph 10)

### Part B

How does the author support this claim?

- (A) by citing the decrease in park visitors
- (B) by providing evidence of successful results
- (C) by indicating how much money the park lost
- (D) by describing the president's commitment to the park

**Points Possible:** 2

**Content Strand:** Integration of Knowledge and Ideas

**Content Standard:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Student Performance on this Question:**

Percent 0 Points Earned: 43.23%

Percent 1 Point Earned: 10.79%

Percent 2 Points Earned: 45.98%

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. While this indicates that people believed the Army would be effective in running the park, it precedes them actually taking over and it does not speak to the Army's ability in actually running Yellowstone.

Rationale for Option B: This is incorrect. Although this sentence pertains to Army control in Yellowstone, it is a fact, not a claim the author makes.

Rationale for Option C: **Key** – This is the claim the author makes about the Army's ability to run the parks.

Rationale for Option D: This is incorrect. This sentence does not speak to ability as much as it does their professional disposition.

### Part B

Rationale for Option A: This is incorrect. This would not support the claim that the Army strengthened regulations.

Rationale for Option B: **Key** – “Troops guarded the major attractions and evicted troublemakers...” supports the claim that the Army strengthened regulations.

Rationale for Option C: This is incorrect. This would not support the claim that the Army strengthened regulations.

Rationale for Option D: This is incorrect. This would not support the claim that the Army strengthened regulations.



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**Question 13**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

What claim does the author make about the Army's ability to run Yellowstone?

- (A) "The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance." (paragraph 8)
- (B) "On August 20, 1886, the U.S. Army took charge of Yellowstone." (paragraph 8)
- (C) "The Army strengthened, posted, and enforced regulations in the park." (paragraph 9)
- (D) "Running a park was not the Army's usual line of work." (paragraph 10)

### Part B

How does the author support this claim?

- (A) by citing the decrease in park visitors
- (B) by providing evidence of successful results
- (C) by indicating how much money the park lost
- (D) by describing the president's commitment to the park

### 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 claim does the author make about the Army's ability to run Yellowstone?

- Ⓐ "The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance." (paragraph 8)
- Ⓑ "On August 20, 1886, the U.S. Army took charge of Yellowstone." (paragraph 8)
- Ⓒ "The Army strengthened, posted, and enforced regulations in the park." (paragraph 9)
- Ⓓ "Running a park was not the Army's usual line of work." (paragraph 10)

### Part B

How does the author support this claim?

- Ⓐ by citing the decrease in park visitors
- Ⓑ by providing evidence of successful results
- Ⓒ by indicating how much money the park lost
- Ⓓ by describing the president's commitment to the park

### 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 claim does the author make about the Army's ability to run Yellowstone?

- (A) "The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance." (paragraph 8)
- (B) "On August 20, 1886, the U.S. Army took charge of Yellowstone." (paragraph 8)
- (C) "The Army strengthened, posted, and enforced regulations in the park." (paragraph 9)
- (D) "Running a park was not the Army's usual line of work." (paragraph 10)

### Part B

How does the author support this claim?

- (A) by citing the decrease in park visitors
- (B) by providing evidence of successful results
- (C) by indicating how much money the park lost
- (D) by describing the president's commitment to the park

### 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

What claim does the author make about the Army's ability to run Yellowstone?

- Ⓐ "The Secretary of the Interior, under authority given by the Congress, called on the Secretary of War for assistance." (paragraph 8)
- Ⓑ "On August 20, 1886, the U.S. Army took charge of Yellowstone." (paragraph 8)
- Ⓒ "The Army strengthened, posted, and enforced regulations in the park." (paragraph 9)
- Ⓓ "Running a park was not the Army's usual line of work." (paragraph 10)

### Part B

How does the author support this claim?

- Ⓐ by citing the decrease in park visitors
- Ⓑ by providing evidence of successful results
- Ⓒ by indicating how much money the park lost
- Ⓓ by describing the president's commitment to the park

### 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.

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