

Ohio's State Tests

ITEM RELEASE

SPRING 2018

ENGLISH LANGUAGE ARTS II

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**English Language Arts II
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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
9	Multiple Choice	Literary	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	A	1 point
10	Multiple Choice	Literary	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	C	1 point
11	Multiple Choice	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	D	1 point
12	Multiple Choice	Literary	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	B	1 point
13	Multiple Choice	Literary	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	B	1 point

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

**English Language Arts II
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
14	Evidence-Based Selected Response	Literary	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	A; D	2 points
15	Multiple Choice	Literary	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	D	1 point
16	Extended Response	Writing	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	---	10 points
24	Multiple Choice	Informational	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	C	1 point
25	Multi-Select	Informational	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	A, B, C	1 point

* The question number matches the item number in the Item Level Report in the Online Reporting System. The items are numbered sequentially in the practice site.

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Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
26	Multiple Choice	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	B	1 point
27	Evidence-Based Selected Response	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A; C	2 points
28	Evidence-Based Selected Response	Informational	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	C; B	2 points
29	Multiple Choice	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	A	1 point

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Stimulus for Questions 9 – 16

Stimulus for Questions 9 – 16

Passage 1: from *A Book of Myths*

by Jean Lang

In Greek mythology, the Titans were a race of beings that ruled the world before the gods. A few of the Titans, such as Epimetheus and his brother Prometheus, sided with the gods in their war with the rest of the Titans. Prometheus later betrayed the gods in order to help humankind, leading the gods to seek revenge on the brothers. As part of their plan, the gods sent the maiden Pandora to Epimetheus to be his wife. Prometheus warned his brother that this was a trick, but Epimetheus was already in love with Pandora.

- 1 For Epimetheus it was enough to look at this peerless woman, sent from the gods, for him to love her and to believe in her utterly. She was the fairest thing on earth, worthy indeed of the deathless gods who had created her. Perfect, too, was the happiness that she brought with her to Epimetheus. Before her coming, as he well knew now, the fair world had been incomplete. Since she came the fragrant flowers had grown more sweet for him, the song of the birds more full of melody. He found new life in Pandora and marvelled how his brother could ever have fancied that she could bring to the world aught but peace and joyousness.
- 2 Now when the gods had entrusted to the Titan brothers the endowment of all living things upon the earth, they had been careful to withhold everything that might bring into the world pain, sickness, anxiety, bitterness of heart, remorse, or soul-crushing sorrow. All these hurtful things were imprisoned in a coffer which was given into the care of the trusty Epimetheus.
- 3 To Pandora the world into which she came was all fresh, all new, quite full of unexpected joys and delightful surprises. It was a world of mystery, but mystery of which her great, adoring, simple Titan held the golden key. When she saw the coffer which never was opened, what then more natural than that she should ask Epimetheus what it contained? But the contents were known only to the gods. Epimetheus was unable to answer. Day by day, the curiosity of Pandora increased. To her the gods had never given anything but good. Surely there must be here gifts more precious still. What if the Olympians had destined her to be the one to open the casket, and had sent her to earth in order that she might bestow on this dear world, on the men who lived on it, and on her own magnificent Titan, happiness and blessings which only the minds of gods could have conceived? Thus did there come a day when Pandora, unconscious instrument in the hands of a vengeful Olympian, in all faith, and with the courage that is born of faith and of love, opened the lid of the prison-house of evil. And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora. Terror, doubt, misery, had all rushed straightway to attack her heart, while the evils of which she had never dreamed stung mind and soul into dismay and horror, when, by hastily shutting the lid of the coffer, she tried to undo the evil she had done.

4 And lo, she found that the gods had imprisoned one good gift only in this Inferno of horrors and of ugliness. In the world there had never been any need of Hope. What work was there for Hope to do where all was perfect, and where each creature possessed the desire of body and of heart? Therefore Hope was thrust into the chest that held the evils, a star in a black night, a lily growing on a dung-heap. And as Pandora, white-lipped and trembling, looked into the otherwise empty box, courage came back to her heart Thus, saved by Hope, the Titan and the woman faced the future, and for them the vengeance of the gods was stayed.

Excerpt from *A Book of Myths* by Jean Lang. In the public domain.

Passage 2: The Masque of Pandora

by Henry Wadsworth Longfellow

1 PANDORA (coming from the house).
O Epimetheus, I no longer dare
To lift mine eyes to thine, nor hear thy voice,
Being no longer worthy of thy love.

EPIMETHEUS.

5 What hast thou done?

. . .

PANDORA.

I dare not speak of it.

EPIMETHEUS.

Thy pallor and thy silence terrify me!

PANDORA.

I have brought wrath and ruin on thy house!
My heart hath braved the oracle¹ that guarded

10 The fatal secret from us, and my hand
Lifted the lid of the mysterious chest!

EPIMETHEUS.

Then all is lost! I am indeed undone.

PANDORA.

I pray for punishment, and not for pardon.

EPIMETHEUS.

Mine is the fault not thine. On me shall fall
15 The vengeance of the Gods, for I betrayed
Their secret when, in evil hour, I said
It was a secret; when, in evil hour,
I left thee here alone to this temptation.
Why did I leave thee?

PANDORA.

20 Why didst thou return?
Eternal absence would have been to me
The greatest punishment. To be left alone
And face to face with my own crime, had been
Just retribution. Upon me, ye Gods,
25 Let all your vengeance fall!

EPIMETHEUS.

On thee and me.
I do not love thee less for what is done,
And cannot be undone. Thy very weakness
Hath brought thee nearer to me, and henceforth
30 My love will have a sense of pity in it,
Making it less a worship than before.

PANDORA.

Pity me not; pity is degradation. . . .

EPIMETHEUS.

Beautiful Pandora!
Thou art a Goddess still!

PANDORA.

35 I am a woman;
And the insurgent demon in my nature,
That made me brave the oracle, revolts
At pity and compassion. Let me die;
What else remains for me?

EPIMETHEUS.

40 Youth, hope, and love:
To build a new life on a ruined life,
To make the future fairer than the past,
And make the past appear a troubled dream.
Even now in passing through the garden walks
45 Upon the ground I saw a fallen nest

Ruined and full of rain; and over me
Beheld the uncomplaining birds already
Busy in building a new habitation.

PANDORA.
Auspicious² omen!

EPIMETHEUS.
50 May the Eumenides³
Put out their torches and behold us not

¹oracle: someone who predicts the future

²auspicious: favorable

³Eumenides: the Furies, goddesses of vengeance

Excerpt from "The Masque of Pandora" by Henry
Wadsworth Longfellow. In the public domain.

**Passage 3: As Pandora
Raised the Lid the Cottage
Grew Very Dark**
by Walter Crane



As Pandora Raised the Lid the Cottage Grew Very Dark by Walter Crane. In the public domain.

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Question 9

Question and Scoring Guidelines

Question 9

According to Passage 1, what does the myth of Pandora seek to explain about the world?

- Ⓐ how evil first came to exist
- Ⓑ how guilt first came to be realized
- Ⓒ how people began to betray one another
- Ⓓ how people learned to explore their surroundings

Points Possible: 1

Topic: Literary

Content Standard: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Scoring Guidelines

Rationale for Option A: Key – This myth seeks to explain how the evils of the world, previously withheld by the gods, came into the world when Pandora opened the box.

Rationale for Option B: This is incorrect. Although Pandora feels guilt and wishes she could undo her action, the myth does not seek to explain the origin of guilt.

Rationale for Option C: This is incorrect. Pandora does go against the wishes of Epimetheus and the gods in opening the box, but this does not show how people began to betray one another because the two grow stronger together.

Rationale for Option D: This is incorrect. While the myth does demonstrate the possible consequences of curiosity, it is not an explanation of exploration in general.

Sample Response: 1 point

According to Passage 1, what does the myth of Pandora seek to explain about the world?

- how evil first came to exist
- how guilt first came to be realized
- how people began to betray one another
- how people learned to explore their surroundings

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Question 10

Question and Scoring Guidelines

Question 10

In Passage 1, how does paragraph 4 help develop a central idea about the characters' relationship with the gods?

- Ⓐ Describing how the characters must rely on each other rather than the gods creates a rift between the two groups.
- Ⓑ The idea that the characters had prior knowledge of the plans deepens the characters' connection to the gods.
- Ⓒ The fact that the characters receive some mercy shows that the characters feel that balance has been restored.
- Ⓓ Showing that the characters are upset with the gods complicates the relationship between the two groups.

Points Possible: 1

Topic: Literary

Content Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Scoring Guidelines

Rationale for Option A: This is incorrect. The characters grow closer together, but they do not replace their faith in the gods with trust in each other. The last paragraph of the story restores the relationship rather than creating a deeper rift.

Rationale for Option B: This is incorrect. The characters emerge in some amount of good faith with the gods, but the passage does not suggest they knew the plans of the gods all along.

Rationale for Option C: **Key** – The gift of Hope restores Pandora’s faith that the gods mean well, and the fact that the evils have been unleashed on the world shows the gods think the people have been punished enough.

Rationale for Option D: This is incorrect. The gods have wronged the characters, who feel great emotional pain for the first time. However, the characters emerge feeling courageous as they are saved by Hope.

Sample Response: 1 point

In Passage 1, how does paragraph 4 help develop a central idea about the characters’ relationship with the gods?

- Ⓐ Describing how the characters must rely on each other rather than the gods creates a rift between the two groups.
- Ⓑ The idea that the characters had prior knowledge of the plans deepens the characters’ connection to the gods.
- Ⓒ The fact that the characters receive some mercy shows that the characters feel that balance has been restored.
- Ⓓ Showing that the characters are upset with the gods complicates the relationship between the two groups.

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Question 11

Question and Scoring Guidelines

Question 11

Read the sentence from Passage 1.

"And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora." (paragraph 3)

Based on this sentence, what is the meaning of the word malignant?

- (A) alarmed
- (B) enormous
- (C) hasty
- (D) wicked

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While it may seem alarming that evils are coming out of the box, the word “malignant” is used to describe the evils themselves, not the reaction of someone who sees the evils unleashed.

Rationale for Option B: This is incorrect. The evils are a force to be reckoned with, but “malignant” does not imply size.

Rationale for Option C: This is incorrect. The evils do rush forth from the box, but “malignant” does not imply speed.

Rationale for Option D: Key – “Malignant” means “wicked” in this context. It fits with “ruthless, fierce, treacherous, and cruel”.

Sample Response: 1 point

Read the sentence from Passage 1.

“And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora.” (paragraph 3)

Based on this sentence, what is the meaning of the word malignant?

- Ⓐ alarmed
- Ⓑ enormous
- Ⓒ hasty
- Ⓓ wicked

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Question 12

Question and Scoring Guidelines

Question 12

In Passage 2, which effect do lines 1–8 create?

- Ⓐ Pandora’s change of attitude creates a sense of surprise.
- Ⓑ A delay in Pandora’s confession about her actions builds suspense.
- Ⓒ Establishing a conflict between Pandora and Epimetheus builds tension.
- Ⓓ Suggesting how Pandora and Epimetheus might solve a problem creates mystery.

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While the lines show Pandora’s distress, they do not show a change in her attitude.

Rationale for Option B: Key – These lines contain an unanswered question, extended descriptions of a mysterious deed, and other elements that create suspense and lead the reader to the revelation in line 11 that Pandora has opened the box.

Rationale for Option C: This is incorrect. There is tension in these lines because the reader does not understand the problem, but there is not actually a conflict between the characters.

Rationale for Option D: This is incorrect. There is some mystery as the reader does not yet know what Pandora has done, but because no problem has been introduced, there is no solution suggested.

Sample Response: 1 point

In Passage 2, which effect do lines 1–8 create?

- Ⓐ Pandora’s change of attitude creates a sense of surprise.
- Ⓑ A delay in Pandora’s confession about her actions builds suspense.
- Ⓒ Establishing a conflict between Pandora and Epimetheus builds tension.
- Ⓓ Suggesting how Pandora and Epimetheus might solve a problem creates mystery.

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Question 13

Question and Scoring Guidelines

Question 13

In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem?

- (A) It increases surprise by describing related events from the past.
- (B) It creates drama by introducing a conflict over who is to blame.
- (C) It inspires sympathy by explaining the motivations of the characters.
- (D) It builds suspense by introducing a new problem the characters must solve.

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While Epimetheus blames himself for the event because he left Pandora alone, the discussion does not shed light on past events, nor does it increase a sense of surprise.

Rationale for Option B: Key – The lines show a disagreement between the characters, who each blame themselves for the situation they find themselves in. Emotions become more heightened and the discussion more dramatic as the two characters focus on who is to blame.

Rationale for Option C: This is incorrect. The lines allow us to understand Epimetheus’s self-blame, but they do not explain the characters’ motivations or inspire sympathy.

Rationale for Option D: This is incorrect. The lines discuss a problem, but it is not a new one that must be solved, and the lines do not build suspense.

Sample Response: 1 point

In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem?

- Ⓐ It increases surprise by describing related events from the past.
- Ⓑ It creates drama by introducing a conflict over who is to blame.
- Ⓒ It inspires sympathy by explaining the motivations of the characters.
- Ⓓ It builds suspense by introducing a new problem the characters must solve.

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Question 14

Question and Scoring Guidelines

Question 14

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

Part A

What theme is suggested by the events in Passage 2?

- (A) Together people can get over despair and find a better situation.
- (B) Sometimes it is easier to ignore a difficulty than to dwell on it.
- (C) The punishment for a crime often outweighs the offense.
- (D) Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- (A) Pandora believes that all that remains for her is anguish.
- (B) Epimetheus tells Pandora that he is to blame for leaving her alone.
- (C) Pandora describes external forces as a way to rationalize her mistake.
- (D) Epimetheus uses birds as a way to explain how he and Pandora will move on.

Points Possible: 2

Topic: Literary

Content Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Scoring Guidelines

Part A

Rationale for Option A: Key – Epimetheus feels hopeful about moving forward together. Pandora and Epimetheus learn to build a stronger relationship with each other after undergoing hardship.

Rationale for Option B: This is incorrect. Pandora and Epimetheus do eventually find a way to overcome their difficulty and confront it openly, so they do not ignore it.

Rationale for Option C: This is incorrect. Although the punishment for curiosity does seem severe here, Pandora clearly believes she deserves punishment.

Rationale for Option D: This is incorrect. Pandora and Epimetheus have a relationship that grows over the course of the text, but their love is not described as a mysterious gift that requires nurturing.

Part B

Rationale for Option A: This is incorrect. Pandora does feel despair, but hope helps her out of this despair, which is the theme of the passage.

Rationale for Option B: This is incorrect. Epimetheus does want to share responsibility for blame with Pandora, but this detail alone does not support the main theme of hope or the idea of moving forward together.

Rationale for Option C: This is incorrect. While Pandora does describe demons, she does not do so in order to rationalize her mistake, nor does this idea relate to the main theme of hope.

Rationale for Option D: Key – Near line 40, Epimetheus discusses hope and describes the birds, which he feels foreshadows a way for the pair to find a better life after despair.

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Question 14

Sample Responses

Sample Response: 2 points

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

Part A

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What theme is suggested by the events in Passage 2?

- A Together people can get over despair and find a better situation.
- B Sometimes it is easier to ignore a difficulty than to dwell on it.
- C The punishment for a crime often outweighs the offense.
- D Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- A Pandora believes that all that remains for her is anguish.
- B Epimetheus tells Pandora that he is to blame for leaving her alone.
- C Pandora describes external forces as a way to rationalize her mistake.
- D Epimetheus uses birds as a way to explain how he and Pandora will move on.

Notes on Scoring

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

Sample Response: 0 points

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

Part A

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

Notes on Scoring

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

Sample Response: 0 points

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

Part A

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

Part B

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

Notes on Scoring

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

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Question 15

Question and Scoring Guidelines

Question 15

How does Passage 2 transform the source material of Passage 1?

- (A) It judges Pandora's actions by taking a more critical position on her decision.
- (B) It highlights Epimetheus's negative attributes by showing his conflict with the gods.
- (C) It emphasizes Pandora's past by explaining how she came to be beloved by the gods.
- (D) It deepens Epimetheus's emotional struggle by making him a more active participant.

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Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 2 shows Pandora’s anguish and guilt, but it does not take a subjective stance or provide a judgement.

Rationale for Option B: This is incorrect. Passage 2 shows Epimetheus’s own feelings of guilt, and does not provide details of his quarrel with the gods as mentioned in Passage 1.

Rationale for Option C: This is incorrect. While the passage describes Pandora’s “demons” and an experience with an oracle, Pandora’s past and purpose with the gods is not explained as it is in Passage 1.

Rationale for Option D: **Key** – Epimetheus is only mentioned in Passage 1, but in Passage 2 he plays a role in the emotional struggle of the text through dialogue.

Sample Response: 1 point

How does Passage 2 transform the source material of Passage 1?

- (A) It judges Pandora’s actions by taking a more critical position on her decision.
- (B) It highlights Epimetheus’s negative attributes by showing his conflict with the gods.
- (C) It emphasizes Pandora’s past by explaining how she came to be beloved by the gods.
- (D) It deepens Epimetheus’s emotional struggle by making him a more active participant.

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Question 16

Question and Scoring Guidelines

Question 16

Passages 1 and 2 portray Pandora's character somewhat differently. Construct a multi-paragraph written response in which you analyze Pandora's actions in each passage, such as how her actions affect other characters, advance the plot, and develop the theme. Your response must be based on ideas that can be found in the passages.

Manage your time carefully so that you can:

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

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation; and
- include a conclusion.

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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"> A strongly maintained controlling idea with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained controlling idea, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support, citing evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

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

**English Language Arts II
Spring 2018 Item Release**

Question 16

Sample Responses

Sample Response: 10 points

In the story of Pandora and the box of evils, told by two different formats, Pandora is made out to have different qualities based on how each story was told and what actions Pandora does in each separate work. The first passage, an excerpt from, "A Book of Myths," tells a third person perspective of the narration between Pandora, a beautiful woman given to a mighty Titan Epimetheus by the Olympian gods, and how Pandora's curiosity ended up releasing all of the horrendous evils into the world. The second passage, written in dialogue format and entitled, "The Masque of Pandora," focuses on the aftermath of Pandora's mistake with Epimetheus and the woman deciding what should be done. Together, these two passages illustrate two different sides of Pandora and how the contrasting elements lead to changing other characters, advancing the plot, and developing the theme of the two stories.

Pandora's actions in the two passages brings about change in Epimetheus. In passage one, the motives and backstory behind Epimetheus and Pandora's relationship, her reason for opening the box, and the contents of the box are shown. Epimetheus has been handed one responsibility by the gods: to guard a box of evils and let no one open it. As a result of Epimetheus and his brother Prometheus betraying the gods to spare humankind, the Olympians seek revenge on the brothers and humans alike. So, the gods bestow a earth shatteringly gorgeous woman to Epimetheus that perfects and completes his entire life. However, "Day by Day, the curiosity of Pandora increased" as she desiring to give the "good gifts" from the gods to mankind, opened the box and found the opposite. Although no other character has a significant role, but this is vindicated by the second passage which features a conversation between Epimetheus and Pandora following her opening the box. Imagine being given one job to do and letting one's guard down for one moment and someone else ruining it; that's exactly what happened to Epimetheus. He doesn't blame Pandora for the mistake; however, and says that, "mine is the fault not thine." Also, the two plan out how to respond to this atrocity and he exemplifies how one cannot change the past, only the future. Overall, the actions of Pandora drive Epimetheus to making a decision over whether to become angry and play the blame game, or seek a solution.

In addition to bringing out qualities of other characters by her actions, she also continues the story by choosing to open the box. If Pandora's longing to know what the box possessed hadn't gotten the better of her, what kind of story would that have told? The box of evils began the rising action of the complete narrative, even though passage one technically would have ended at the climax, with Pandora opening the box. Passage two reveals the fallout of what happens to the characters following the event. Epimetheus decides to forgive Pandora and use the only true "gift" from the box: hope, in order to create a whole new world that uses hope to conquer the evils it now has. Now that ending wraps it up tight with a pretty bow on top. In short, Pandora's actions start the bowling ball effect of plot that unfolds following her opening the box.

Lastly, Pandora's actions unveil the theme of the story told through two passages and two different sides of Pandora. The sweet, innocent, curious little woman that just had to find out what was in that forbidden box creates a strict contract from the guilty, Pandora that begs for forgiveness and is "no longer worthy of (Epimetheus') love." Despite all of the evils that the box unleashed on the world, one quality leveled the scales. Hope is the one idea, the one possession that can combat "ruthless(ness), fierce(ness), treacherous(ness) and cruel(ly)" on Earth, which is the whole meaning of the story. Hope can "build a new life on a ruined life," and it is the difference between life and lack of it. Without hope, life isn't really living.

In conclusion, the differences between Pandora's character in passage one and passage two combine to give a complete picture of how her actions develop characters, continue the plot, and illuminate the theme. Curiosity killed the utopian society in which Epimetheus and Pandora dwelled by Pandora opening the box and releasing those atrocities on everyone. The conversation following this begins to start a new story of how a new world could be built on the ashes of the old one. Pandora alone does that, ends one world and helps to create another just by an impetuous decision to open a box. This two part conveying of her character assists in giving a full view of her as a person and a full view of the story.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea and demonstrates a skillful use of transitions which contributes to the clear progression of ideas, earning the maximum four points in the assigned category.

Evidence and Elaboration – This response also earns the maximum four points for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

Conventions – This response earns the maximum two points for demonstrating an adequate command of basic conventions.

Sample Response: 9 points

In the passages of *A Book of Myths* and *The Masque of Pandora*, as well as the image of *As Pandora Raised the Lid the Cottage Grew Very Dark*, the famed Greek Mythology follows Titan Epimetheus and his wife Pandora. Pandora, out of sheer curiosity and blind (but hopeful) ignorance opened the chest enshrined to her. Once the chest was open, Pandora released all evil onto her pure earth. The scene is set for a conflict with Epimetheus, who is devastated upon her betrayal to open the chest. The two passages and image contain a similar thread in expressing the reactions of characters following Pandora's actions, describing the advancing of the plot and what is to come, and finally develops a theme within the frames of the context.

Firstly, as Pandora wedged open the chest, Epimetheus expressed a myriad of reactions to Pandora's crime. In passage 1 he was briefly mentioned toward the end of the passage, as Pandora claimed she and Epimetheus would move past her mistakes and seal the gap between the gods and the humans as hope rose in her chest. "I left thee here alone to this temptation. / Why did I leave thee?" In passage 2, however, Epimetheus expresses devastation and blames himself for leaving Pandora to temptation with the chest. "To build an new life on a ruined life, / To make the future fairer than the past, / And make the past appear a troubled dream." In addition, though, Epimetheus declares he and Pandora will learn to live once again beyond her own volition and make peace with the world once again. In passage 3, the image expresses a similar sense of devastation and destruction by Epimetheus as Pandora opens the chest. He is destroyed that she could do such a thing as a betrayal to the gods, and the intricate web of hope and possibility strung between passage 1 and 2 is shattered by the context of the image.

Next, passage 1 does few things to advance the plot and storyline of Pandora and Epimetheus. Passage 1 only expresses her motives for opening to chest, but only briefly describes the events following her crime. "I have brought wrath and ruin on thy house! / My heart hath braved the oracle that guarded." In passage 2, however, the plot is furthered as Pandora confesses her mistake to Epimetheus, who is torn between her betrayal and his undenyng love for her. The conflict and drama is driven further into advancing the plot. Passage 3 is unable to provide any clue toward the advancement of the plot.

The similar thread of themes within the passages intertwine and unwind the context in all three passages. In passage 1, Pandora is driven to open the chest of sheer curiosity and blind ignorance. The theme developed was, "Therefore Hope was thrust into the chest that held the evils, a star in the black night, alily growing on a dung-heap." Pandora learns she and Epimetheus will need hope to live in this world due to her actions. "May the Eumenides / Put out their torches and behold us not. . ." As passage 2 progresses, the theme developed was a sense of admiration for the future upon building a new life between Epimetheus and Pandora. In passage 3, the image describes a sense of betrayal and deception that is expresses by Pandora's actions. Epimetheus is devastated by her betrayal to the Gods, thus developing the theme that curiosity and naivete is the downfall of the innocent.

Overall, the reaction to Pandora's actions, the advancement of the plot, and the development of themes are all introduced within the context of these passages. Pandora's volition to open the chest caused a rift between herself and the Gods, thus thrusting herself into a new sense of wisdom and knowledge beyond her mistake, as well as undenyng hope that the world will thrive despite her actions, which had once been based off the kindness in her heart.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. It also presents a strongly maintained controlling idea and provides a skillful use of transitions, which contributes to the clear progression of ideas, earning the maximum four points in the assigned category.

Evidence and Elaboration – This response earns three out of four possible points in the category of evidence and elaboration. The evidence is generally integrated with relevant information drawn from the text; however, it is done with minimal elaboration or connection to the controlling idea. The response demonstrates an adequate expression of ideas, showcasing variety in the sentence structure.

Conventions – This response earns the maximum two points for demonstrating an adequate command of basic conventions.

Sample Response: 7 points

The story of Pandora is a well-known tale, that holds the story of light in darkness. Pandora plagued by curiosity, opened the box and released unimaginable horrors, but also released some hope into the world. The passages portray her differently, in how she changes the plot suddenly, how she affects different characters or how she shows a message.

In both stories, Pandora commits the same deed, but the characters affect to it are different in both. In the first passage, Pandora is the only character really shown, that is able to have a reaction to the box being opened. This is shown by, "... while the evils of which she had never dreamed stung mind and soul into dismay and horror, when, by hastily shutting the lid of the coffer, she tried to undo the evil she had done" (Lang 3). She did not want all that evil released into world, and even tried reversing what she had done. She regrets it, and desperately tries to put the evil back. However, in passage two, it shows the reaction of Epimetheus. He says, "Mine is the fault not thine" (Longfellow 16). He blames himself for what happened, because he left her alone. Even though she opened the box, he still faults himself for what happened. In both passages, she commits the same act, and in the same way creates the plot of both passages. Both passages, portray Pandora in different ways, but the characters do not act in the same ways.

The theme of these passages is, although darkness is an issue in the world, light and happiness can still show. The first passage shows this, by showing what else was released. The passage states, "Therefore Hope was thrust into the chest that held the evils, a star in a black night, a lily growing on a dung-heap" (Lang 4). When she opens the box, anguish and dark emotions were let out, but so was the idea of hope. While everything else released was terrible, hope was the only good thing. This develops the theme in the first passage. The second passage however, portrays the theme differently. This is shown by, "I do not love thee less for what is done, / And cannot be undone." (Longfellow 27-28). This was said by Epimetheus, showing that even while facing what happened, the ability to love still shines through. The evil that was released, does not affect how much he loves her. The theme in both passages is the same, but the passages do not portray it in the same way.

Pandora was different in both passages, in how she affected the plot and other characters, and how developed the theme. The story however, is still the same story of light in darkness. Pandora's box is a tale creating a message of, whenever something seems bleak, some hope still may peak through.

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	1

Notes on Scoring

Purpose, Focus, and Organization – While this response initially provides a strong controlling idea, it is only adequately sustained and generally focused within the purpose, audience, and task, as the concept is inconsistently represented within the response. The response demonstrates an evident organizational structure, a clear progression of ideas, and an adequate use of transitional strategies, earning three out of four points in the assigned category.

Evidence and Elaboration – This response also earns three out of four possible points in the category of evidence and elaboration for providing adequate support when incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas with a mix of general and specific language.

Conventions – This response earns one out of two possible points for demonstrating a partial command of basic conventions.

Sample Response: 6 points

In the Greek myth of Pandora's box, a woman unknowingly releases all of the world's evil from a box in which it was contained. Both passages 1 and 2 describe this myth, however, the character of Pandora is portrayed differently in each one. The way Pandora reacts to the contents of the box and how her deed affects others varies between the two passages.

When Pandora opens the box and unleashes evil into the once pure world, she is horrified in both passages. However, passage 1 describes a single redeeming gift placed in the box by the gods. This gift was a feeling of hope, as it would be needed in a world corrupted by the terrors of the box. This is evidenced in the following line: "Therefore hope was thrust into the chest that held the evils, a star in a black night" (Lang 4). Pandora receives hope from the box, and immediately courage to face the future returns to her. Thus, the passage ends on a satisfying note, in which Pandora is dismayed by the newly introduced evils but is content after receiving the gift of hope. Passage 2 reveals Pandora to have an incredibly bleak outlook on the future, insisting that she has destroyed the world and is no longer worth of Epimetheus' love. Epimetheus then informs Pandora of the gift of hope, and that it is possible to move on from the past and continue life. This is displayed in the following line: "To make the future fairer than the past,/And make the past appear a troubled dream"(Longfellow 42-42). After Epimetheus assists Pandora, she then acquires the gift of hope present from the first passage, despite her initial bleak outlook.

Pandora's actions do not only affect her, but also her husband and the entirety of the world. In both paragraphs, Pandora opening the box unleashes evil across the entire planet, which will greatly affect the future of the human race. However, Epimetheus' role changes in the different passages. In passage 1, Epimetheus is only briefly described in the introduction as having complete, unconditional love for Pandora, as evidenced in the following line: "For Epimetheus it was enough to look at this peerless woman, sent from the gods, for him to love her and to believe in her utterly" (Lang 1). Epimetheus possesses the same love for Pandora in the second paragraph, however, his love is intensified after learning of Pandora's flaw. This is evidenced in the following lines: "...Thy very weakness/Hath brought thee nearer to me...."(Longfellow 28-29).

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 – While this response has a focused controlling idea, it is insufficiently sustained within the purpose, audience, and task. Likewise, its organization is inconsistent, as there is an uneven progression of ideas with an inadequate introduction and conclusion, thus, earning two out of the four possible points for this category.

Evidence and Elaboration – This response also earns two out of four possible points for evidence and elaboration, as the response provides weakly integrated evidence from sources with an ineffective use of elaborative techniques. The expression of ideas is simplistic with little variety in sentence structure.

Conventions – This response earns the maximum two points allowed for demonstrating an adequate command of basic conventions.

Sample Response: 6 points

Pandora performs various actions throughout passages 1 and 2 that affect others, advance the plot and develop the theme in the story. In the first paragraph Pandora uses the curiosity that she has built up to finally open the box, and in the second passage, Pandora places all the blame of letting out the evils on herself, swaying the view of Epimetheus.

In the first passage the story mainly talks about how Pandora came into this world and the reaction of the Titans to her presence. But when the story really gets into the middle you see aspects of Pandora's curiosity and overconfidence emerge.

Because of this box that Epimetheus really knows nothing about, Pandora starts to think various thoughts like, "What if the Olympians had destined her to be the one to open the casket," and "To her the gods have never given anything but good. Surely there must be here gifts more precious still." these quotes clearly exhibit the curiosity and overconfidence that Pandora shows, neglecting any thought of any bad. So eventually when her curiosity gets the best of her, the box is opened, effectively realising all the sins of the world as a punishment, and impacting all beings instantly.

The second passage jumps into the story right after Pandora opened the box. She is all upset of her decision and is pleading with Epimetheus to forgive her of this mistake, but this is another one of Pandora's acts of persuasion. Due to the fact that Epimetheus loves her with a passion he ends up placing the blame on himself for having her open the box. "Mine is the fault not thine. On me shall fall the vengeance of the gods, for i betrayed their secret in evil hour." This causes a curtain of guilt to surround Epimetheus and cause him because of his love to act in such a way.

Overall the brash and persuasive actions of Pandora in passage 1 and passage 2 end up affecting others, advancing the plot and developing the theme in the story. in both good and bad ways.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is somewhat sustained within the purpose, audience, and task, yet it presents an uneven progression of ideas, summarizing rather than elaborating on the controlling idea. Likewise, the organization is inconsistent and displays weak transitional strategies between paragraphs, thus, earning two out of the four possible points for this category.

Evidence and Elaboration – This response also earns two out of four possible points for evidence and elaboration, as the response provides weakly integrated evidence and uneven support for the controlling idea.

Conventions – This response earns the maximum two points allowed for demonstrating an adequate command of basic conventions.

Sample Response: 5 points

There are several different things that is pointing out that Pandora is shown differently in the 2 passages. She is depicted as 2 seperate people in the 2 different passages. I'm going to explain how she is 2 seperate people.

We are going to start off with passage 1. In passage 1, Pandora is shown to be peerless woman, sent to Epimetheus so that he would have someone to love. She is perfect, and brought Epimetheus great happiness. Before her, Epimetheus knew that the world was incomplete. She brought him peace and joy in the world he lived. The only thing she had to do was not open a coffer that held all of the problems of the world. Believeing that she was destined to open the coffer and see what was inside, when she opened it, all she got was an Inferno of horrors and ugliness.

In the second passage, Pandora goes to Epimetheus and says that it was her fault that she opened the chest. But, Epimetheus says that it was his fault for leaving her alone with this temptation of the chest. But here she takes responsibility for her actions and says that the gods should take their vengence on her for her own wrong doing. She says that she doesn't deserve his love. But Epimetheus says it's alright, and she takes her actions and they work to make a new life out of it.

This shows how Pandora is 2 seperate people in the story. She only thinks about her self in the firsat passage thinking she was the one that was destined to open the coffer. But in the second passage, she thinks about the ones she loves and how she has betrayed them more than herself.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is somewhat sustained within the purpose, audience, and task, as it does not fully address the prompt directive. Likewise, its organization and progression of ideas are uneven and inconsistent, earning two out of the four possible points for this category.

Evidence and Elaboration – This response also earns two out of four possible points for evidence and elaboration, as the response provides weak, cursory support for the controlling idea. In addition, the expression of ideas is imprecise and simplistic.

Conventions – This response earns one out of two possible points for demonstrating a partial command of basic conventions.

Sample Response: 4 points

The passages from *A Book of Myths* by Jean Lang and *The Masque of Pandora* by Henry Wadsworth Longfellow both portray Pandora in a different way. *A Book of Myths* by Jean Lang portrays Pandora as an innocent and naive girl looking for answers. *The Masque of Pandora* by Henry Wadsworth Longfellow portrayed Pandora as someone who is trying to fix the problem she created. In conclusion, both passages portray Pandora in a different way.

A Book of Myths by Jean Lang portrays Pandora as innocent and naive. This is because Pandora was looking for answers as to why the Gods hadn't done anything to help her in her life. Pandora then sees the box and wants to open it, even though she shouldn't. Pandora thinks that the Gods sent her down to Earth to open the box. When she opens the box, she unleashes all the evil. Pandora is innocent and naive because she was just looking for answers and thought that opening a box would be harmless and wouldn't matter at all, but little things have big consequences. Overall, Pandora opened the box looking for answers and she didn't mean to unleash all evil that was inside the box.

The Masque of Pandora by Henry Wadsworth Longfellow portrays Pandora as someone who is trying to fix the problem that she created. Pandora created a problem because she opened a box that unleashed all the evil and she was trying to fix it with her husband Epimetheus and they were both trying to come up with a solution to Pandora's issue. All in all, this passage portrays Pandora differently than the other passage.

The passages from *A Book of Myths* by Jean Lang and *The Masque of Pandora* by Henry Wadsworth Longfellow both portray Pandora in a different way. Pandora is innocent and naive in *A Book of Myths* by Jean Lang. Pandora is trying to solve the problem in *The Masque of Pandora* by Henry Wadsworth Longfellow. In conclusion, the passages portrayed Pandora in a different way to contrast the difference of the situations: before Pandora let the evil out and after when they're trying to solve the problem.

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

Notes on Scoring

Purpose, Focus, and Organization – While there is an evident organizational structure and it employs transitional strategies, this response demonstrates little awareness of the purpose, audience, and task, earning one out of four possible points for this category.

Evidence and Elaboration – This response also earns one out of four possible points for evidence and elaboration, as it provides cursory support for the controlling idea.

Conventions – This response earns the maximum two points allowed for demonstrating an adequate command of basic conventions.

Sample Response: 4 points

Pandora is portrayed in both passages as a gift to a titan, who could do no harm. They said she was a gift sent from the gods, to be Epimetheus's wife. The curiosity and enjoyment she contained made the world seem perfect to Epimetheus, and she gave him everything she had. But in her character, she develops a curiosity, that her dear husband tried to control with his careful watch. One day, Pandora's actions led her to open the box she was never supposed to open. This had made her husband scared for the fear that the gods would be very vengeful. Pandora thinks her actions are a Olympian Destiny, created for her, as said in the first passage. She was hoping the mercy of the gods would award mankind with blessings and allow them to thrive. Unfortunately, they had not. Pandora's mistake had caused the world to experience famine and poverty, and ruthless and cruel beings.

In the second passage, she refuses to love Epimetheus because of her mistake, and what this means for everyone, especially her husband. She says she was curious, and she does not want the forgiveness of others, as she is undeserving of it. This is said in the poem, " I pray for punishment, not pardon." She will not forgive her unjust actions, and sees no reason to be accepted for forgiveness. Epimetheus makes a metaphor about birds recovering, thus making Pandora believe that there can be change in the future, should she will it.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and it has no discernible organizational structure, earning one out of four possible points for this category.

Evidence and Elaboration – This response also earns one out of four possible points for evidence and elaboration, as it provides cursory support for the controlling idea.

Conventions – This response earns the maximum two points allowed for demonstrating an adequate command of basic conventions.

Sample Response: 3 points

In passages 1 and 2 Pandoras character is a little different. In the first passage it describes her like a perfect Women for a Man. It mostly says all the good things about her in passage 1. In passage 2 it shows more of what kind of person she really is. In passage 2 she blames herself for doing something something wrong and she says she should be punished. Pandora gets a away with it because Epimethes starts to blame himself.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and has no discernible organizational structure, earning one out of four possible points for this category.

Evidence and Elaboration – This response also earns one out of four possible points for evidence and elaboration, as it provides cursory support for the controlling idea.

Conventions – This response earns one out of two possible points for demonstrating a partial command of basic conventions.

Sample Response: 1 point

In the paragraphs Pandora's box starts out in a lovely world that has no evil of any sort with Pandora and Epimetheus living a really happy life. But there is a box that is not supposed to be opened for any reason and in the box there is evil. An example for the text is "In all faith, and with the courage that is born of faith and love, opened the lid of the prison-house of evil." when Pandora opened the box she let out all the evils in it.

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

Notes on Scoring

Purpose, Focus, and Organization – This response is minimally related to the topic and demonstrates no awareness of the purpose, audience, and task, and it has no discernible organizational structure, earning zero out of four possible points for this category.

Evidence and Elaboration – This response earns zero out of four possible points for evidence and elaboration, as it provides no support for the controlling idea.

Conventions – This response earns one out of two possible points for demonstrating a partial command of basic conventions.

Sample Response: 0 points

For Epimetheus it was enough to look at this peerless woman, sent from the gods, for him to love her and to believe in her utterly. Now when the gods had entrusted to the Titan brothers the endowment of all living things upon the earth, she found out that the gods had imprisoned one good gift only in this Inferno of horrors and of ugliness.

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

Notes on Scoring

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

Sample Response: 0 points

mine is the fault not thine. on me shall fall the vengeance of the gods, for i betrayed their secrets when, in evil hour, i said it was secrets when; in evil hour, i left thee here alone to this temptation. why did i leave thee?

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

Notes on Scoring

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

Sample Response: 0 points

Now when the gods had entrusted to the titan brothers the endowment of all living thing upon the earth they had been careful to to with hold everything that might bring into the world pain sickness anxiety bitterness of heart remorse or soul crushing sorrow.

then for epimetheus it was tough too look at his peerles woman sent from the gods for him to love her and to believe in her utterly. she was the fairest thing on earth worthy indeed of the deathless gods who had created her. perfect to was happiness that she brought with her epimetheus before her coming

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

Notes on Scoring

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

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Stimulus for Questions 24 – 29

Stimulus for Questions 24 – 29

How Trees Calm Us Down

by Alex Hutchinson

- 1 In 1984, a researcher named Roger Ulrich noticed a curious pattern among patients who were recovering from gallbladder surgery at a suburban hospital in Pennsylvania. Those who had been given rooms overlooking a small stand of deciduous trees were being discharged almost a day sooner, on average, than those in otherwise identical rooms whose windows faced a wall. The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling. Whatever curative property the trees possessed, how were they casting it through a pane of glass?
- 2 That is the riddle that underlies a new study in the journal *Scientific Reports* by a team of researchers in the United States, Canada, and Australia, led by the University of Chicago psychology professor Marc Berman. The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level; the first measures the distribution of green space, as determined from satellite imagery and a comprehensive list of all five hundred and thirty thousand trees planted on public land, and the second measures health, as assessed by a detailed survey of ninety-four thousand respondents. After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt. "To get an equivalent increase with money, you'd have to give each household in that neighborhood ten thousand dollars—or make people seven years younger," Berman told me.
- 3 Are such numbers fanciful? The emerald ash borer, which has killed a hundred million trees across North America in recent years, offers a grim natural experiment. A county-by-county analysis of health records by the U.S. Forest Service, between 1990 and 2007, found that deaths related to cardiovascular and respiratory illnesses rose in places where trees succumbed to the pest, contributing to more than twenty thousand additional deaths during the study period. The Toronto data shows a similar link between tree cover and cardio-metabolic conditions such as heart disease, stroke, and diabetes. For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger.
- 4 What is most interesting about this data, though, is one of its subtler details. The health benefits stem almost entirely from trees planted along streets and in front yards, where many people walk past them; trees in back yards and parks don't seem to matter as much in the analysis. It could be that roadside trees have a bigger impact on air quality along sidewalks, or that leafy avenues encourage people to walk more. But Berman is also interested in a possibility that harks back to Ulrich's hospital-window finding: perhaps it is enough simply to look at a tree.

- 5 In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between “voluntary” and “involuntary” attention. When you cross a busy intersection or pore over a spreadsheet, you are depleting finite reserves of voluntary, directed attention. The antidote is not, as one might first guess, to sit quietly in a darkened room. “The environment has to have some kind of stimulation to activate your involuntary attention—your fascination,” Berman said. Urban environments can certainly elicit involuntary attention (honking horns in Times Square), but they do so in a harsh, peremptory way that requires voluntary attention to override. Natural environments, on the other hand, provide what Berman calls “softly fascinating stimulation.” Your eye is captured by the shape of a branch, a ripple in the water; your mind follows.
- 6 As a doctoral student at the University of Michigan, a decade ago, Berman conducted a study in which he sent volunteers on a fifty-minute walk through either an arboretum or city streets, then gave his subjects a cognitive assessment. Those who had taken the nature walk performed about twenty percent better than their counterparts on tests of memory and attention. They also tended to be in a better mood, although that didn’t affect their scores. “What we’re finding is that you don’t have to *like* the interaction with nature to get the benefits,” Berman said. Some of the walks took place in June, whereas others took place in January; most people didn’t particularly enjoy trudging through the harsh Michigan winter, but their scores jumped just as much as in the summer trials. Not surprisingly, those whose directed attention is most depleted seem to get the biggest benefits: an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning, and the boost is five times bigger in people who have been diagnosed with clinical depression.
- 7 You can produce an attenuated version of the same effect simply by looking out a window, or (for experimental convenience) at a picture of a nature scene. Over the past few years, Berman and his colleagues have zeroed in on the “low-level” visual characteristics that distinguish natural from built environments. To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on. The view of an arboretum, for instance, tends to have higher color saturation than that of a street corner, indicating that “the colors in nature are more of the ‘purer’ version of those colors,” Berman said. Even when images are scrambled so that there are no recognizable features, like trees or skyscrapers, to betray what they represent, their low-level visual characteristics still predict how much people will like them.

8 It's nice to think that research like this can affect public policy. Ulrich's work has already "directly impacted the design of many billions of dollars of hospital construction," according to one health-care trade publication. Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls. Berman's aim, though, is more prosaic: he hopes that we will plant more trees. His results reveal a clear and consistent hierarchy. A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing. Something deep within us responds to the three-dimensional geometry of nature, and that is where arguments of economic equivalence, however well intentioned, fall short. If someone offers you ten thousand dollars or ten trees, take the trees.

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Question 24

Question and Scoring Guidelines

Question 24

How does the use of the rhetorical question “Are such numbers fanciful?” in paragraph 3 contribute to an understanding of the author’s purpose?

- Ⓐ The question indicates that the author thinks there may be a different reason for Berman’s results.
- Ⓑ The question acknowledges that Berman’s results do not take the emerald ash borer into account.
- Ⓒ The question suggests that the author’s initial skepticism made him seek out other research.
- Ⓓ The question provides an opportunity for the author to contradict Berman’s findings.

Points Possible: 1

Topic: Informational

Content Standard: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Scoring Guidelines

Rationale for Option A: This is incorrect. The phrase expresses skepticism but gives no indication of an alternate explanation at this point. The author questions the numbers Berman uses, or the extent to which this is true, more so than the truth of the explanation itself.

Rationale for Option B: This is incorrect. The author begins speaking about the emerald ash borer, but he does not do it because he recognizes a flaw in Berman's findings, he does so to corroborate his own belief in the experiment (and for anyone reading the passage who thinks there is no way Berman's results could be accurate or that no one else has studied something similar before).

Rationale for Option C: **Key** – The author asks this question after initially presenting Berman's research; he acknowledges how impossible the findings sound with the question and then supports them further with other research.

Rationale for Option D: This is incorrect. Students may choose this option because they agree that the question implies skepticism, which is never resolved, but the author continues to share further research to corroborate Berman's findings.

Sample Response: 1 point

How does the use of the rhetorical question "Are such numbers fanciful?" in paragraph 3 contribute to an understanding of the author's purpose?

- Ⓐ The question indicates that the author thinks there may be a different reason for Berman's results.
- Ⓑ The question acknowledges that Berman's results do not take the emerald ash borer into account.
- Ⓒ The question suggests that the author's initial skepticism made him seek out other research.
- Ⓓ The question provides an opportunity for the author to contradict Berman's findings.

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Question 25

Question and Scoring Guidelines

Question 25

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

Points Possible: 1

Topic: Informational

Content Standard: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Scoring Guidelines

Rationale for First Option: **Key** – This sentence supports the central idea because it revolves around the basis for Berman’s exploration as to why trees are beneficial to people’s health.

Rationale for Second Option: **Key** – This sentence provides evidence that trees correlate to an improvement in health by those who are located nearby, which supports the central idea.

Rationale for Third Option: **Key** – This sentence describes a Toronto-based study that determined that people with cardio-metabolic conditions can benefit simply from viewing a handful of trees on their block, which supports the central idea.

Rationale for Fourth Option: This is incorrect. Although this sentence provides background information on how humans perceive trees in urban environments and trees in natural environments, it does not support the central idea of examining the correlation between trees and human health benefits.

Rationale for Fifth Option: This is incorrect. This relates to visual images, which are important to the passage; however, it does not address the central idea, which is that looking at nature can have beneficial effects on people.

Rationale for Sixth Option: This is incorrect. This sentence represents how the results of the studies could be implemented, but does not directly support the main idea.

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Question 25

Sample Responses

Sample Response: 1 point

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

Notes on Scoring

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

Sample Response: 0 points

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

Notes on Scoring

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

Sample Response: 0 points

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

Notes on Scoring

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

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Question 26

Question and Scoring Guidelines

Question 26

What does the word cognitive mean as it is used in paragraph 6?

- (A) controlled
- (B) mental
- (C) physical
- (D) timed

Points Possible: 1

Topic: Informational

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the assessments were undoubtedly administered under controlled conditions, that is not the meaning of “cognitive” in any sense.

Rationale for Option B: Key – The word “cognitive” means “relating to mental actions”, and the context clues in paragraph 6, such as “tests of memory and attention”, help readers determine this meaning.

Rationale for Option C: This is incorrect. Because the main idea of the article focuses on health, the reader may assume that the subjects were given physical exams.

Rationale for Option D: This is incorrect. Readers might think that “cognitive” means “timed” because volunteers were sent on “a fifty-minute walk” and they took tests afterward with recorded scores; however, the context clues in paragraph 6, such as “tests of memory and attention”, help readers determine the meaning of “cognitive” is “relating to mental actions”.

Sample Response: 1 point

What does the word cognitive mean as it is used in paragraph 6?

- (A) controlled
- (B) mental
- (C) physical
- (D) timed

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Question 27

Question and Scoring Guidelines

Question 27

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

Part A

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

Points Possible: 2

Topic: Informational

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

Scoring Guidelines

Part A

Rationale for Option A: Key – This idea is supported by evidence presented in paragraph 6.

Rationale for Option B: This is incorrect. Although the author hopes that cities might “move toward richly hued streetscapes”, and some hospitals have already spent “many billions of dollars” in new designs, readers cannot make the inference that cities will follow suit because of this recent study.

Rationale for Option C: This is incorrect. Although the passage describes a study conducted at the University of Michigan, this study was done over a decade ago and there is no implication in the passage otherwise that suggests this inference.

Rationale for Option D: This is incorrect. The article discusses the levels of saturation and hue in natural environments; however, it does not mention flowering trees in regards to saturation levels, so readers cannot make this inference based on the information.

Part B

Rationale for Option A: This is incorrect. This quotation could support option B in Part A.

Rationale for Option B: This is incorrect. This quotation could support option B or C in Part A, or if students misunderstand the message of paragraph 5, they might think it supports why a person would rather hike in nature than on a street.

Rationale for Option C: Key – This quotation supports the correct answer in Part A by distinguishing the benefits of interacting with nature at different times of day.

Rationale for Option D: This is incorrect. This quotation could support options B or D in Part A.

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Question 27

Sample Responses

Sample Response: 2 points

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

Part A

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which inference is supported by information in the passage?

- An evening hike in the woods is better for you than a morning hike.
- Cities will soon include elaborate nature areas in their planning budgets.
- Universities invest time and money researching and developing natural cures.
- Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- ". . . leafy avenues encourage people to walk more." (paragraph 4)
- ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- "It's nice to think that research like this can affect public policy." (paragraph 8)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which inference is supported by information in the passage?

- A An evening hike in the woods is better for you than a morning hike.
- B Cities will soon include elaborate nature areas in their planning budgets.
- C Universities invest time and money researching and developing natural cures.
- D Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- A "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- B ". . . leafy avenues encourage people to walk more." (paragraph 4)
- C ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- D "It's nice to think that research like this can affect public policy." (paragraph 8)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

Part B

Which detail from the passage supports the answer in Part A?

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

Notes on Scoring

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

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Question 28

Question and Scoring Guidelines

Question 28

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

Part A

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- (A) the study of voluntary and involuntary attention (paragraph 5)
- (B) the Forest Service analysis of the effect of deforestation (paragraph 3)
- (C) the study of visual characteristics of different environments (paragraph 7)
- (D) the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader’s understanding of the project’s results?

- (A) a means of relating tree infestations to human disease
- (B) a ranking of the restorative benefits of different environments
- (C) a rule of thumb for apartment values in different neighborhoods
- (D) a way to think about the relationship between health and forested areas

Points Possible: 2

Topic: Informational

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The Toronto study focused on larger effects of trees in the city, not voluntary and involuntary attention.

Rationale for Option B: This is incorrect. Although the US Forest Service's analysis and results were important for Berman's study in Toronto, the analysis and results illustrate the effects of not having trees around, not a hierarchy.

Rationale for Option C: **Key** – The statement supports a practical ranking of ways that trees, natural images, and abstract forms affect human well-being, as discussed in paragraph 7.

Rationale for Option D: This is incorrect. Ulrich's discovery only relates to health benefits for those who have a window overlooking a tree.

Part B

Rationale for Option A: This is incorrect. This option relates to the study by the US Forest Service, not the visual study.

Rationale for Option B: **Key** – The statement summarizes the conclusion of the visual study and adds a ranking of the effects of different visual experiences on health.

Rationale for Option C: This is incorrect. This option relates to the study by the US Forest Service and/or the Toronto study, but not the visual study.

Rationale for Option D: This is incorrect. This option relates to the study in Toronto, not the visual study.

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Question 28

Sample Responses

Sample Response: 2 points

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

Part A

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Read this sentence from paragraph 8.

"A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing."

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader's understanding of the project's results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Read this sentence from paragraph 8.

"A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing."

This statement is relevant to the conclusions of which research project?

- the study of voluntary and involuntary attention (paragraph 5)
- the Forest Service analysis of the effect of deforestation (paragraph 3)
- the study of visual characteristics of different environments (paragraph 7)
- the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader's understanding of the project's results?

- a means of relating tree infestations to human disease
- a ranking of the restorative benefits of different environments
- a rule of thumb for apartment values in different neighborhoods
- a way to think about the relationship between health and forested areas

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Read this sentence from paragraph 8.

"A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing."

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

Part B

What does the statement add to the reader's understanding of the project's results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

Notes on Scoring

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

**English Language Arts II
Spring 2018 Item Release**

Question 29

Question and Scoring Guidelines

Question 29

How does the author develop the claim that there is a strong relationship between the number of trees nearby and how a person feels?

- (A) by citing multiple studies about trees and drawing connections between them
- (B) by examining studies of the process by which trees make people feel younger
- (C) by asking the reader to imagine how it would feel to be several years younger
- (D) by suggesting that the relationship is already believed to be true by most people

Points Possible: 1

Topic: Informational

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

Scoring Guidelines

Rationale for Option A: Key – The author points to multiple sources of expert evidence, integrating that evidence to drive home the connection to the reader.

Rationale for Option B: This is incorrect. The author alludes to the relationship between trees and a youthful feeling, but not to studies of the actual biomechanical process that causes this to take place.

Rationale for Option C: This is incorrect. The author does not explicitly ask the reader to engage in this kind of speculation, nor could this strategy be used to support his claim.

Rationale for Option D: This is incorrect. The author does not suggest that this is already a widely held belief in the population at large, nor would this be a successful strategy in developing or supporting his claim.

Sample Response: 1 point

How does the author develop the claim that there is a strong relationship between the number of trees nearby and how a person feels?

- by citing multiple studies about trees and drawing connections between them
- by examining studies of the process by which trees make people feel younger
- by asking the reader to imagine how it would feel to be several years younger
- by suggesting that the relationship is already believed to be true by most people

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