

Ohio's State Tests

ITEM RELEASE

SPRING 2018

**GRADE 6
ENGLISH LANGUAGE ARTS**

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**Grade 6 English Language Arts
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
9	Multiple Choice	Literary	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	B	1 point
10	Multi-Select	Literary	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	C, D, E	1 point
11	Multi-Select	Literary	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	C, D	1 point
12	Multiple Choice	Literary	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	D	1 point
13	Multiple Choice	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	C	1 point
14	Multiple Choice	Literary	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	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.

**Grade 6 English Language Arts
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
15	Multiple Choice	Literary	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	C	1 point
16	Extended Response	Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	---	10 points
24	Multiple Choice	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	1 point
25	Multiple Choice	Informational	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D	1 point
26	Multiple Choice	Informational	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	A	1 point
27	Evidence-Based Selected Response	Informational	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	D; C	2 points

* 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.

**Grade 6 English Language Arts
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
28	Evidence-Based Selected Response	Informational	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	D; A	2 points

** 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.*

Grade 6
English Language Arts
Spring 2018 Item Release

Stimulus for Questions 9 – 16

Stimulus for Questions 9 – 16

Passage 1: California Lee and Me

by Heather Emme

Hettie, whose best friend Cally has moved to California, and her brother, Mitchell, have just returned home after visiting a relative. Hettie is unpacking her bag when she notices a surprise from her mom.

1 Unlike Mitchell, who emptied the bag as fast as he could, Hettie always took her time unpacking. . . . She gently lifted out her old teddy bear, Cookie, and sat him on her bed leaning against a pillow. She took out the three books she was reading. She could never pick just one book, preferring, instead, to have several on the go. Finally she unpacked her school uniform and hung it in the closet.

2 Under her kilt,¹ Hettie saw a magazine that she didn't remember packing. She picked it up and read the Post-it note that her mom had stuck to the cover.

3 *Page 8! So Cool!*
Love, Mom

. . .

4 Holding the magazine, Hettie hopped onto her bed and snuggled into the pillow, next to Cookie. She pushed her braids out of her face and flipped the magazine open to page eight. There was a huge ad: "DO YOU WANNA BE CALIFORNIA LEE'S BFF? Make a video telling us how much you love her and you could win a day with Pop Teen's rising star CALIFORNIA LEE!"

5 Hettie tried to see the Cally she had known through the makeup, the fancy clothes, and the magazine's airbrushing. Her eyes sparkled the same emerald green as they had in Hettie's backyard when Cally told her the big news.

6 "I got the part!" she sang out as she bounced up and down on the swing while Hettie gently glided back and forth.

7 Hettie had been excited, too. She had seen her best friend in a few plays and in commercials that played between Mitchell's cartoons. . . .

8 Then the movie came out and Cally, now California, was busy all the time. The last time the two girls had seen each other was at Cally's birthday party. Even in her best dress and new shoes, Hettie had felt young and out of place. Half of the people at the party were grownups, and most of the other kids were actors. Big boxes wrapped in extravagant paper with massive bows covered the birthday present table. Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom. No one came to look for her until her dad arrived to pick her up.

9 Cally moved to Los Angeles with her family, and Hettie stayed in Toronto.

...

10 "Bye sweetie, I love you!" her father called out as she closed the car door, her magazine tucked under her arm, her book bag over her shoulder.

11 After assuring herself that no one in the schoolyard was watching, Hettie dropped her bag on the ground, pulled out her phone, and stood in front of the kindergarten area. She was wearing her dress uniform, and she had put her braids up in a ponytail with clips that matched. She held the phone as far as she could from her face and pressed record.

12 "Hi! I'm Hettie, and here's why I'm California Lee's BFF. In kindergarten, I won a chocolate bar for my painting and I split it with you, Cally."

13 She paused the video and went inside the school and upstairs to the library.

14 "I'm your BFF because I know your favorite books are scary ones, even if they make you afraid to sleep, and that's why I bought you a flashlight for your last birthday."

15 Throughout the day, whenever she saw something that reminded her of her bubbly best friend, she added it to the video. She even stopped at the ice-cream parlor while walking Mitchell home.

16 "I'm your BFF because I know that you like Gummy Ripple, but you hate that it turns your tongue blue."

17 Finally, at home by the swing set, Hettie recorded the last part of her video. "I'm your BFF because I'm so happy you got to go to LA and be on TV." She turned off her phone and went back inside.

18 That night, instead of working on her English essay, she edited her video. . . . [S]he watched it one more time and then sent it to the email address in the magazine. Tired, she brushed her teeth and crawled into bed. She snuggled Cookie and wondered how long it would take before she heard back from Cally.

- 19 "Mitchell!" she shouted down the stairs, trying to be heard over the TV. "Come and unpack the bag!"
- 20 "Hey, Hettie! Cally is on TV again!"
- 21 She ran downstairs so fast she almost stumbled down the last three. Hettie read the words flashing on the screen: *California Lee and Pop Teen Contest Winner!*
- 22 The girl with Cally looked at least two years younger than Hettie and was holding a *Rock Club* Cally doll. Cally, looking a little bored, patted the girl's arm. "It's nice to know I have a big fan like Amanda to be my BFF for the day." She smiled her TV smile.
- 23 "See?" Mitchell poked his sister.
- 24 Hettie's chest felt tight and her mind raced. When was the contest announcement? Had it been a month already? She pulled out her phone and checked her email: Message from California Lee. She clicked it eagerly:
- 25 *Hey Superfans!*
Thanks for entering my contest. Sorry
there can only be one winner, but
you're all still my BFFs! Make sure to
buy the novelization of Rock Club and
to watch for my concert tour, starting soon!

Love,
California

³kilt: a skirt

Excerpt from "California Lee and Me" by Heather Emme. Copyright © 2016 by Heather Chaytor. Reprinted by permission of Carus Publishing Company via Copyright Clearance Center.

Passage 2: Summer Shift

by Nikki Grimes

1 We packed our bags in June.
I braced for a summer
of impossible good-byes,
and the dread
5 of living without friends
ever again.
To chase away the fear,
I flipped through a dictionary,
plucked out the word *hush*
10 and thought about
the whisper of wind
rustling through leaves,
come next autumn,
and the silence of their falling.
15 Then I jumped into
a soft deep pile of them,
grabbed an armful
of red, gold, and
burnt-orange beauties,
20 tossed them into the air,
and I was all right again,
for a while,
and I went back to packing
for the move.

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English Language Arts
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Question 9

Question and Scoring Guidelines

Question 9

Read the sentence from Passage 1.

"Hettie tried to see the Cally she had known through the makeup, the fancy clothes, and the magazine's airbrushing." (paragraph 5)

How does this sentence develop the plot?

- Ⓐ It creates suspense by showing how Hettie searches for her friend.
- Ⓑ It establishes the conflict by showing how much Cally has changed.
- Ⓒ It creates a mystery by revealing that Cally is pretending to be someone else.
- Ⓓ It shows the turning point by revealing when Hettie gives up on the friendship.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Scoring Guidelines

Rationale for Option A: This is incorrect. Suspense can be an important part of a plot, but this sentence does not create suspense.

Rationale for Option B: Key – This shows how Cally has changed, which is part of the conflict.

Rationale for Option C: This is incorrect. Although Cally is much changed and may, in fact, be pretending to be something she is not, the sentence does not develop this idea.

Rationale for Option D: This is incorrect. This sentence may show Hettie’s melancholy for her lost friendship, but it does not indicate that she has given up on the friendship.

Sample Response: 1 point

Read the sentence from Passage 1.

“Hettie tried to see the Cally she had known through the makeup, the fancy clothes, and the magazine’s airbrushing.” (paragraph 5)

How does this sentence develop the plot?

- Ⓐ It creates suspense by showing how Hettie searches for her friend.
- Ⓑ It establishes the conflict by showing how much Cally has changed.
- Ⓒ It creates a mystery by revealing that Cally is pretending to be someone else.
- Ⓓ It shows the turning point by revealing when Hettie gives up on the friendship.

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Question 10

Question and Scoring Guidelines

Question 10

Select **three** statements that should be included in a summary of Passage 1.

- Hettie attends a birthday party for her famous best friend.
- Hettie edits her video instead of working on her homework.
- Hettie discovers an exciting contest being held by her famous friend.
- Hettie has a best friend who moves away and builds a life without her.
- Hettie takes steps to remind her best friend of the memories they share.
- Hettie unpacks her bags and is surprised by a magazine that her mom left for her.

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for First Option: This is incorrect. This is a supporting detail, not a key idea, and should not be included in a summary.

Rationale for Second Option: This is incorrect. This is a supporting detail, not a key idea, and should not be included in a summary.

Rationale for Third Option: **Key** – This is an important part of the plot and should be included in a summary.

Rationale for Fourth Option: **Key** – This is a main detail that contributes to the overall conflict and should be included in a summary of the story.

Rationale for Fifth Option: **Key** – The fact that Hettie takes steps in her video to remind her best friend of the memories they share is a key idea contributing to the conflict in the story and should be included in a summary.

Rationale for Sixth Option: This is incorrect. This is a minor detail, not a key idea, and should not be included in a summary.

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Question 10

Sample Responses

Sample Response: 1 point

Select **three** statements that should be included in a summary of Passage 1.

- Hettie attends a birthday party for her famous best friend.
- Hettie edits her video instead of working on her homework.
- Hettie discovers an exciting contest being held by her famous friend.
- Hettie has a best friend who moves away and builds a life without her.
- Hettie takes steps to remind her best friend of the memories they share.
- Hettie unpacks her bags and is surprised by a magazine that her mom left for her.

Notes on Scoring

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

- Hettie discovers an exciting contest being held by her famous friend.
AND
- Hettie has a best friend who moves away and builds a life without her.
AND
- Hettie takes steps to remind her best friend of the memories they share.

Sample Response: 0 points

Select **three** statements that should be included in a summary of Passage 1.

- Hettie attends a birthday party for her famous best friend.
- Hettie edits her video instead of working on her homework.
- Hettie discovers an exciting contest being held by her famous friend.
- Hettie has a best friend who moves away and builds a life without her.
- Hettie takes steps to remind her best friend of the memories they share.
- Hettie unpacks her bags and is surprised by a magazine that her mom left for her.

Notes on Scoring

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

Sample Response: 0 points

Select **three** statements that should be included in a summary of Passage 1.

- Hettie attends a birthday party for her famous best friend.
- Hettie edits her video instead of working on her homework.
- Hettie discovers an exciting contest being held by her famous friend.
- Hettie has a best friend who moves away and builds a life without her.
- Hettie takes steps to remind her best friend of the memories they share.
- Hettie unpacks her bags and is surprised by a magazine that her mom left for her.

Notes on Scoring

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

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Question 11

Question and Scoring Guidelines

Question 11

Select **two** sentences from Passage 1 that show that Hettie and Cally's relationship has changed.

- "Her eyes sparkled the same emerald green as they had in Hettie's backyard when Cally told her the big news." (paragraph 5)
- "Half of the people at the party were grownups, and most of the other kids were actors." (paragraph 8)
- "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom." (paragraph 8)
- "No one came to look for her until her dad arrived to pick her up." (paragraph 8)
- "I'm your BFF because I know that you like Gummy Ripple, but you hate that it turns your tongue blue." (paragraph 16)

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for First Option: This is incorrect. While in this paragraph Hettie is trying to recognize the friend she once knew, this sentence shows how Cally is the same, not how their relationship has changed.

Rationale for Second Option: This is incorrect. While this sentence shows an aspect of Cally's new lifestyle, it does not show that Cally and Hettie's relationship has changed.

Rationale for Third Option: **Key** – The fact that Hettie is feeling overwhelmed and shy at her best friend's birthday party and spends most of the party in the basement indicates that their friendship has changed.

Rationale for Fourth Option: **Key** – The fact that Hettie hides during the party and that no one, including Cally, comes to look for her indicates that their relationship has changed.

Rationale for Fifth Option: This is incorrect. While this is part of Hettie's larger effort to remind her friend of their previous friendship, this sentence does not show that Hettie and Cally's friendship has changed.

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Question 11

Sample Responses

Sample Response: 1 point

Select **two** sentences from Passage 1 that show that Hettie and Cally's relationship has changed.

- "Her eyes sparkled the same emerald green as they had in Hettie's backyard when Cally told her the big news." (paragraph 5)
- "Half of the people at the party were grownups, and most of the other kids were actors." (paragraph 8)
- "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom." (paragraph 8)
- "No one came to look for her until her dad arrived to pick her up." (paragraph 8)
- "I'm your BFF because I know that you like Gummy Ripple, but you hate that it turns your tongue blue." (paragraph 16)

Notes on Scoring

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

- "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom." (paragraph 8)
AND
- "No one came to look for her until her dad arrived to pick her up." (paragraph 8).

Sample Response: 0 points

Select **two** sentences from Passage 1 that show that Hettie and Cally's relationship has changed.

- "Her eyes sparkled the same emerald green as they had in Hettie's backyard when Cally told her the big news." (paragraph 5)
- "Half of the people at the party were grownups, and most of the other kids were actors." (paragraph 8)
- "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom." (paragraph 8)
- "No one came to look for her until her dad arrived to pick her up." (paragraph 8)
- "I'm your BFF because I know that you like Gummy Ripple, but you hate that it turns your tongue blue." (paragraph 16)

Notes on Scoring

This response receives no credit (0 points) because both of the answers selected are incorrect. In order to receive credit for this item, students must select both correct answer options.

Sample Response: 0 points

Select **two** sentences from Passage 1 that show that Hettie and Cally's relationship has changed.

- "Her eyes sparkled the same emerald green as they had in Hettie's backyard when Cally told her the big news." (paragraph 5)
- "Half of the people at the party were grownups, and most of the other kids were actors." (paragraph 8)
- "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the party in the basement bathroom." (paragraph 8)
- "No one came to look for her until her dad arrived to pick her up." (paragraph 8)
- "I'm your BFF because I know that you like Gummy Ripple, but you hate that it turns your tongue blue." (paragraph 16)

Notes on Scoring

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

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Question 12

Question and Scoring Guidelines

Question 12

How do the events in paragraphs 12–17 of Passage 1 help develop the plot?

- Ⓐ They reveal the resolution by showing how Hettie deals with Cally's moving away.
- Ⓑ They include the climax by building suspense about who will win the magazine contest.
- Ⓒ They contribute to the exposition by establishing the main characters and setting in the story.
- Ⓓ They contribute to the rising action by describing what the friendship between Hettie and Cally used to be like.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Scoring Guidelines

Rationale for Option A: This is incorrect. The paragraphs do show one way that Hettie deals with her friend's moving, but they do not reveal the resolution of the story.

Rationale for Option B: This is incorrect. The paragraphs show Hettie making a video to try to win the contest, but they do not include the climax of the story.

Rationale for Option C: This is incorrect. The paragraphs introduce several important settings in the girls' friendship, but the main characters and setting in the story are established earlier in the passage. These paragraphs are part of the rising action.

Rationale for Option D: **Key** – These paragraphs contribute to the rising action by showing the friendship between the girls, which establishes the conflict and shows why Cally's moving is so upsetting to Hettie.

Sample Response: 1 point

How do the events in paragraphs 12–17 of Passage 1 help develop the plot?

- Ⓐ They reveal the resolution by showing how Hettie deals with Cally's moving away.
- Ⓑ They include the climax by building suspense about who will win the magazine contest.
- Ⓒ They contribute to the exposition by establishing the main characters and setting in the story.
- Ⓓ They contribute to the rising action by describing what the friendship between Hettie and Cally used to be like.

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Question 13

Question and Scoring Guidelines

Question 13

What is the meaning of braced as it is used in line 2 of Passage 2?

- (A) pleaded
- (B) practiced
- (C) prepared
- (D) provided

Points Possible: 1

Topic: Literary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the speaker may wish to change what the summer has in store, the word “braced” does not mean “pleaded”.

Rationale for Option B: This is incorrect. Although the speaker must prepare herself for the upcoming changes, “braced” does not mean “practiced”.

Rationale for Option C: **Key** – To brace oneself means to prepare oneself.

Rationale for Option D: This is incorrect. Although the move brings the need for goodbyes, the word “braced” does not mean “provided”.

Sample Response: 1 point

What is the meaning of braced as it is used in line 2 of Passage 2?

- (A) pleaded
- (B) practiced
- (C) prepared
- (D) provided

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Question 14

Question and Scoring Guidelines

Question 14

Read the lines from Passage 2.

"To chase away the fear,
I flipped through a dictionary,
plucked out the word *hush*" (lines 7-9)

How do these lines help develop the overall theme of Passage 2?

- Ⓐ They show that the speaker understands that education is the key to success.
- Ⓑ They show that the speaker is tired of listening to her friends say goodbye.
- Ⓒ They show that the speaker tries to be calm in the face of change.
- Ⓓ They show that the speaker understands the value of friendship.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although there is reference to using a dictionary to search for words, this does not indicate that the theme is related to the power of education.

Rationale for Option B: This is incorrect. Although line 9 contains the word “hush”, this is not a directive toward her friends; it is an admonishment to her inner fears.

Rationale for Option C: **Key** – The theme is friendship and the speaker is uneasy about leaving her friends, but she attempts to be calm despite this fear.

Rationale for Option D: This is incorrect. Although these lines follow lines that highlight how highly she values her friendships, these lines do not support or develop a theme about the value of friendship.

Sample Response: 1 point

Read the lines from Passage 2.

“To chase away the fear,
I flipped through a dictionary,
plucked out the word *hush*” (lines 7–9)

How do these lines help develop the overall theme of Passage 2?

- Ⓐ They show that the speaker understands that education is the key to success.
- Ⓑ They show that the speaker is tired of listening to her friends say goodbye.
- Ⓒ They show that the speaker tries to be calm in the face of change.
- Ⓓ They show that the speaker understands the value of friendship.

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Question 15

Question and Scoring Guidelines

Question 15

How do Passage 1 and Passage 2 develop the topic of friendship?

- Ⓐ Both passages describe ways in which people try to save important childhood friendships.
- Ⓑ Both passages highlight happy memories formed among friends to show the importance of friendships.
- Ⓒ Passage 1 shows what happens when a friendship is lost, while Passage 2 focuses on the fear of losing friendships.
- Ⓓ Passage 1 focuses on the similarities between friends, while Passage 2 shows how friends can often be different from each other.

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Scoring Guidelines

Rationale for Option A: This is incorrect. Passage 1 focuses on a character trying to save a friendship that has been lost, but Passage 2 does not.

Rationale for Option B: This is incorrect. Passage 1 recounts many happy memories as Hettie makes her film, but Passage 2 does not contain any specific recollections of happy memories.

Rationale for Option C: **Key** – Hettie experiences the pain of lost friendship, while the speaker in the poem worries that she will lose her friends when she leaves.

Rationale for Option D: This is incorrect. Passage 1 highlights the similarities that friends used to share, but Passage 2 does not.

Sample Response: 1 point

How do Passage 1 and Passage 2 develop the topic of friendship?

- Ⓐ Both passages describe ways in which people try to save important childhood friendships.
- Ⓑ Both passages highlight happy memories formed among friends to show the importance of friendships.
- Ⓒ Passage 1 shows what happens when a friendship is lost, while Passage 2 focuses on the fear of losing friendships.
- Ⓓ Passage 1 focuses on the similarities between friends, while Passage 2 shows how friends can often be different from each other.

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Question 16

Question and Scoring Guidelines

Question 16

Hettie in Passage 1 and the speaker in Passage 2 are both facing change in their lives. Write a multi-paragraph response in which you analyze how Hettie and the speaker of the poem respond to change. Your response must be based on ideas and information that can be found in both the story and the poem.

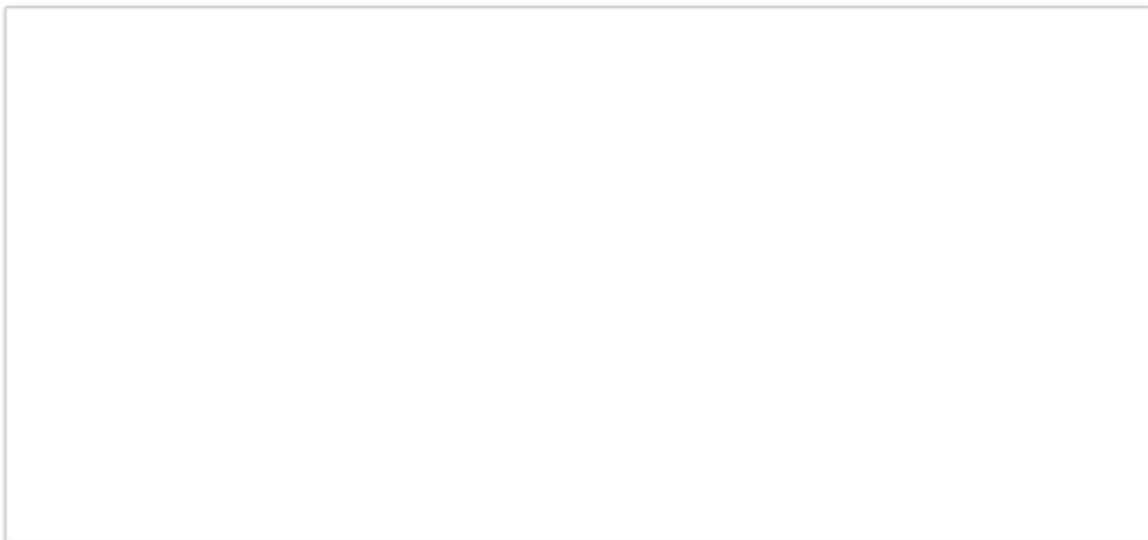
Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



Points Possible: 10

Topic: Writing

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

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>

Grade 6
English Language Arts
Spring 2018 Item Release

Question 16

Sample Responses

Sample Response: 10 points

Hettie deals with change by reminiscing about her old friendship with a girl from her town who moved away and became famous, while the speaker in the poem accepted that there would be change, felt sad about it, and then went outside to play in the leaves in an attempt to make himself/herself feel better.

Hettie does not run away from her problems, the change, or what the change will do to affect her. She is still one of Cally's friends, but she does not see her very often, and the few times every couple of years are filled with Cally and multiple other people, such as what happened at her birthday party. There were many people, but they were all either grown-ups, other actors, people Cally worked with, or rich and famous people. This caused Hettie to feel out of place, because she knew she was different than them when it came to social classifications. She responded to this feeling by hiding alone in the basement bathroom, and was not surprised when no one came to look for her, as she was felt that she was not as important as the other guests. She enters a contest for being Cally's "BFF" but finds out that someone has already won, and was seen on tv with Cally. Cally looked bored, patted the girls arm, and smiled her "tv smile", which implies that she does not enjoy being on the tv. Hettie knows this, and she accepts the fact that the old friendship she once had with Cally is gone.

The speaker in the poem isn't as accepting towards her problems. She/He feels sad about having to move, and believes that it will be impossible to make new friends in her new area. Unhappy with these thoughts, the speaker looks in a dictionary for the word hush. Upon reading the definition, the speaker begins thinking of fall leaves and a gentle breeze, and eventually the speaker goes outside to play in the pile of leaves. After playing outside in the leaves for an unspecified amount of time, the speaker comes back into her house and begins packing the clothes that were planned to be taking with the family when they moved. Instead of shrugging it off, she/he went outside to try to make herself/himself happy again, and after a successful attempt, went back inside the house, Unlike Hettie, the speaker is not trying to win anything like a contest, and is not sad about missing the friendship between her/him and one specific person.

In both stories, the speaker is unhappy about the change that is either taking place or that has taken place already. They both figure out a way to cope with it, and they move on with their lives. They both have different means of doing this, but the end result is all the same. Hettie doesn't seem to need to cope with anything, but the speaker in the poem does.

In conclusion, the main characters in both the story and the poem both face the changes, and do quite well doing so. They both seem to continue on with their lives, although it is not sated or specified in the story what happens afterwards. More than likely, the speaker in the poem will make new friends at her new school, and Hettie will make a new best friend to spend time with, like she did with Cally.

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 receives 4 points in Purpose, Focus, and Organization. The response is fully sustained and consistently focused on the task of analyzing how the two characters respond to change. The organizational structure is effective, beginning with an adequate introduction which states how each character reacted. In addition to the skillful transitions which introduce the supporting ideas, sentence variety is used to effectively clarify the relationships among ideas within the body paragraphs (“Unhappy with these thoughts” “Upon reading the definition” “After playing outside” “Instead of shrugging it off” “Unlike Hettie”), with one sentence leading to the next, constantly building a logical progression of ideas. The conclusion is satisfying, anticipating what will happen with these characters in the future. Appropriate style and objective tone are established and maintained throughout the response.

Evidence and Elaboration – This response receives 4 points in Evidence and Elaboration. The response provides thorough and convincing support for the main idea. Thorough and relevant evidence from the sources is smoothly integrated, as the student uses multiple text examples for each supporting idea, introducing them and then extending them to elaborate and explain, linking these ideas to the controlling idea. This elaboration is effective and is enhanced by the clear and effective expression of ideas. There is a citation for the second passage (“The speaker in the poem”). The varied sentence structure demonstrates language facility.

Conventions – This response receives 2 points in Conventions. The response demonstrates an adequate command of basic conventions.

Sample Response: 8 points

Change is a different definition for everyone. For some it is scary and uncertain. For others it is different and wonderful. For most people it just depends on their view in the situation there in. In both passages, Hettie and the speaker in the poem both are looking at their change negatively. Thinking of the bad, not good. Both Hettie and the speaker of the poem both respond to change as something terrible and uncertain.

Hettie and the speaker of the poem both responded to change as if it were something terrible. Hettie dwelled on how good her life was when her and her best friend Cally use to hang out. Hettie was sad but happy when Cally moved away. Sad because she would not see her best friend as often and happy because not everyone gets the opportunity to become a successful actor. Hettie becoming sad and not moving on from her old best friend was not making many friends but was ecstatic when she got the opportunity to become Cally's BFF for a day again. Entering the contest Cally was sad and confused when she did not win, making her sad and confused when she found out the bad news. I know this because in passage on paragraph eight it says, "Even in her best dress and new shoes, Hettie had felt young and out of place." This explains that Hettie is now starting to feel uncomfortable around Cally. The speaker in the poem was also taking her change like it was horrible. The author dreads moving and dreads not seeing her friends for the summer. She tries to think of fall jumping in a pile of leaves which braces her and she starts packing up again. This shows she wasn't taking the move very well and needed to calm down over this. I know this because in passage two stanza one sentence two states, "I braced for a summer of impossible good-byes, and the dread of living without friends ever again." This shows that the author thinks she will never make friends again and thinks this change is horrible. Both main characters in the passage respond to change as something terrible.

Hettie and the speaker of the poem both respond to change uncertainly. Hettie grew to be uncomfortable and uncertain talking and being around Cally and her group of friends. Hettie thought she was down-graded because she was not a famous actor or something more important. She started to be uncertain if Cally's change of setting was a good thing for her. I know this because in passage one paragraph eight states, "Overwhelmed and feeling shy, Hettie had taken her small gift bag and spent most of the part in the basement bathroom." This shows that Hettie did not feel comfortable and felt uncertain in a social setting with Cally. The speaker in the poem in passage two responded to change uncertainly because she thought she would never be able to make friends again. She thought that a move would be dreadful and she would be alone friendwise. I know this because in passage two stanza three through six states, "...of impossible good-byes, and the dread of living without friends ever again. To chase away the fear..." This shows that the speaker felt uncertain and felt dread when thinking about a move. Both speaker from the passage responded to change uncertainly.

In conclusion, both Hettie and the speaker from the poem in passage two responded to change uncertainly and thought it was something terrible. Change can be good or bad.

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	1

Notes on Scoring

Purpose, Focus, and Organization – This response receives 4 points in Purpose, Focus, and Organization. The response is fully sustained and consistently focused on the task, beginning with an effective and insightful introduction which compares the reactions of the two characters. There is an effective organizational structure, as the two body paragraphs present the supporting ideas — something terrible and uncertainty. Each body paragraph begins with a discussion of Hettie, and then transitions to the speaker in the poem, ending with a concluding sentence that enhances the sharp focus on the task.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. There is thorough, convincing, and credible support for the controlling idea. Well-chosen, relevant evidence from both passages is used to support the student ideas but is only generally integrated into the response (“I know this because” “This explains” “This shows”). To achieve a higher score point, text information needs to be more smoothly integrated. There is an effective use of elaborative techniques as the student’s own words and ideas are used to introduce and then explain the text examples, demonstrating an understanding of the topic and text. Ideas are clearly and effectively expressed throughout the response. There are citations for both passages.

Conventions – This response receives 1 point in Conventions. The response demonstrates a partial command of basic conventions.

Sample Response: 8 points

In both passages, we can see that both Hettie and the narrator of passage 2 are going through a lot of changes. Both passages focus on friendship, something that is important to both speakers. Losing friends is another important part of both passages as well. In this essay you will be able to see the many similarities of both passages as well as their differences in the way that both speakers handled changes in the friendships that they have. So here is the many things that we can see from both passages.

In this series of passages, one important thing we can take away is the value of friendship. In passage two, it states, "We packed our bags in June, I braced for a summer of impossible good-byes, and the dread of living without friends ever again." This statement shows us, the reader how valuable friendship is to the speaker, the person in this story going through the changes in his/her life. It is important that we look for clues like this in both passages because if we don't we won't be able to get the whole meaning of the passage. There are many other key parts to both passages as well.

Another key part in both passages is losing friends. In passage one, Hettie is stuck on the fact that her best friend Cally (California Lee) has gone on and made a new life without her. In passage one it states, "The last time the two girls had seen each other was at Cally's birthday party. Even in her best dress and new shoes, Hettie still felt young and out of place. ... Overwhelmed and feeling shy, Hettie took her small gift bag and spent most of the party in the basement bathroom." This statement shows that Cally changed and Hettie is not handling the change very well. In passage two the speaker is talking about moving away from his/her friends which is also a big change. So there's a lot of meaning on both paragraphs.

In conclusion we can see that friendship is the meaning of both passages. Both Hettie and the speaker are not handling the changes in friendship well. The speaker calms his/herself down by thinking of the coming fall and how it would feel like at her home instead of moving away. This is showing that the speaker is trying to stay calm and not think about saying good-bye. Hettie is entering a contest to spend a day with Cally and makes a video showing why Hettie is California's BFF. We can now see the changes in both passages and the way both speakers handled the changes in their friendships.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 3 points in Purpose, Focus, and Organization. The response is adequately sustained and generally focused on the task. The sufficient introduction presents the controlling idea (“the way that both speakers handled changes in the friendships that they have”). The body paragraphs deal with each passage in turn—first the poem, and then Hettie—to support the ideas of “value of friendship” and “losing friends”. There are adequate transitions to connect ideas, creating an adequate progression throughout the essay. The concluding sentence at the end of each body paragraph enhances the focus of the response. The conclusion is satisfying, comparing the reactions of the two characters, giving a sense of completeness.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response provides adequate support, citing relevant evidence from both sources. Evidence is generally integrated, as each paragraph has an idea, a quote, and then the writer’s interpretation of the incident. The elaborative techniques are adequate as the student extends the ideas to further the explanation. Expression of ideas is adequate, employing general language.

Conventions – This response receives 2 points in Conventions. The response demonstrates an adequate command of basic conventions.

Sample Response: 8 points

Both of the stories show how two people react to change differently. In the first story, Hettie's friend got a role in a movie and she is going to California to play the part in the movie. Her mom gives her a magazine and leaves a note saying to go to page three, Hettie flips to the page and sees that there is a huge ad asking if people want to be California Lee's BFF and in order to be a contestant you have to make a video telling how much you love her. When Hettie is done making the video she sends it to her and waits for a month to see if she won. After getting email message saying how she did not win, she realizes that her friend has changed.

In passage two the story is about someone moving away from their friends, saying their goodbyes and off to start a new life somewhere else. The author is not happy that their family is moving and is looking forward to a summer of impossible goodbyes. In order for the author to get the thought out of her head, him/her jumps into a deep pile of leaves and tosses them into the air. The thought of moving disappeared for only a second, then it was back to packing for the move. He/she is thinking that there will be no friends or no life for them when they move.

In the first passage, Hettie realizes that she had just lost a best friend and was a little shocked that her friend Cally did not pick her for the video that she sent in. That shows Hettie that her friend has changed and no longer cares about her. That also shows her that her best friend has been consumed in the fame and no longer has the time for her. In the second passage the author is moving and believes that she will not be having anymore friends and she will have a horrible life because of that. He/she is moving and saying goodbyes to all of his/her friends and preparing for the worst life ever.

Overall both passages included two perspectives on two different people with both of their lives changes in two very different, but alike 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)
3	3	2

Notes on Scoring

Purpose, Focus, and Organization – This response receives 3 points in Purpose, Focus, and Organization. The response is adequately sustained and generally focused, beginning with an introductory sentence that states the controlling idea “how two people react to change differently”. There is an evident organizational structure as the writer summarizes and interprets the incidents in each passage separately, then compares the two in the third paragraph. There is adequate use of transitional strategies, contributing to the adequate progression of ideas and a sense of completeness.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response provides adequate support for the controlling idea, citing relevant evidence from both sources. Integration is uneven, as the first two paragraphs are primarily source summary. Evidence is generally integrated in the third paragraph, as the writer elaborates on the ideas/incidents for both sources, creating a sense of completeness. The writer’s expression of ideas is adequate.

Conventions – This response receives 2 points in Conventions. The response demonstrates an adequate command of basic conventions.

Sample Response: 8 points

Hettie and the speaker of the poem both face change but they both handle it differently. Change can be hard and it is shown in Passage 1 and in Passage 2.

Hettie faces change when her best friend, Cally, becomes famous. When Cally becomes famous, Cally moves to L.A. Hettie goes to Cally's birthday party but she stays away from all the people for most of the time at the party because she feels as if she doesn't belong in a place such as that. Hettie is upset by this but she tried to keep her calm and not get really upset by it but she does when she finds out Cally didn't choose her to be her BFF for a day. Backing that up would be when Hettie's "chest felt tight" and "her mind raced."

The speaker for Passage 2 was automatically upset when he/she found out they were gonna be a whole summer without friends because they were moving. They felt upset, fearful, and helpless. "Of living without friends ever again. to chase away fear..." and "I went back to start packing for the move." shows that the emotions weren't happy about moving.

As read in both stories, change can be proven hard especially when you are dealing with childhood friendships. Sadness and fear can come from it but depending on how you deal with it will be the outcome. Choosing to be upset may make things worse but pretending to be okay with their decisions can be bad too.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 3 points in Purpose, Focus, and Organization. The response is adequately sustained and generally focused on the task. The controlling idea is presented in the introduction (“they both handle it differently”). There is an evident organizational structure as the writer explains the change that occurs for each character, ending with an adequate and insightful conclusion as the student makes general comments on change based on the analysis presented in the previous paragraphs. This contributes to the adequate progression of ideas and a sense of completeness.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response provides adequate support for the controlling idea. Generally integrated relevant evidence is drawn from both sources and there is a clear citation (“speaker for Passage 2”). The writer uses adequate elaboration, interpreting the changes in emotion and supporting these statements with relevant text information. Expression of ideas is adequate.

Conventions – This response receives 2 points in Conventions. The response demonstrates an adequate command of basic conventions.

Sample Response: 8 points

Hettie and the speaker of the poem had different responses to change. First I will go over how Hettie responded to change. Then I will tell you how the speaker in the poem responded to change. Finally I will go over how they both did things in similar ways.

This is how Hettie responded to change. Hettie was a little bit shy around Cally at her birthday party because she was a pop star now, this is talked about in paragraph 8 "Overwhelmed and feeling shy, Hettie took her small gift bag and spent most of her time in the basement bathroom." Then Hettie tried to remind Cally of all the fun things they used to do together, so she entered Cally's contest. This is mentioned in paragraphs 12-17. After entering she found out that she hadn't won Cally's contest, this left her feeling confused. That is how Hettie responded to change.

This is the speaker of the poem's response. The speaker said goodbye to their friends, this is stated in lines 1-4. They also worried about not making new friends at where ever they were moving to. The speaker also wanted people to stop saying goodbye to her. That was the speaker's response to change.

This is how both Hettie and the speaker replied to change. They both didn't want to say goodbye to their friends. Both liked their old friends. Also both didn't like the change that was

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 3 points in Purpose, Focus, and Organization. There is an evident organizational structure, as the student begins with an introduction that states exactly what will be presented in the essay and then follows through on the plan. The transitions are basic and lacking in variety (“First” “Then” “Finally” “This is how”) but adequate. Transitional words within the body paragraphs (“Then” “This is mentioned” “After entering” “This is how” “also”) contribute to a logical progression of ideas. The fourth paragraph compares the two characters giving a sense of completeness to the analysis, but it is unclear if this was intended as the conclusion.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response provides adequate support, with evidence cited from both passages. Source examples are generally integrated, with more relevant evidence from the first source, while there is only a vague and general reference to incidents in the poem. Elaboration is adequate as the student interprets the feelings of the characters, relating the text examples to the concept of change. The student uses general language, and the expression of ideas is adequate.

Conventions – This response receives 2 points in Conventions. The response demonstrates an adequate command of basic conventions.

Sample Response: 7 points

In the passages, "California Lee and Me" and "Summer Shift" both Hattie and speaker of passage 2 are both facing changes in lives.

In passage 1 "California Lee and Me" Hattie (Main character) is facing change in her life. The change that Hattie is facing is her best friend Cally moved to California. First example, "Hattie tried to see the Cally she had known through the makeup, the fancy clothes, and the magazine's airbrushing." This shows that Hattie is trying to see the Cally she knew from when they were together and their memories but it turned out that she changed. Second example, "Cally moves to Los Angeles with her family, and Hattie stays in Toronto." The text shows that Cally has moved far away from Hattie and they are best friends, well they used to be.

In passage 2 "Summer Shift" The narrator is facing changes in her life because she is moving away from all of her friends. For example, "We packed our bags in June. I braced for a summer of impossible good-byes" This information shows that the narrator is not ready to move away from her friends (the narrator's impossible good-byes are her friends).

In both passage 1 "California Lee and Me" and passage 2 "Summer Shift" both are facing change in their lives. In "California Lee and Me" the change Hattie is facing is her best friend Cally moving away and that is thought to lose your closest friend (best friend). In passage 2 "Summer Shift" the change the narrator is facing is moving away and when you move it is hard to make new friends and it is also hard to say good-bye.

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 – This response receives 3 points in Purpose, Focus, and Organization. The controlling idea is presented in the introductory sentence (“are both facing changes in lives”). It is adequately sustained throughout the essay as the writer treats the reactions of each character separately, ending with an adequate conclusion that reiterates the ideas already presented. The writer uses basic transitions (“In passage 2”) to connect ideas, but various transitional strategies are used within the first body paragraph, so that each sentence connects with the previous one, contributing to the adequate progression of ideas. The conclusion, which compares the experiences of both characters, adds to the sense of completeness.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. Source evidence is generally integrated with clear citations. There is adequate use of elaborative techniques as the writer presents ideas, relevant text quotes, and interpretation of the incidents. These extensions of ideas in the writer’s own words provide the connection to the controlling idea, providing adequate support. Ideas are adequately expressed.

Conventions – This response receives 1 point in Conventions. The response demonstrates a partial command of basic conventions.

Sample Response: 5 points

Hettie at the beginning of the story feels good for Cally and wants Cally to be happy the passage says "Hettie had been excited too. She had seen her best friend in a few plays and commercials". But as the story progresses Hettie starts to develop feelings that are very different from the beginning of the story. She starts to miss Cally as a friend and Decides to enter a contest that could get her and Cally together for a day. She spends all day making a video and that night she sends the video in. But sadly she doesn't win the contest and she starts to feel tight chested.

The person in the poem is sad at the beginning of the story because she has to move and says it is impossible to say goodbye. The person starts to get happier as the poem progresses the text says I was all right again after jumping into a pile of leaves.

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 receives 2 points in Purpose, Focus, and Organization. The controlling idea is unclear as each of the paragraphs is mostly a summary of events, describing the change in feeling that occurs for each character—Hettie from happy to sad, the poet from sad to happy. The first paragraph is stronger, maintaining focus on the gradual change in Hettie’s feelings. There is inconsistent use of transitional strategies (“But”) and no introduction or conclusion. The progression of ideas is uneven as the writer makes no connection between the two characters.

Evidence and Elaboration – This response receives 2 points in Evidence and Elaboration. Evidence from the sources is weakly integrated. Details from the first source are more specific and the writer attempts to elaborate by drawing conclusions as to Hettie’s feelings. The expression of ideas is simplistic, and the response provides uneven support for the main idea.

Conventions – This response receives 1 point in Conventions. The response demonstrates a partial command of basic conventions.

Sample Response: 5 points

Hettie and the person in the second passage both seem to have a hard time with moving and losing friends. One of them is moving away from all of his/her friends. Hettie's best friend moved and it seemed as though she forgot about Hettie. The person in the second paragraph seems to be moving in summer before school. Hettie's friend Cally is now famous sometimes fame can take over your old self. I think Cally is experiencing this. The person in the second paragraph is struggling because she has to move from all her friends. His/her is showing stress and sadness. They are both in very sad/depressing situations. I don't know what I would do if I was in them.

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 receives 2 points in Purpose, Focus, and Organization. The response is somewhat sustained with a weak controlling idea (“both seem to have a hard time with moving and losing friends”) and an inconsistent organizational structure. The lack of transitions makes the body of the essay confusing as the writer switches back and forth between Hettie and the poet, contributing to the uneven progression of ideas.

Evidence and Elaboration – This response receives 2 points in Evidence and Elaboration. This response has uneven support for the controlling idea, consisting mostly of a summary of events in the passage. Elaborative techniques are weakly used to draw some conclusions as to how the characters feel. Expression of ideas is simplistic.

Conventions – This response receives 1 point in Conventions. The response demonstrates a partial command of basic conventions.

Sample Response: 2 points

Hettle in the story doesn't like that her friend moved away. hettle didn't like that her friend has changed. because now her friend is famous and doesn't talk to her. and hettle didn't like that. in story two the narrator doesn't like that he has to move away from his/her friends. because they have a good friendship.

hettle doesn't like that her friend moved away. and the narrator doesn't like that he/her has to move away from he/her friends. so they bare both sad that they have to make new friends. and they both lost there friends. and they won't be able to see them again.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 1 point in Purpose, Focus, and Organization. The prompt is not directly addressed. The controlling idea is confusing, as the response seems focused on the idea of moving away, being sad, and having to make new friends. The writer does not give any indication of why the reader needs to know these things. There are few transitional strategies (“in story two”), mostly consisting of basic conjunctions (“because” “and” “so”). There is a limited organizational structure as the writer begins by providing facts from both passages and in the second paragraph attempts to explain them.

Evidence and Elaboration – This response receives 1 point in Evidence and Elaboration. Minimal evidence from the source material is included, and the expression of ideas is vague and confusing. The first paragraph has a brief summary of the general concepts from each passage. The student attempts to elaborate, drawing the conclusion that (“they bare both sad that they have to make new friends”), providing minimal support for the controlling idea.

Conventions – This response receives 0 points in Conventions. The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

Sample Response: 0 points

mitchell and his sister like toplay around. some times it can get out of hand.they get along with alot of tv showes to agree on. they help eachother out with chorses

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 0 points in Purpose, Focus, and Organization. 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 discernable organizational structure.

Evidence and Elaboration – This response receives 0 points in Evidence and Elaboration. The response provides no support/evidence related to a main idea and includes no use of sources, facts, or details.

Conventions – This response receives 0 points in Conventions. The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

Sample Response: 0 points

- 1.unlike mitchell who emptied the bag as fast as he could hettie.
2. under her kilt 1 hettie saw a magazine that she didnt

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 receives 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

Under her kilt, Hettie saw a magazine that she didn't remember packing. She picked it up and read the post, it said that her mom had stuck to the cover.

DO YOU WANNA BE CALIFORNIA LEE'S BFF? Make a video telling us how much you love her and you could win Cally told her big news.

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 receives 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

Hettie could started the poem like

we packed uor bags in june. I prepared for a summer of mipossible good byes, and the dread of living without friends ever again. To chase away the fear, I flipped through a dictionary, plucked out the word hush and thought about the whisper of wind rustling through leaves, come next autumn and the silence of their falling. Then I jumped into

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 receives 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 – 28

Stimulus for Questions 24 – 28

**from *This Strange
Wilderness: The Life and
Art of John James Audubon***

by Nancy Plain

- 1 In the heat of the afternoon, the swamp was drowsy and still. Turtles rested on a fallen log. An alligator lazed by the water. High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch. Only the mosquitoes were busy, swarming and humming in the heavy air.
- . . .
- 2 That same afternoon he made a painting of the beautiful bird, capturing her jewel-like colors—blue, black, white, a splash of red. . . . These were the days before photography, and he wanted to get every detail right, down to the smallest feather. “My wish to impart truths has been my guide,” he wrote, and he signed his pictures “Drawn from Nature, by J. J. Audubon.”
- 3 Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home. Now he had set out to do what no one had done before—to paint all the bird species in North America. Many others over the centuries had painted birds. But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits. He thought—no, he knew—that he could do better.
- 4 “My Work will be *the* Work indeed!” he declared. And it was. His masterpiece, *The Birds of America*, was a lifetime in the making. It is a magnificent collection of pictures of almost five hundred species—some of them discovered by Audubon himself—and when it was published, the world knew him as one of the greatest bird artists who had ever lived.
- 5 Audubon’s birds glow with life. They look real enough to hop off the page and fly away. His paintings not only show how the birds look but also tell a story about how they live. A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw, a fat little puffin goes for a swim. *The Birds of America* is like a magical visit with all the winged creatures in a vast secret garden.

6 Born in Haiti and raised in France, Audubon had come to America in 1803, when Thomas Jefferson was president. There were only seventeen states in the Union then, so most of the country was to Americans a mysterious wilderness. Every year explorers set out to chart distant rivers and mountains. Audubon became an explorer, too, looking for birds in their natural habitats. "My whole mind was ever filled with my passion for rambling," he wrote. He loved to wake up before the sun . . . and head out into the singing forest. His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador¹ and from the New Jersey shore to . . . the Dakotas. He hiked hundreds of miles, floated down rivers, climbed rocks, and crawled into caves. Once while chasing an owl, he nearly drowned in quicksand. Audubon was a naturalist as well as an artist because he studied everything he could about the birds, from the size of their eggs to the speed of their flight. He even tried to understand their emotional lives. Almost every day he wrote letters and detailed field notes, which he later turned into bird "biographies" and lively tales of the frontier.



Great Blue Heron by John James Audubon

¹coast of Labrador: a region in northeastern Canada

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Question 24

Question and Scoring Guidelines

Question 24

Read this sentence from the passage.

"It is a magnificent collection of pictures of almost five hundred species—some of them discovered by Audubon himself—and when it was published, the world knew him as one of the greatest bird artists who had ever lived." (paragraph 4)

What does the word magnificent suggest about *The Birds of America*?

- Ⓐ It is unique.
- Ⓑ It is famous.
- Ⓒ It is popular.
- Ⓓ It is impressive.

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.

Scoring Guidelines

Rationale for Option A: This is incorrect. Although “magnificent” may indicate that a work is unique, the author’s use of the word indicates that she is impressed by Audubon’s work.

Rationale for Option B: This is incorrect. Although “magnificent” may indicate that a work is famous, the author’s use of the word indicates that she is impressed by Audubon’s work.

Rationale for Option C: This is incorrect. Although “magnificent” may indicate that a work is popular, the author’s use of the word indicates that she is impressed by Audubon’s work.

Rationale for Option D: Key – The author’s use of the word indicates that she is impressed by Audubon’s work.

Sample Response: 1 point

Read this sentence from the passage.

“It is a magnificent collection of pictures of almost five hundred species—some of them discovered by Audubon himself—and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)

What does the word magnificent suggest about *The Birds of America*?

- (A) It is unique.
- (B) It is famous.
- (C) It is popular.
- (D) It is impressive.

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Question 25

Question and Scoring Guidelines

Question 25

Which sentence from the passage shows Audubon's determination to observe birds in their natural habitat?

- Ⓐ "These were the days before photography, and he wanted to get every detail right, down to the smallest feather." (paragraph 2)
- Ⓑ "His paintings not only show how the birds look but also tell a story about how they live." (paragraph 5)
- Ⓒ "A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw, a fat little puffin goes for a swim." (paragraph 5)
- Ⓓ "He hiked hundreds of miles, floated down rivers, climbed rocks, and crawled into caves." (paragraph 6)

Points Possible: 1

Topic: Informational

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Although this sentence shows Audubon’s determination to paint birds realistically, it does not show his determination to capture birds in their natural habitat.

Rationale for Option B: This is incorrect. Although this sentence shows that Audubon’s paintings looked realistic, it does not show his determination to capture birds in their natural habitat.

Rationale for Option C: This is incorrect. Although this sentence shows the natural behavior of birds in Audubon’s paintings, it does not show his determination to capture birds in their natural habitat.

Rationale for Option D: **Key** – This sentence shows the lengths that Audubon was willing to go to in order to capture birds in their natural habitat.

Sample Response: 1 point

Which sentence from the passage shows Audubon’s determination to observe birds in their natural habitat?

- Ⓐ “These were the days before photography, and he wanted to get every detail right, down to the smallest feather.” (paragraph 2)
- Ⓑ “His paintings not only show how the birds look but also tell a story about how they live.” (paragraph 5)
- Ⓒ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw, a fat little puffin goes for a swim.” (paragraph 5)
- Ⓓ “He hiked hundreds of miles, floated down rivers, climbed rocks, and crawled into caves.” (paragraph 6)

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Question 26

Question and Scoring Guidelines

Question 26

Read the sentences from the passage.

"There were only seventeen states in the Union then, so most of the country was to Americans a mysterious wilderness. Every year explorers set out to chart distant rivers and mountains." (paragraph 6)

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

- (A) map out unknown areas
- (B) travel over familiar routes
- (C) discover new animal species
- (D) search for nearby settlements

Points Possible: 1

Topic: Informational

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

Scoring Guidelines

Rationale for Option A: Key – The word “chart” encompasses both “to map out” a journey and “to make a map of” a place.

Rationale for Option B: This is incorrect. The phrase “mysterious wilderness” indicates that these are not familiar routes.

Rationale for Option C: This is incorrect. Audubon was looking for new species of birds, but the paragraph does not indicate that explorers set out every year to discover new animals.

Rationale for Option D: This is incorrect. The phrase “mysterious wilderness” suggests that there weren’t any nearby settlements.

Sample Response: 1 point

Read the sentences from the passage.

“There were only seventeen states in the Union then, so most of the country was to Americans a mysterious wilderness. Every year explorers set out to chart distant rivers and mountains.” (paragraph 6)

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

- map out unknown areas
- travel over familiar routes
- discover new animal species
- search for nearby settlements

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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

How does the author develop the idea that Audubon was influenced by other artists?

- Ⓐ by showing how dedicated other artists were in their pursuit of new subjects
- Ⓑ by explaining how other artists' works impacted him at an early age
- Ⓒ by giving examples of how other artists located their subjects
- Ⓓ by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- Ⓐ "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- Ⓑ "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- Ⓒ "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- Ⓓ "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Points Possible: 2

Topic: Informational

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The author shows how dedicated Audubon was in finding new subjects, but she does not speak to how dedicated others were.

Rationale for Option B: This is incorrect. Audubon was drawn to sketching birds at an early age, but there is no evidence to indicate that his interest stemmed from seeing other artists' portrayals of birds.

Rationale for Option C: This is incorrect. The author discusses how Audubon located his subjects, but she does not speak to how others located theirs.

Rationale for Option D: **Key** – Audubon was inspired to create works that did not seem “stiff and unnatural” after he saw how other artists had been depicting birds.

Part B

Rationale for Option A: This is incorrect. This is an example of how nature inspired Audubon, but not how other artists inspired him.

Rationale for Option B: This is incorrect. This is an example of Audubon's interest in creating bird portraits from an early age, but it is not evidence that other artists inspired Audubon.

Rationale for Option C: **Key** – Audubon was inspired to create a different kind of bird “portrait” after seeing the work of other artists.

Rationale for Option D: This is incorrect. This is an example of how dedicated Audubon was to finding new subjects to paint, but it is not evidence that other artists inspired Audubon.

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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

How does the author develop the idea that Audubon was influenced by other artists?

- Ⓐ by showing how dedicated other artists were in their pursuit of new subjects
- Ⓑ by explaining how other artists' works impacted him at an early age
- Ⓒ by giving examples of how other artists located their subjects
- Ⓓ by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- Ⓐ "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- Ⓑ "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- Ⓒ "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- Ⓓ "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

How does the author develop the idea that Audubon was influenced by other artists?

- Ⓐ by showing how dedicated other artists were in their pursuit of new subjects
- Ⓑ by explaining how other artists' works impacted him at an early age
- Ⓒ by giving examples of how other artists located their subjects
- Ⓓ by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- Ⓐ "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- Ⓑ "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- Ⓒ "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- Ⓓ "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

How does the author develop the idea that Audubon was influenced by other artists?

- Ⓐ by showing how dedicated other artists were in their pursuit of new subjects
- Ⓑ by explaining how other artists' works impacted him at an early age
- Ⓒ by giving examples of how other artists located their subjects
- Ⓓ by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- Ⓐ "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- Ⓑ "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- Ⓒ "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- Ⓓ "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

How does the author develop the idea that Audubon was influenced by other artists?

- by showing how dedicated other artists were in their pursuit of new subjects
- by explaining how other artists' works impacted him at an early age
- by giving examples of how other artists located their subjects
- by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

How does the author develop the idea that Audubon was influenced by other artists?

- Ⓐ by showing how dedicated other artists were in their pursuit of new subjects
- Ⓑ by explaining how other artists' works impacted him at an early age
- Ⓒ by giving examples of how other artists located their subjects
- Ⓓ by describing what he thought of other artists' works

Part B

Which detail supports the answer in Part A?

- Ⓐ "High up in a cypress tree, there was a flash of color as a great blue heron smoothed her feathers and settled back on a mossy branch." (paragraph 1)
- Ⓑ "Ever since he was a boy, he had been curious about birds and often skipped school to sketch them in the countryside near his home." (paragraph 3)
- Ⓒ "But most of their work seemed stiff and unnatural to Audubon, as if the birds were sitting for their portraits." (paragraph 3)
- Ⓓ "He loved to wake up before the sun . . . and head out into the singing forest." (paragraph 6)

Notes on Scoring

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

Which claim does the author make about *The Birds of America*?

- Ⓐ It showed that Audubon was concerned about preserving natural habitats.
- Ⓑ It illustrated the vast number of animals that remained undiscovered.
- Ⓒ It changed the way artists painted natural settings.
- Ⓓ It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- Ⓐ “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- Ⓑ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- Ⓒ “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- Ⓓ “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Points Possible: 2

Topic: Informational

Content Standard: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Although the passage mentions that Audubon was a naturalist, it does not suggest that he was concerned about preservation.

Rationale for Option B: This is incorrect. Although the passage discusses the fact that Audubon set out to document every species of bird, there is nothing in the passage to support the idea that people became aware of how many more animals there were to document.

Rationale for Option C: This is incorrect. The passage does not discuss whether or not Audubon's book impacted the way other artists depicted natural settings.

Rationale for Option D: **Key** – The reception of the book and the amount of research Audubon did to complete the book established him as an expert in ornithology.

Part B

Rationale for Option A: **Key** – This supports the idea that *The Birds of America* established Audubon as an expert in his field.

Rationale for Option B: This is incorrect. While this detail describes some of the works in *The Birds of America*, it does not support the idea that Audubon was an expert in his field.

Rationale for Option C: This is incorrect. This sentence suggests that Audubon may have documented birds that were unknown before the publication of his book, but it does not support the idea that Audubon was an expert in his field.

Rationale for Option D: This is incorrect. Although this sentence suggests the individual effort that Audubon put forth in establishing himself as an expert, it was not until these letters and notes became part of *The Birds of America* that he was established as an expert in the field.

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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

Which claim does the author make about *The Birds of America*?

- Ⓐ It showed that Audubon was concerned about preserving natural habitats.
- Ⓑ It illustrated the vast number of animals that remained undiscovered.
- Ⓒ It changed the way artists painted natural settings.
- Ⓓ It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- Ⓐ “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- Ⓑ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- Ⓒ “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- Ⓓ “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which claim does the author make about *The Birds of America*?

- Ⓐ It showed that Audubon was concerned about preserving natural habitats.
- Ⓑ It illustrated the vast number of animals that remained undiscovered.
- Ⓒ It changed the way artists painted natural settings.
- Ⓓ It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- Ⓐ “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- Ⓑ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- Ⓒ “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- Ⓓ “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which claim does the author make about *The Birds of America*?

- Ⓐ It showed that Audubon was concerned about preserving natural habitats.
- Ⓑ It illustrated the vast number of animals that remained undiscovered.
- Ⓒ It changed the way artists painted natural settings.
- Ⓓ It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- Ⓐ “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- Ⓑ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- Ⓒ “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- Ⓓ “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which claim does the author make about *The Birds of America*?

- Ⓐ It showed that Audubon was concerned about preserving natural habitats.
- Ⓑ It illustrated the vast number of animals that remained undiscovered.
- Ⓒ It changed the way artists painted natural settings.
- Ⓓ It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- Ⓐ “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- Ⓑ “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- Ⓒ “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- Ⓓ “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which claim does the author make about *The Birds of America*?

- A It showed that Audubon was concerned about preserving natural habitats.
- B It illustrated the vast number of animals that remained undiscovered.
- C It changed the way artists painted natural settings.
- D It established Audubon as an expert in his field.

Part B

What evidence does the author give to support the claim in Part A?

- A “. . . and when it was published, the world knew him as one of the greatest bird artists who had ever lived.” (paragraph 4)
- B “A mockingbird defends its eggs from a rattlesnake, a bald eagle clutches a catfish in its claw . . .” (paragraph 5)
- C “His quest took him all over the North American continent from the Florida Keys to the stormy coast of Labrador and from the New Jersey shore to . . . the Dakotas.” (paragraph 6)
- D “Almost every day he wrote letters and detailed field notes, which he later turned into bird ‘biographies’ and lively tales of the frontier.” (paragraph 6)

Notes on Scoring

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

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