

Ohio's State Tests

ITEM RELEASE

SPRING 2018

**GRADE 7
ENGLISH LANGUAGE ARTS**

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Grade 7 ELA
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Content Summary and Answer Key

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
1	Multiple Choice	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	C	1 point
2	Evidence-Based Selected Response	Informational	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	C; B	2 points
3	Multi-Select	Informational	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	A, B	1 point
4	Multiple Choice	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	A	1 point
5	Multiple Choice	Informational	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	D	1 point
6	Evidence-Based Selected Response	Informational	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	A; D	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 7 ELA
Spring 2018 Item Release
Content Summary and Answer Key

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
32	Multiple Choice	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	B	1 point
33	Multiple Choice	Literary	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	D	1 point
34	Multi-Select	Literary	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	A, D, F	1 point
35	Multiple Choice	Literary	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	C	1 point
36	Multiple Choice	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	B	1 point

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

**Grade 7 ELA
Spring 2018 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Answer Key	Points
37	Evidence-Based Selected Response	Literary	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	C; B, F	2 points
38	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

** 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 7
English Language Arts
Spring 2018 Item Release

Stimulus for Questions 1 – 6

Stimulus for Questions 1 – 6

Facing Defeat

by Fran Rees

- 1 Johannes Gutenberg paced the floor of his workshop. Several printing presses stood against the walls, and large sheets of print hung from the ceiling to dry. A chilling wind blew off the Rhine River and seeped through the windows. The sky was gray. It was November 6, 1455, in Mainz, Germany.
- 2 Nervously, Gutenberg picked up one of the sheets and held it near the window. He looked with concern at the beautiful lines of thick, black type so neatly printed in columns. He walked to a table where stacks of finished sheets lay dry and folded. There was a chance he could lose it all today. His financial partner, Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg’s workshop.
- 3 Gutenberg was proud of his work, his marvelous printing press, and the pages of the Bible he had finished printing. He had poured more than 20 years of his life and his entire fortune into his printing press. He had also borrowed a lot of money from Fust and others to make his dream possible. The press was just what he wanted it to be—a remarkable invention that would serve mankind If only he knew for certain he would be able to print more copies of the Bible. If only he could present his work to the world, sell books, and recover the money he had already spent. If only . . .
- 4 Gutenberg continued to pace around the workshop. Earlier that day, he had sent his trusted assistants, Heinrich Keffer and Bechtolf von Hanau, to the Convent¹ of the Barefoot Friars in Mainz. The court case against him was being heard there. The charge was failure to repay his debt to Fust. The outcome of the trial would change his life, but he had decided not to attend.
- 5 Any moment now, the judge would announce the verdict Gutenberg was anxiously awaiting. Heinrich and Bechtolf surely would return soon with the news. They would tell him whether or not Johann Fust had won the case against him. Would Gutenberg lose his invention and all his work? At this point, he could only hope the judge would rule in his favor.

6 Suddenly the door opened, and a gust of wind blew into the workshop. Gutenberg shivered when he felt the cold and shuddered deep in his heart when he saw the long, sad faces of his assistants. What they told him was not good. The judge had ruled in favor of Fust, and Gutenberg had lost. He had lost it all.

7 He struggled with the news. How could everything be taken from him, even his presses and his equipment? What about the thousands of sheets of printed pages that were ready to be bound into 175 Bibles? Heinrich and Bechtolf informed him that everything now belonged to Fust and his partner, Peter Schöffer.

...

8 Gutenberg knew he had no recourse, nowhere else to turn for help. He had borrowed money from Fust again and again. Time after time, he had used the money to buy expensive metals and pay the workmen to set the type and work the presses. It had taken a great deal of money to buy the parchment² and paper, discover the right ingredients for the ink, and build the presses. He had not been able to repay Fust, not even a cent of it.

...

9 But Fust and Schöffer didn't care about Gutenberg. They had won their case, and now they would go on to finish the project themselves. They would bind and sell the Bibles, print other books, and profit from Gutenberg's work and invention. Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop and set up their own business. In the following years, they printed many books and put their special mark, or logo, on them that identified them as the printer. Their business soon became a great success.

10 Gutenberg's name never appeared on any copies of the Bible he had printed, nor did he ever make any money from his lifelong project. Some of the men Gutenberg had trained in his printing process went to other cities and built their own printing presses. Printing workshops sprang up all over Europe. But it would be many years before Gutenberg received credit for his marvelous invention.

- 11 On that sad day, however, when Gutenberg received word of his defeat, he didn't know what the far-reaching power of his invention would be. He could not have known that his ideas would spread quickly throughout Europe and become the standard process for printing for the next 400 years.
- 12 Printing gave rise to a new era and shaped the course of civilization. Over the next 45 years, more than 10 million books were printed. Never before had so much knowledge been so available. As books became more affordable, more and more people learned to read and owned books.
- 13 Gutenberg's dream was taken from him before it came true. In one sense, he went down in defeat, never to fully recover from his loss. But history has been kind to him and has credited him with one of the greatest inventions of all time.
- 14 Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's. People at that time knew who had really invented the printing press—Gutenberg. In the 16th century, even one of Schöffer's descendants gave Gutenberg credit as the inventor. Historians throughout the years have investigated documents and debated who actually invented the printing press. Most agree it was Gutenberg.
- 15 The words *printing press* and *Gutenberg* are forever linked, and Johannes Gutenberg made his imprint on history after all.

¹Convent: an association of friars, monks, or nuns

²parchment: a paper-like material made from the skin of a sheep or goat

Excerpted from the work entitled: Johannes Gutenberg © 2006 by Capstone. All Rights Reserved

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English Language Arts
Spring 2018 Item Release

Question 1

Question and Scoring Guidelines

Question 1

What tone does the author create with the word choice in paragraph 1?

- Ⓐ appreciative
- Ⓑ critical
- Ⓒ gloomy
- Ⓓ inspirational

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Scoring Guidelines

Rationale for Option A: This is incorrect. While the author is appreciative overall of Gutenberg's invention and contribution to society, the tone established in paragraph 1 is gloomy, not appreciative.

Rationale for Option B: This is incorrect. While the rest of the passage is critical of the actions of Fust and Schöffer, the word choice in paragraph 1 does not create a critical tone.

Rationale for Option C: **Key** – The word choice establishes the environment outside as gloomy and relates it to the emotional state of Gutenberg and the disappointing verdict about the press.

Rationale for Option D: This is incorrect. While the rest of the passage does have some inspirational elements in terms of the impact of Gutenberg's invention, paragraph 1 does not create an inspirational tone.

Sample Response: 1 point

What tone does the author create with the word choice in paragraph 1?

(A) appreciative

(B) critical

(C) gloomy

(D) inspirational

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Question 2

Question and Scoring Guidelines

Question 2

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

Part A

Which statement describes the relationship between Fust and Gutenberg?

- Ⓐ Gutenberg hired Fust as one of his earliest employees.
- Ⓑ Fust was jealous of Gutenberg's success in printing texts.
- Ⓒ Gutenberg needed the support of Fust to finance his work.
- Ⓓ Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- Ⓐ ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- Ⓑ "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- Ⓒ "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- Ⓓ "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Points Possible: 2

Topic: Informational

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While paragraph 2 identifies Fust as having been partnered with Gutenberg early in the development of the press, it does not support the idea that Fust was one of his first employees.

Rationale for Option B: This is incorrect. While Fust does ask the judge for ownership of Gutenberg's invention and products, there is no evidence in the text to suggest that he does so out of spite or jealousy.

Rationale for Option C: **Key** – Paragraph 2 establishes Fust as a direct investor in Gutenberg's work, which required a great deal of money and supplies to progress.

Rationale for Option D: This is incorrect. While Fust ultimately took ownership of Gutenberg's business, the passage does not suggest he accepted this role because Gutenberg could no longer complete the work.

Part B

Rationale for Option A: This is incorrect. This sentence suggests that Fust wanted control of Gutenberg's work, but does not suggest that he helped to finance Gutenberg's work.

Rationale for Option B: **Key** – This sentence shows how Gutenberg needed money from Fust to fund the operations for creating his printing press and producing books.

Rationale for Option C: This is incorrect. While this may support how Fust completed the work that Gutenberg began, it is stating this as a result of his ownership of the press rather than as a result of Gutenberg's inability to finish himself.

Rationale for Option D: This is incorrect. This sentence suggests that Fust profited from Gutenberg's work, but does not suggest that he did so because he helped to finance that work.

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Question 2

Sample Responses

Sample Response: 2 points

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

Part A

Which statement describes the relationship between Fust and Gutenberg?

- Ⓐ Gutenberg hired Fust as one of his earliest employees.
- Ⓑ Fust was jealous of Gutenberg's success in printing texts.
- Ⓒ Gutenberg needed the support of Fust to finance his work.
- Ⓓ Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- Ⓐ ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- Ⓑ "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- Ⓒ "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- Ⓓ "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Notes on Scoring

This response receives full credit (2 points) because the correct answer was 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 statement describes the relationship between Fust and Gutenberg?

- Ⓐ Gutenberg hired Fust as one of his earliest employees.
- Ⓑ Fust was jealous of Gutenberg's success in printing texts.
- Ⓒ Gutenberg needed the support of Fust to finance his work.
- Ⓓ Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- Ⓐ ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- Ⓑ "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- Ⓒ "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- Ⓓ "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which statement describes the relationship between Fust and Gutenberg?

- Ⓐ Gutenberg hired Fust as one of his earliest employees.
- Ⓑ Fust was jealous of Gutenberg's success in printing texts.
- Ⓒ Gutenberg needed the support of Fust to finance his work.
- Ⓓ Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- Ⓐ ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- Ⓑ "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- Ⓒ "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- Ⓓ "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which statement describes the relationship between Fust and Gutenberg?

- A Gutenberg hired Fust as one of his earliest employees.
- B Fust was jealous of Gutenberg's success in printing texts.
- C Gutenberg needed the support of Fust to finance his work.
- D Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- A ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- B "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- C "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- D "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. Although the answer selected in Part B is correct, in order to receive credit for this item, students must 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 statement describes the relationship between Fust and Gutenberg?

- Ⓐ Gutenberg hired Fust as one of his earliest employees.
- Ⓑ Fust was jealous of Gutenberg's success in printing texts.
- Ⓒ Gutenberg needed the support of Fust to finance his work.
- Ⓓ Fust accepted the challenge of finishing Gutenberg's work.

Part B

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

- Ⓓ ". . . Johann Fust, was in court at that very moment, asking a judge to give him everything in Gutenberg's workshop." (paragraph 2)
- Ⓑ "He had also borrowed a lot of money from Fust and others to make his dream possible." (paragraph 3)
- Ⓒ "Fust and Schöffer took every piece of equipment and every printed page from Gutenberg's workshop . . ." (paragraph 9)
- Ⓓ "Fust and Schöffer may have profited from the printing press and the Bible, but history only remembers them for taking credit for what was rightfully Gutenberg's." (paragraph 14)

Notes on Scoring

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

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Question 3

Question and Scoring Guidelines

Question 3

Select **two** sentences from the passage that support the idea that Gutenberg considered the printing press his greatest undertaking.

- "He had poured more than 20 years of his life and his entire fortune into his printing press." (paragraph 3)
- "The press was just what he wanted it to be—a remarkable invention that would serve mankind . . ." (paragraph 3)
- "Time after time, he had used the money to buy expensive metals and pay the workmen to set the type and work the presses." (paragraph 8)
- "He could not have known that his ideas would spread quickly throughout Europe and become the standard process for printing . . ." (paragraph 11)
- "But history has been kind to him and has credited him with one of the greatest inventions of all time." (paragraph 13)

Points Possible: 1

Topic: Informational

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

Scoring Guidelines

Rationale for First Option: **Key** – This sentence reflects the commitment that Gutenberg displayed in creating the press, exhausting a great portion of his life and all his wealth in its development.

Rationale for Second Option: **Key** – This sentence shows how incredible Gutenberg felt the press would be and his expectations for the size of its impact on the world.

Rationale for Third Option: This is incorrect. While the sentence shows a high degree of investment on Gutenberg's part, it only reflects the needs of the press rather than the idea that he considered the printing press his greatest achievement.

Rationale for Fourth Option: This is incorrect. While the sentence shows the far-reaching impact, it fails to support the idea that Gutenberg considered the printing press his greatest achievement.

Rationale for Fifth Option: This is incorrect. While the sentence shows that Gutenberg has been credited with one of the “greatest inventions of all time”, this shows how history and human society consider the printing press rather than how Gutenberg thought of it.

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Question 3

Sample Responses

Sample Response: 1 point

Select **two** sentences from the passage that support the idea that Gutenberg considered the printing press his greatest undertaking.

- "He had poured more than 20 years of his life and his entire fortune into his printing press." (paragraph 3)
- "The press was just what he wanted it to be—a remarkable invention that would serve mankind . . ." (paragraph 3)
- "Time after time, he had used the money to buy expensive metals and pay the workmen to set the type and work the presses." (paragraph 8)
- "He could not have known that his ideas would spread quickly throughout Europe and become the standard process for printing . . ." (paragraph 11)
- "But history has been kind to him and has credited him with one of the greatest inventions of all time." (paragraph 13)

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:

- "He had poured more than 20 years of his life and his entire fortune into his printing press." (paragraph 3)
- AND
- "The press was just what he wanted it to be – a remarkable invention that would serve mankind. . . ." (paragraph 3).

Sample Response: 0 points

Select **two** sentences from the passage that support the idea that Gutenberg considered the printing press his greatest undertaking.

- "He had poured more than 20 years of his life and his entire fortune into his printing press." (paragraph 3)
- "The press was just what he wanted it to be—a remarkable invention that would serve mankind . . ." (paragraph 3)
- "Time after time, he had used the money to buy expensive metals and pay the workmen to set the type and work the presses." (paragraph 8)
- "He could not have known that his ideas would spread quickly throughout Europe and become the standard process for printing . . ." (paragraph 11)
- "But history has been kind to him and has credited him with one of the greatest inventions of all time." (paragraph 13)

Notes on Scoring

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

Sample Response: 0 points

Select **two** sentences from the passage that support the idea that Gutenberg considered the printing press his greatest undertaking.

- "He had poured more than 20 years of his life and his entire fortune into his printing press." (paragraph 3)
- "The press was just what he wanted it to be—a remarkable invention that would serve mankind . . ." (paragraph 3)
- "Time after time, he had used the money to buy expensive metals and pay the workmen to set the type and work the presses." (paragraph 8)
- "He could not have known that his ideas would spread quickly throughout Europe and become the standard process for printing . . ." (paragraph 11)
- "But history has been kind to him and has credited him with one of the greatest inventions of all time." (paragraph 13)

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.

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Question 4

Question and Scoring Guidelines

Question 4

Read the sentence from the passage.

"Gutenberg shivered when he felt the cold and shuddered deep in his heart when he saw the long, sad faces of his assistants." (paragraph 6)

How does the phrase "shuddered deep in his heart" impact the meaning of the passage?

- Ⓐ It reveals that Gutenberg cares passionately about the press.
- Ⓑ It emphasizes Gutenberg's violent temper about the loss of the press.
- Ⓒ It suggests that Gutenberg is annoyed by the situation around the press.
- Ⓓ It shows that Gutenberg is alarmed by his assistants' intentions toward the press.

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Scoring Guidelines

Rationale for Option A: Key – Gutenberg is deeply disappointed about the loss of his press, which he believes is imminent given his assistants' expressions, and is affected to the core of his being by it.

Rationale for Option B: This is incorrect. While Gutenberg could be angry about the verdict, the context does not suggest he has a violent temper about it.

Rationale for Option C: This is incorrect. While this could be an annoying situation, Gutenberg does not shiver or feel such a shudder because he is annoyed.

Rationale for Option D: This is incorrect. While Gutenberg might be alarmed in general and we know some of his employees would spread the press, the text does not suggest the assistants in this case had intentions toward the press.

Sample Response: 1 point

Read the sentence from the passage.

"Gutenberg shivered when he felt the cold and shuddered deep in his heart when he saw the long, sad faces of his assistants." (paragraph 6)

How does the phrase "shuddered deep in his heart" impact the meaning of the passage?

- A It reveals that Gutenberg cares passionately about the press.
- B It emphasizes Gutenberg's violent temper about the loss of the press.
- C It suggests that Gutenberg is annoyed by the situation around the press.
- D It shows that Gutenberg is alarmed by his assistants' intentions toward the press.

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Question 5

Question and Scoring Guidelines

Question 5

How do paragraphs 9–12 help to develop the author’s ideas?

- Ⓐ By describing the problem of a debt and its resolution, the author shows the flaws of the legal system.
- Ⓑ By explaining the sequence of events, the author details how the printing press was constructed over time.
- Ⓒ By comparing the different historical figures, the author examines key differences between Gutenberg and his peers.
- Ⓓ By moving between time periods, the author contrasts Gutenberg’s despair with the historical success of his printing press.

Points Possible: 1

Topic: Informational

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While the paragraphs ultimately show the result of the court case and its effect on Gutenberg, the author does not suggest that the legal system was flawed.

Rationale for Option B: This is incorrect. While the paragraphs proceed somewhat sequentially, they switch between time periods and do not describe how the press was made over time.

Rationale for Option C: This is incorrect. While the paragraphs discuss Gutenberg's financial partners and assistants, the author does not make comparisons or focus on their key differences.

Rationale for Option D: **Key** – The author switches time periods, contrasting the single day when Gutenberg struggled with losing his press and the historical significance of his invention.

Sample Response: 1 point

How do paragraphs 9–12 help to develop the author's ideas?

- Ⓐ By describing the problem of a debt and its resolution, the author shows the flaws of the legal system.
- Ⓑ By explaining the sequence of events, the author details how the printing press was constructed over time.
- Ⓒ By comparing the different historical figures, the author examines key differences between Gutenberg and his peers.
- Ⓓ By moving between time periods, the author contrasts Gutenberg's despair with the historical success of his printing press.

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Question 6

Question and Scoring Guidelines

Question 6

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

Part A

Which sentence contains two central ideas from the passage?

- (A) The printing press was vital to society, although its inventor did not benefit from it.
- (B) Fust and Schöffer won the trial over the printing press and were inspired to make books.
- (C) Historians still debate over who invented the printing press, but they agree it was important.
- (D) Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- (A) by questioning the significance and expense of producing more books
- (B) by explaining how excited people were about the printing press
- (C) by describing Gutenberg's relationships with other people
- (D) by tracing the history and effects of the printing press

Points Possible: 2

Topic: Informational

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

Scoring Guidelines

Part A

Rationale for Option A: Key – The passage shows how important the press was in shaping history and also details how Gutenberg did not benefit from its success.

Rationale for Option B: This is incorrect. While Fust and Schöffer did win the trial, the passage does not suggest they were inspired to make books, but focuses on how they took credit for the invention and profited from it.

Rationale for Option C: This is incorrect. While the passage does suggest that there has been some debate among historians as to who invented the printing press, it says most agree it was Gutenberg. This isn't the central focus or idea of the passage.

Rationale for Option D: This is incorrect. While the passage states that Gutenberg spent a large part of life creating the printing press, there is no evidence to support the idea that he spent time influencing others to use it.

Part B

Rationale for Option A: This is incorrect. The text suggests having more books and more knowledge changed society dramatically, suggesting it does not question their significance, and it does not relate this to a greater idea in the text.

Rationale for Option B: This is incorrect. While the text describes the impact of books, it does not suggest people were excited about the press.

Rationale for Option C: This is incorrect. While the text does briefly outline Gutenberg's relationships with his assistants and creditors, it does not examine these in detail nor relate them to a central idea.

Rationale for Option D: Key – The author describes the impact the press had on society and its history with Gutenberg, who was not recognized or compensated in his time.

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Question 6

Sample Responses

Sample Response: 2 points

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

Part A

Which sentence contains two central ideas from the passage?

- Ⓐ The printing press was vital to society, although its inventor did not benefit from it.
- Ⓑ Fust and Schöffer won the trial over the printing press and were inspired to make books.
- Ⓒ Historians still debate over who invented the printing press, but they agree it was important.
- Ⓓ Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- Ⓐ by questioning the significance and expense of producing more books
- Ⓑ by explaining how excited people were about the printing press
- Ⓒ by describing Gutenberg's relationships with other people
- Ⓓ by tracing the history and effects of the printing press

Notes on Scoring

This response receives full credit (2 points) because the correct answer was 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 sentence contains two central ideas from the passage?

- A The printing press was vital to society, although its inventor did not benefit from it.
- B Fust and Schöffer won the trial over the printing press and were inspired to make books.
- C Historians still debate over who invented the printing press, but they agree it was important.
- D Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- A by questioning the significance and expense of producing more books
- B by explaining how excited people were about the printing press
- C by describing Gutenberg's relationships with other people
- D by tracing the history and effects of the printing press

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which sentence contains two central ideas from the passage?

- Ⓐ The printing press was vital to society, although its inventor did not benefit from it.
- Ⓑ Fust and Schöffer won the trial over the printing press and were inspired to make books.
- Ⓒ Historians still debate over who invented the printing press, but they agree it was important.
- Ⓓ Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- Ⓐ by questioning the significance and expense of producing more books
- Ⓑ by explaining how excited people were about the printing press
- Ⓒ by describing Gutenberg's relationships with other people
- Ⓓ by tracing the history and effects of the printing press

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which sentence contains two central ideas from the passage?

- Ⓐ The printing press was vital to society, although its inventor did not benefit from it.
- Ⓑ Fust and Schöffer won the trial over the printing press and were inspired to make books.
- Ⓒ Historians still debate over who invented the printing press, but they agree it was important.
- Ⓓ Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- Ⓐ by questioning the significance and expense of producing more books
- Ⓑ by explaining how excited people were about the printing press
- Ⓒ by describing Gutenberg's relationships with other people
- Ⓓ by tracing the history and effects of the printing press

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. Although the answer selected in Part B is correct, in order to receive credit for this item, students must 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 sentence contains two central ideas from the passage?

- Ⓐ The printing press was vital to society, although its inventor did not benefit from it.
- Ⓑ Fust and Schöffer won the trial over the printing press and were inspired to make books.
- Ⓒ Historians still debate over who invented the printing press, but they agree it was important.
- Ⓓ Gutenberg spent a large part of his life creating the printing press and influencing others to use it.

Part B

How does the author develop these ideas in the passage?

- Ⓐ by questioning the significance and expense of producing more books
- Ⓑ by explaining how excited people were about the printing press
- Ⓒ by describing Gutenberg's relationships with other people
- Ⓓ by tracing the history and effects of the printing press

Notes on Scoring

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

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Stimulus for Questions 32 – 38

Stimulus for Questions 32 – 38

Passage 1: Covered in Dust

by Peter Roop

- 1 The morning of Sunday, April 14, 1935, dawned clear and dry across the southern Great Plains. Families went to church, planning to enjoy picnics and visits with friends afterward.
 - 2 Then, in mid-afternoon, the air suddenly turned cooler. Birds began fluttering nervously. All at once, a rolling black cloud of dust darkened the northern horizon. Everyone hurried home, trying desperately to beat the overwhelming “black blizzard” before it struck.
 - 3 Black blizzards were nothing new to the residents of the southern Plains. They had been experiencing these destructive dust storms for several years. Yet the wall of flying soil that struck on April 14 was particularly awesome in its size and intensity. The day became known as Black Sunday.
 - 4 From 1932 through 1940, powerful storms of dust ravaged the farming and grazing lands throughout the area of the Great Plains known as the dust bowl . . . Attics collapsed under the weight of tons of dust, tractors were buried beneath six-foot drifts of dirt, and travelers became stranded in their cars. In many locales, a day rarely passed without dust clouds rolling over. People lost their way in the black blizzards and perished.
 - 5 Before the “dirty 30s,” as people called that time, the dust bowl region¹ had experienced seasons of bumper crops.² The years 1926, 1929, and 1931 produced particularly fine fields of wheat. Encouraged by the bounty, farmers began to use more efficient machinery to carve out even greater fields. In so doing, the farmers uprooted the grasses that had held together the rich prairie soil for ages.
 - 6 Then the weather changed. Less rain fell throughout the Plains. The ground dried up, crumbling into small pieces. Crops withered and died. At the same time, the ever-present prairie winds increased in strength and duration. The winds first shifted the topsoil, then lifted it and transported it for miles. Drought and wind storms were not new to the Great Plains, but the lack of prairie grass to hold down and protect the soil was.
- 7 During the height of the storms, a farmer in Texas commented, “If the wind blew one way, here came the dark dust from Oklahoma. Another way and it was the gray dust from Kansas. Still another way, the brown dust from Colorado and New Mexico.”
 - 8 Many families abandoned their farms. For those who remained, life was a challenge. People battled constantly to keep the dust out of their homes. Windows were taped and wet sheets hung to catch the dust. At dinner tables, cups, glasses, and plates were kept overturned until the meal was served. Dentists and surgeons struggled to keep their instruments sterile. . . .

9 Yet people kept a sense of humor. When the drought was especially bad, farmers told the tale of how a man hit on the head by a single raindrop had to be revived by throwing two buckets of sand in his face. Hunters were said to have shot prairie dogs overhead as they tunneled through the dusty air. One farmer mused, "I hope it'll rain before the kids grow up. They ain't never seen none."

10 Finally, by 1938, the worst of the drought was over. The situation was reversed largely due to government actions. A special branch of the U.S. Department of Agriculture—the Soil Conservation Service (SCS)—was created in 1935 and went to work. The SCS used carefully planned conservation methods and wiser farming techniques to restore prairie grasses, develop crop-rotation practices, and enable farmers to live off the land without ruining it. As the new soil conservation measures took hold, crops started to return. The ravaging winds slackened and dust storms came less frequently. And the rains returned.

11 Drought struck the Great Plains again in the 1950s, but thanks to the federal government's improved conservation measures, the soil suffered much less damage. For example, the practice of conservation tillage³ left as much as possible of the plant residue on top of the soil. The remains functioned like mulch—as a protective covering to hold in moisture and prevent erosion.

12 In addition, some of the areas of land most prone to erosion on the Great Plains were returned to natural grasslands. Grass has a long root system that is better able to withstand drought conditions and wind. These areas should never have been converted to farmlands in the 1930s.

¹dust bowl region: the panhandles of Texas and Oklahoma and parts of Colorado, Kansas, and New Mexico

²bumper crops: unusually large growth and harvest of crops

³conservation tillage: a method of preparing soil in which the residue of the previous crop is left behind to prevent soil erosion and runoff

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Passage 2: Fields of Flashing Light

by Karen Hesse

A 14-year-old girl named Billie Joe Kelby and her family are caught in the Oklahoma dust bowl.

1 I heard the wind rise,
and stumbled from my bed,
down the stairs,
out the front door,
5 into the yard.
The night sky kept flashing,
lightning danced down on its spindly legs.

I sensed it before I knew it was coming.
I heard it,
10 smelled it,
tasted it.
Dust.

While Ma and Daddy slept,
the dust came,
15 tearing up fields where the winter wheat,
set for harvest in June,
stood helpless.
I watched the plants,
surviving after so much drought and so much wind,
20 I watched them fry,
or
flatten,
or blow away,
like bits of cast-off rags.

25 It wasn't until the dust turned toward the house,
like a fired locomotive,
and I fled,
barefoot and breathless, back inside,
it wasn't until the dust
30 hissed against the windows,
until it ratcheted¹ the roof,
that Daddy woke.

He ran into the storm,
his overalls half-hooked over his union suit.
35 "Daddy!" I called. "You can't stop dust."

Ma told me to
cover the beds,
push the scatter rugs against the doors,
dampen the rags around the windows.
40 Wiping dust out of everything,
she made coffee and biscuits,
waiting for Daddy to come in.

Sometime after four,
rubbing low on her back,
45 Ma sank down into a chair at the kitchen table
and covered her face.
Daddy didn't come back for hours,
not
until the temperature dropped so low,
50 it brought snow.

Ma and I sighed, grateful,
staring out at the dirty flakes,
but our relief didn't last.
The wind snatched that snow right off the fields,
55 leaving behind a sea of dust,
waves and
waves and
waves of
dust,
60 rippling across our yard.

Daddy came in,
he sat across from Ma and blew his nose.
Mud streamed out.
He coughed and spit out
65 mud.
If he had cried,
his tears would have been mud too,
but he didn't cry.
And neither did Ma.

March 1934

¹ratcheted: made a rattling noise (from "ratchet,"
a percussion instrument)

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Question 32

Question and Scoring Guidelines

Question 32

Read this sentence from paragraph 3.

"Yet the wall of flying soil that struck on April 14 was particularly awesome in its size and intensity."

What does wall of flying soil mean as it is used in Passage 1?

- (A) a barrier built to protect the farms from wind
- (B) a powerful storm of dust that arrived all at once
- (C) a great eruption of sand that lifted animals into the air
- (D) a layer of dirt that prevented rain from reaching crops

Points Possible: 1

Topic: Literary

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Though a wall can be a barrier, in this case it is used figuratively to describe the wind itself.

Rationale for Option B: Key – The figurative phrase shows the force and sudden arrival of the "flying soil."

Rationale for Option C: This is incorrect. Though the passage mentions a joke about animals in the air with dust, and flying is part of the phrase, this is not the meaning.

Rationale for Option D: This is incorrect. Though a wall can protect or keep something out, the word is figurative here, and this answer indicates a misreading of the text.

Sample Response: 1 point

Read this sentence from paragraph 3.

"Yet the wall of flying soil that struck on April 14 was particularly awesome in its size and intensity."

What does wall of flying soil mean as it is used in Passage 1?

- Ⓐ a barrier built to protect the farms from wind
- Ⓑ a powerful storm of dust that arrived all at once
- Ⓒ a great eruption of sand that lifted animals into the air
- Ⓓ a layer of dirt that prevented rain from reaching crops

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Question 33

Question and Scoring Guidelines

Question 33

Read this sentence from Passage 1.

“From 1932 through 1940, powerful storms of dust ravaged the farming and grazing lands throughout the area of the Great Plains known as the dust bowl” (paragraph 4)

How does Passage 2 further develop this idea?

- Ⓐ It focuses on the way the storms brought families together.
- Ⓑ It suggests an alternate but more accurate view of the storm.
- Ⓒ It shows that the storms were not as damaging as people believed.
- Ⓓ It illustrates how difficult life was for families who chose to brave the storms.

Points Possible: 1

Topic: Literary

Content Standard: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Scoring Guidelines

Rationale for Option A: This is incorrect. Though the poem focuses on one particular family, it does not suggest the storms brought families closer than they were before.

Rationale for Option B: This is incorrect. While the poem makes the events more personal, its point of view does not contradict anything in Passage 1.

Rationale for Option C: This is incorrect. While the poem does not describe as many ways as Passage 1 that the storm damaged farms and people's livelihoods, both passages emphasize how damaging the storms were.

Rationale for Option D: Key – The poem makes the challenges of facing the dust more personal and illustrates the struggle directly.

Sample Response: 1 point

Read this sentence from Passage 1.

“From 1932 through 1940, powerful storms of dust ravaged the farming and grazing lands throughout the area of the Great Plains known as the dust bowl” (paragraph 4)

How does Passage 2 further develop this idea?

- Ⓐ It focuses on the way the storms brought families together.
- Ⓑ It suggests an alternate but more accurate view of the storm.
- Ⓒ It shows that the storms were not as damaging as people believed.
- Ⓓ It illustrates how difficult life was for families who chose to brave the storms.

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Question 34

Question and Scoring Guidelines

Question 34

Select **three** sentences that belong in a summary of Passage 2.

- The dust storm threatens the family's farm.
- The daughter is in bed when the storm arrives.
- The dust storm causes the air temperature to drop.
- The daughter watches the dust cover everything.
- The mother and daughter try to block the windows.
- The family struggles to defend the farm from the dust storm.

Points Possible: 1

Topic: Literary

Content Standard: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

Scoring Guidelines

Rationale for First Option: **Key** – The threat to the family farm posed by the dust storm is an important idea to include in a summary of the poem.

Rationale for Second Option: This is incorrect. Though the speaker describes being in bed and sensing the storm before it comes, this is a detail and shouldn't be included in a summary.

Rationale for Third Option: This is incorrect. Though this takes place in the poem, it is a detail and not a main idea or event that should be included in a summary of the poem.

Rationale for Fourth Option: **Key** – The daughter observing the storm destroying the family's crops is an important moment in the poem and shows the power of the storm and the impact on the family.

Rationale for Fifth Option: This is incorrect. Though this event takes place in the poem, it is a detail and not a key element that should be included in a summary.

Rationale for Sixth Option: **Key** – The family's emotions and resolve throughout the poem are summed up with this sentence.

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Question 34

Sample Responses

Sample Response: 1 point

Select **three** sentences that belong in a summary of Passage 2.

- The dust storm threatens the family's farm.
- The daughter is in bed when the storm arrives.
- The dust storm causes the air temperature to drop.
- The daughter watches the dust cover everything.
- The mother and daughter try to block the windows.
- The family struggles to defend the farm from the dust storm.

Notes on Scoring

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

- The dust storm threatens the family's farm.
AND
- The daughter watches the dust cover everything.
AND
- The family struggles to defend the farm from the dust storm.

Sample Response: 0 points

Select **three** sentences that belong in a summary of Passage 2.

- The dust storm threatens the family's farm.
- The daughter is in bed when the storm arrives.
- The dust storm causes the air temperature to drop.
- The daughter watches the dust cover everything.
- The mother and daughter try to block the windows.
- The family struggles to defend the farm from the dust storm.

Notes on Scoring

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

Sample Response: 0 points

Select **three** sentences that belong in a summary of Passage 2.

- The dust storm threatens the family's farm.
- The daughter is in bed when the storm arrives.
- The dust storm causes the air temperature to drop.
- The daughter watches the dust cover everything.
- The mother and daughter try to block the windows.
- The family struggles to defend the farm from the dust storm.

Notes on Scoring

This response receives no credit (0 points). In order to receive credit for this item, students must select all three correct answers. While the third answer selected is correct, the other two answers selected are incorrect. No partial credit is awarded for this item type.

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Question 35

Question and Scoring Guidelines

Question 35

Read this stanza from Passage 2.

I sensed it before I knew it was coming.
I heard it,
10 smelled it,
tasted it.
Dust.

How does the structure of this stanza reflect its meaning?

- (A) The long line followed by short ones slows the pace of the poem.
- (B) The short stanza reflects the amount of dust that will arrive.
- (C) The short lines illustrate the sense of suspense.
- (D) The commas show the speaker's uncertainty.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

Scoring Guidelines

Rationale for Option A: This is incorrect. Though this is the basic structure, the short lines build the pace rather than slowing it.

Rationale for Option B: This is incorrect. This stanza is not particularly short compared to the other stanzas.

Rationale for Option C: Key – The short lines help build the suspense, illustrating the anticipation the speaker describes.

Rationale for Option D: This is incorrect. The commas may indicate pauses, but the speaker is very certain in these lines and throughout the poem.

Sample Response: 1 point

Read this stanza from Passage 2.

I sensed it before I knew it was coming.
I heard it,
10 smelled it,
tasted it.
Dust.

How does the structure of this stanza reflect its meaning?

- Ⓐ The long line followed by short ones slows the pace of the poem.
- Ⓑ The short stanza reflects the amount of dust that will arrive.
- Ⓒ The short lines illustrate the sense of suspense.
- Ⓓ The commas show the speaker's uncertainty.

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Question 36

Question and Scoring Guidelines

Question 36

Read these lines from Passage 2.

"It wasn't until the dust turned toward the house,
like a fired locomotive,
and I fled," (lines 25–27)

What does the phrase like a fired locomotive mean as used in these lines?

- (A) The wind was loud and hot.
- (B) The wind was at full speed and dangerous.
- (C) The trains in the area were causing the storms.
- (D) The house was in danger of being knocked down.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Scoring Guidelines

Rationale for Option A: This is incorrect. Though the wind is compared to a train, the focus here is on its power rather than on particular external characteristics such as being loud or hot.

Rationale for Option B: Key – The figurative use of this phrase illustrates how fast and powerful the wind was. This is supported by the speaker's reaction of fleeing to the house in the next lines.

Rationale for Option C: This is incorrect. This is a false literal interpretation of the figurative phrase.

Rationale for Option D: This is incorrect. Though the speaker flees toward the house, she does not fear a literal crash of the wind or damage to the house.

Sample Response: 1 point

Read these lines from Passage 2.

"It wasn't until the dust turned toward the house,
like a fired locomotive,
and I fled," (lines 25–27)

What does the phrase like a fired locomotive mean as used in these lines?

- Ⓐ The wind was loud and hot.
- Ⓑ The wind was at full speed and dangerous.
- Ⓒ The trains in the area were causing the storms.
- Ⓓ The house was in danger of being knocked down.

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Question 37

Question and Scoring Guidelines

Question 37

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

Part A

How are the people in the two passages portrayed similarly?

- Ⓐ They are thankful for small miracles.
- Ⓑ They make a plan to solve the dust crisis.
- Ⓒ They remain strong in the face of challenges.
- Ⓓ They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- " . . . farmers began to use more efficient machinery to carve out even greater fields." (Passage 1, paragraph 5)
- "Yet people kept a sense of humor." (Passage 1, paragraph 9)
- "The situation was reversed largely due to government actions." (Passage 1, paragraph 10)
- "Ma told me to / cover the beds, / push the scatter rugs against the doors," (Passage 2, lines 36–38)
- "until the temperature dropped so low, / it brought snow." (Passage 2, lines 49–50)
- "but he didn't cry. /And neither did Ma." (Passage 2, lines 68–69)

Points Possible: 2

Topic: Literary

Content Standard: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Though the characters in Passage 2 are grateful for the snow, it is not portrayed as a miracle, and Passage 1 does not focus on this aspect of life.

Rationale for Option B: This is incorrect. Though Passage 1 explains how people worked to solve the dust bowl crisis, Passage 2 does not show a plan but a reaction.

Rationale for Option C: **Key** – In both passages, the people experiencing the dust storms do so with determination and resilience.

Rationale for Option D: This is incorrect. Though people are portrayed as trying desperately to avoid the dust in Passage 1 and combat it in Passage 2, they are not portrayed as fearful of difficulties but as meeting them head on.

Part B

Rationale for First Option: This is incorrect. Although farmers appear in both passages, the farmers in Passage 2 are not portrayed as carving out greater fields. The farm in Passage 2 is a dust-era farm, whereas this description in Passage 1 describes pre-dust era practices.

Rationale for Second Option: **Key** – The fact that people kept their humor displays their steadfast resilience.

Rationale for Third Option: This is incorrect. This may support the false option in Part A about making a plan, but it is just a fact in Passage 1.

Rationale for Fourth Option: This is incorrect. This may seem to support the false option in Part A about making a plan, but it is, in fact, a reaction rather than a plan to solve the dust crisis.

Rationale for Fifth Option: This is incorrect. This may support the false option in Part A about small miracles, but this is not present in Passage 1.

Rationale for Sixth Option: **Key** – The fact that the characters in the poem resist crying shows their steadfast determination.

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Question 37

Sample Responses

Sample Response: 2 points

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

Part A

How are the people in the two passages portrayed similarly?

- Ⓐ They are thankful for small miracles.
- Ⓑ They make a plan to solve the dust crisis.
- Ⓒ They remain strong in the face of challenges.
- Ⓓ They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- “. . . farmers began to use more efficient machinery to carve out even greater fields.” (Passage 1, paragraph 5)
- “Yet people kept a sense of humor.” (Passage 1, paragraph 9)
- “The situation was reversed largely due to government actions.” (Passage 1, paragraph 10)
- “Ma told me to / cover the beds, / push the scatter rugs against the doors,” (Passage 2, lines 36–38)
- “until the temperature dropped so low, / it brought snow.” (Passage 2, lines 49–50)
- “but he didn’t cry. /And neither did Ma.” (Passage 2, lines 68–69)

Notes on Scoring

This response receives full credit (2 points) because the correct answer was selected in Part A, as well as the correct answers in Part B.

Sample Response: 1 point

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

Part A

How are the people in the two passages portrayed similarly?

- Ⓐ They are thankful for small miracles.
- Ⓑ They make a plan to solve the dust crisis.
- Ⓒ They remain strong in the face of challenges.
- Ⓓ They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- "... farmers began to use more efficient machinery to carve out even greater fields." (Passage 1, paragraph 5)
- "Yet people kept a sense of humor." (Passage 1, paragraph 9)
- "The situation was reversed largely due to government actions." (Passage 1, paragraph 10)
- "Ma told me to / cover the beds, / push the scatter rugs against the doors," (Passage 2, lines 36–38)
- "until the temperature dropped so low, / it brought snow." (Passage 2, lines 49–50)
- "but he didn't cry. / And neither did Ma." (Passage 2, lines 68–69)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A. In Part B the second answer selected was incorrect so no credit is awarded for Part B.

Sample Response: 1 point

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

Part A

How are the people in the two passages portrayed similarly?

- A They are thankful for small miracles.
- B They make a plan to solve the dust crisis.
- C They remain strong in the face of challenges.
- D They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- " . . . farmers began to use more efficient machinery to carve out even greater fields." (Passage 1, paragraph 5)
- "Yet people kept a sense of humor." (Passage 1, paragraph 9)
- "The situation was reversed largely due to government actions." (Passage 1, paragraph 10)
- "Ma told me to / cover the beds, / push the scatter rugs against the doors," (Passage 2, lines 36–38)
- "until the temperature dropped so low, / it brought snow." (Passage 2, lines 49–50)
- "but he didn't cry. /And neither did Ma." (Passage 2, lines 68–69)

Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A. In Part B, the first answer selected was incorrect so no credit is awarded for Part B.

Sample Response: 0 points

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

Part A

How are the people in the two passages portrayed similarly?

- A They are thankful for small miracles.
- B They make a plan to solve the dust crisis.
- C They remain strong in the face of challenges.
- D They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- " . . . farmers began to use more efficient machinery to carve out even greater fields." (Passage 1, paragraph 5)
- "Yet people kept a sense of humor." (Passage 1, paragraph 9)
- "The situation was reversed largely due to government actions." (Passage 1, paragraph 10)
- "Ma told me to / cover the beds, / push the scatter rugs against the doors," (Passage 2, lines 36–38)
- "until the temperature dropped so low, / it brought snow." (Passage 2, lines 49–50)
- "but he didn't cry. /And neither did Ma." (Passage 2, lines 68–69)

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. While the answers selected in Part B are correct, Part A must be correct for credit to be awarded on this item type.

Sample Response: 0 points

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

Part A

How are the people in the two passages portrayed similarly?

- A They are thankful for small miracles.
- B They make a plan to solve the dust crisis.
- C They remain strong in the face of challenges.
- D They are fearful of the difficulties they may encounter.

Part B

Select **two** quotations, one from each passage, that illustrate the answer in Part A.

- " . . . farmers began to use more efficient machinery to carve out even greater fields." (Passage 1, paragraph 5)
- "Yet people kept a sense of humor." (Passage 1, paragraph 9)
- "The situation was reversed largely due to government actions." (Passage 1, paragraph 10)
- "Ma told me to / cover the beds, / push the scatter rugs against the doors," (Passage 2, lines 36–38)
- "until the temperature dropped so low, / it brought snow." (Passage 2, lines 49–50)
- "but he didn't cry. /And neither did Ma." (Passage 2, lines 68–69)

Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect. Part A must be correct for credit to be awarded on this item type.

Grade 7
English Language Arts
Spring 2018 Item Release

Question 38

Question and Scoring Guidelines

Question 38

Write a multi-paragraph response in which you analyze how the Dust Bowl affected individuals' lives. In your writing, consider the physical, personal, and emotional impacts that this experience had on these individuals. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.

Points Possible: 10

Topic: 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>

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Question 38

Sample Responses

Sample Response: 8 points

There are many ways that the "Dust Bowl" effected many individuals both personally and emotionally.

One way some were effected personally is that some, if not most, people's crops were destroyed by the Dust Bowl. This is shown in the poem, "Fields of Flashing Lights" by Karen Hesse. On lines 14-24 It states, "The dust came, tearing up fields where the winter wheat, set for harvest in June, stood helpless. I watched the plants, surviving after so much drought and so much wind, I watched them fry, or flatten, or blown away, like bits of cast-off rags." As it says in the text, crops were flattened by the storms, which made it hard for families to get a source of income. If they didn't raise the crops for income, than their meals were ruined by the storm.

One way indivisuals were impacted emotionally was because the people whooo stayed had the hardest time out of everybody. It says in the text that, "People battled constantly ro keep the dust out of their homes. Windows were taped and wet sheets hung to catch the dust. At dinner tables, cups, glasses, and plates were kept overturned until the meal was served. Dentists and surgeons struggled to keep their instruments sterile..." The reason this effected people emotionally was because, all of this probably stressed them out greatly. This is considering all of the precautions indivisuals HAD to take, or else everything will be covered in dust/ mud.

As one could see, those are the two main ways that the individuals who were apart of the Dust Bowl were impacted both personally and emotionally. The personal impact being that the individuals crops were most likely destroyed in the process. The emotionally impact being they are most likely stressed out/ worried about the dust entering their home. these two events impacted each and every person who didn't move away from the Dust Bowl. They had to be prepared for each storm that appeared ubruptley.

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 within the purpose, audience and task. It has a clear controlling idea (“There are many ways that the ‘Dust Bowl’ effected many individuals both personally and emotionally”). The response has an evident organizational structure with a sense of completeness (body paragraph 1 describes how some people were affected personally and body paragraph 2 how some people were impacted emotionally). The student demonstrates multiple times the ability to use a variety of transitional strategies to clarify the relationships between and among ideas. The response has an adequate and logical progression of ideas from beginning to end.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response has generally integrated relevant evidence for the controlling main idea that includes the use of sources, facts, and details. Specific evidence from both passages is generally integrated with appropriate, accurate citations. The student demonstrates an ability to effectively use elaborative techniques. The response has an adequate expression of ideas, employing a mix of general and precise language. The sentence structure has some variation and variety utilizing vocabulary appropriate for audience and purpose.

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

Sample Response: 8 points

During the storms, homes were destroyed and farms sand-blasted. The people experiencing it were going through a crisis. During the passage "Covered in Dust" the storm became know as "Black Sunday." In "Fields of Flashing Light" homes and properties were destroyed. Below I will state how these storms impacted the families.

In the story "Fiels of Flashing Light" a girl named Billie Joe Kelby watched her crops, farm, and town get destroyed. It would have emotionally hurt her because she had to see the things/places she lived by and loved get washed away by sand/dust. The dust bowl tore houses down, filled homes with sand, and hard work was gone. Personaly, I would be scarred seeing my town and all the hard work put into it get destroyed.

In "Covered in Dust" a town suffered a horrific "black blizzard" that became known as Black Sunday. Attics in homes collapsed under the weight. The people traveling became stranded in their cars. The dust bowl effected crops that later died and most families had to abandon their farms. It would have effected the people because they had to leave their hard work behind. Probably for most, farming was their proffesion, so they were out of jobs. Also, homes were destroyed and people had to abandon their homes if they were not already destroyed.

In conclusion, many people suffered during the dust bowl. Between homes, crops, land being destroyed people were in need. The people would have been through a lot and have a hard time rebuilding from it. Lastly, I would like to say to be grateful for what you have because natural disasters could destroy what you love and cherish.

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 is an example of a shorter response that is sufficient and is a 3 in Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience and task. An appropriate, clear controlling idea (impact of the Dust Bowl) is maintained throughout the response. An adequate use of a variety of transitional strategies to clarify relationships between and among ideas is demonstrated. The response has a sufficient introduction and conclusion with an adequate progression of ideas from beginning to end. The organizational structure is evident, creating a sense of completeness.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. This response provides adequate support utilizing general relevant information from the text and then integrating that evidence into the organizational structure. An adequate expression of ideas is demonstrated employing a mix of precise and general language.

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

Sample Response: 8 points

The Dust Bowl has a strong effect on a person's mental and emotional health. Living in the Dust Bowl can affect the way you think and the things you experience.

The Dust Bowl affected people's emotional state because everyone was always afraid of the storms. This got so bad that people left their houses and moved away. In the first passage it states, "Many families abandoned their farms. For those who remained, life was a challenge."

The Dust Bowl also affects what people experience, because of the drought many children had not experienced rain. For example, one farmer said, "I hope it'll rain before the kids grow up. They ain't never seen none." This was in the first passage.

The Dust Bowl made people's lives difficult. People would have to change the way they live, or adapt, to survive. In the second passage, the girl says, "Ma told me to cover the beds, push the scatter rugs against the doors, dampen the rags around the windows." She had to do all that because of a dust storm in the Dust Bowl.

The Dust Bowl changes the way people live and the way they think. It has a major effect on individuals.

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 – While the amount of text provided in this response is limited, it is succinctly written and clearly organized. It has a clear controlling idea that is adequately sustained and generally focused within the purpose, audience and task. There is an adequate use of transitional strategies clarifying relationships between and among ideas. The progression of ideas from beginning to end is sufficient with a short but adequate introduction and conclusion. What is demonstrated in this response is determined to be sufficient and receives a 3 in Purpose, Focus, and Organization.

Evidence and Elaboration – This response receives 3 points in Evidence and Elaboration. The response has generally integrated and relevant evidence for the controlling main idea that includes the use of sources, facts and details. Specific evidence from both passages is generally integrated with appropriate and accurate citations. The student demonstrates an ability to effectively use elaborative techniques. The response has an adequate expression of ideas, employing a mix of general and precise language. The sentence structure has some variation and variety utilizing vocabulary appropriate for the audience and purpose.

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

Sample Response: 6 points

The Dust Bowl was a series of powerful dust storms that hit the Great Plains from 1935 to 1940. These storms blew soil everywhere and made it almost impossible to farm. Many left their homes during this time while some stayed to brave the storm. The Dust Bowl impacted many families and brought changes to the Midwest.

The dust storms affected almost everyone living in the Great Plains. Powerful storms covered farms in dust and destroyed homes and crops. Soil was scattered everywhere, and rich farming soil was blown away. There was a severe lack of rain and many droughts. One farmer says "I hope it'll rain before the kids grow up." Farms that weren't destroyed by dust storms couldn't grow crops and many families were forced to abandon their farms. Those who remained constantly battled against the dust.

The Dust Bowl was a hard time for families and it

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 2 points in Purpose, Focus, and Organization. The response has a controlling idea that is somewhat sustained (“The Dust Bowl impacted many families and brought changes to the Midwest.”). There is an uneven progression of ideas from beginning to end with an inadequate conclusion that is not complete. There are a few transitional strategies. The material within the body paragraph is loosely related to the controlling idea but this leads to an inconsistent organizational structure.

Evidence and Elaboration – This response receives 2 points in Evidence and Elaboration. There is a somewhat purposeful selection of evidence, though the evidence is mostly text pulled from the sources with little elaboration. There is a weak expression of ideas because not much source material is used as support for the main idea of the response.

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

Sample Response: 6 points

The Dust Bowl impacted individuals personally and emotionally by making it hard to survive. In the first passage it states that "from 1932 through 1940, powerful storms of dust ravaged the farming and grazing lands throughout the area of the Great Plains known as the dust bowl". In the second passage, the 14 year old girl says that "the dust came, tearing up fields where the winter wheat, set for harvest in June".

Another way this impacted individuals is through fear. In passage 1 it says that "people lost their way in the black blizzards and perished". In passage 2 the girl stated she "fled, barefoot and breathless, back inside".

My conclusion for all this is that the dust bowl can ruin lives in an instant. It can ruin foods and buildings of the people. Not to mention people within the storm can get lost and die.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 2 points in Purpose, Focus, and Organization. The response has a somewhat sustained controlling idea. The student writes that the Dust Bowl made it hard to survive. The paper has an inconsistent organizational structure which leads to a weak progression of ideas. Adding to the weak progression is a poor conclusion. Few transitional strategies are used (“In the first”, “Another”).

Evidence and Elaboration – This response receives 2 points in Evidence and Elaboration. cursory evidence is given with partial use of sources, facts and details. Some evidence from the sources is discussed. The evidence given is in the form of quotes. Following the quotes is a brief comment that applies to all of the quotes. This leads to a weak and simplistic expression of ideas.

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

Sample Response: 5 points

The passages reflect how different people react to the dust storms in different ways.

In passage 1, the dust storms affect the farmers because their crops and farming equipment get damaged everytime a dust storm rolls through. This makes it hard for them to survive and make money because they eat off of their crops and sell them. But later on, they use and devolpe more advanced farm equipment to carve even greater fields that uproot grasses and hole soil together. The dust storms also affect the people because it damages their vehicles and homes. Sometimes when they are traveling, and a dust storms rolls through, they get stranded in their cars because the dust burries them in six feet of dust. After the storm, the tempature drops and causes a drought. This drought affects the farmers because they need semi-moist soil for their crops to grow. By 1939, the worst of the drought was over. The federal government devolped ways to improve conservation measures so the soil would suffer much less damage.

In passage 2, the dust storm dosent affect the family as much as the people in passage 1. It affects the family more emotionally than personally. The girl hears the storm coming and she doen not say anything until a sound awayes the father. The father goes out into the storm by putting damp cloths on the windows. The mother puts her hands over her face in dispair because she thinks he might get injured. He comes back inside covered in mud and puking mud.

In conclusion, the dust storms affect many people in many ways. As technology advances, dust storms are more likely to prevent, which will be very helpful for people.

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 has a weak controlling idea (that people react to dust storms in different ways). It is somewhat sustained by the student using source summaries to illustrate the main idea. Since the main idea is not more specific, it is up to the reader to make this connection. The introduction is minimal as it simply states the controlling idea. The conclusion for this response is similarly minimal and inadequate. There is a weak progression of ideas from beginning to end. There are few transitional strategies used, (“later on”, “After”, “while”, “In conclusion”).

Evidence and Elaboration – This response receives 2 points in Evidence and Elaboration. Since the response has a weak controlling idea, the evidence is cursory and weakly integrated. The evidence is used in the form of source summaries with a weak elaboration of the facts. This leads to a weak expression of ideas.

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

Sample Response: 4 points

The dust bowl impacted so many people lives. The dust would rip apart farms and destroy crops. Many people where trapped by the dust. These people where also worried about their kids not seeing any rain. These kids were born during the Dust Bowl and all they saw was miles of dust. The people in the southern plains experianced so many things many people will never have to see.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 1 point in Purpose, Focus, and Organization. The response is related to the topic but has little awareness of the task. It is about the Dust Bowl, but the task is the impact of the Dust Bowl on individuals. The response lacks organization. The sentences can be rearranged without compromising the content of the response. There are few transitions.

Evidence and Elaboration – This response receives 1 point in Evidence and Elaboration. The evidence used has not been elaborated. The expression of ideas is also vague (“The people in the southern plains experienced so many things many people will never live to see.”). It is unclear what those “things” were.

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

Sample Response: 4 points

The Dust Bowl impacted individuals personally and emotionally by dust everywhere! Less rain fell and the ground dried up crumbling into small pieces. The dust came in wave, after wave, after wave. Many people abandoned their farms and houses. Life was challenging for those who stayed at their farms.

The Dust Bowl all started when the air suddenly turned cooler. Then black rolling clouds of dust came in. Attics collapsed under the weight of tons of dust, tractors were buried beneath six-foot drifts of dirt, and travelers became stranded in their cars. Some people even got lost in the storm and perished.

Finally, by 1938, the worst of the drought was over. Then the SCS started which used carefully planned methods of farm techniques. The rain finally returned as the crops started to return.

Now you see how hard people had it in the 1900s. Many people faces many challenges and had to fix many things. The last thing is now you know how the Dust Bowl impacted on people who didn't have all of the high tech stuff we have today of the 2000s.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives 1 point in Purpose, Focus, and Organization. The response is related to the topic. It repeats the prompt as the main idea. The introduction and conclusion are inadequate but the response does have a discernible organizational structure. However, it is difficult to know where the response ends because the writer signals the end of the paper twice which is confusing (“Finally” and “The last thing”). There are some confusing or ambiguous ideas such as the SCS and how it relates to the rest of the second body paragraph.

Evidence and Elaboration – This response receives 1 point in Evidence and Elaboration. The response provides minimal support for the controlling idea. The evidence used in the two body paragraphs is not elaborated and the expression of the ideas is somewhat confusing.

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

Sample Response: 2 points

it messed up peoples lives because every time there was a dust storm it would destroy crops and run threw houses covering up the floors there clothing everything was covered in dust it also tore down houses and they basicly had to restart there houses and growth of crops because the sand storm destroyed the crops there was also a drought so they ran low on water supplies. some families left there homes because it ruined everything. it was challenging to everyone that stayed instead of leaving there homes. doctors had a hard time keeping there tools clean because they would get dirty from the dust and at the dinner tables all the cups and plates were held up side down incase of a storm came and they flipped them back over when dinner was ready to be served. the grounds were dried up because of low water. the drought ended in 1938 most of the drought was over. the drought came back in 1950 in the great planes.

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 response is related to the topic because it is about what it was like during the Dust Bowl, but it has little awareness of the task which was to analyze the impact of the Dust Bowl on individuals. It has a limited main idea (“it messed up peoples lives”). The majority of the response is a list with few transitions to tie the items together. There is no conclusion.

Evidence and Elaboration – This response receives 1 point in Evidence and Elaboration. The response is a list of facts from the source material which is not elaborated. Most sentences are limited to simple constructions.

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

Both of the storys had a storm in them j

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. This response has no awareness of the task or purpose. There is no controlling idea or structure.

Evidence and Elaboration – This response receives 0 points in Evidence and Elaboration. The response is a partial statement with a weak reference to storm. There is no evidence used that is related to a main idea because there is no main 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

The morning of Sunday, April 14, 1935, dawned clear and dry across the southern Great Plains. Families went to church, planning to have a picnics and visit with friends afterwards.

Then, in mid-afternoon the air suddenly turned cooler. Birds began fluttering nervously. All at once, a a rolling black cloud of dust darkend the northern horizon. Everyone hurried home, attempting to to beat the black blizzard before it struck.

From 1932 through 1940 powerful storms of dust ravaged and grazing lands through out the area of the Great Plains known as a dust bowl... Attics collapsed under tons of dust were buried tractors. travelers became stranded in there cars. In many locals , a day rarley passed without dust clouds rolling through.

The years 1926, 1929 and 1931 produced partuculy fine fields of wheat. Encourged by the bounty,farmers began to use mre effcient machinery to carve out even greater fields.In so doing, the farmers uprooted the grasses that had held together the rich prairie soil for ages.

Finally, by 1938, the worst of the drought was over. The situation was reserved largely due to goverment actions. A special branch of the U.S. Department of Agriculture the soil Conversation Service as created in 1935 and went to work. The SCS used carefully planned conversation methods and wiser farming techniques to restore prairie grasses, devolope crop rotation practices, and enable farmers to live off the land without ruining it. As the new soil conversation measures took hold, crops started to return The ravaging winds slackend and dust storms came less frequently. And rains returned.

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

in addition, some of the areas of land most prone to erosion on the Great Plains were returned to natural grasslands.

Black blizzards were nothing new to the residents of the southern plains. They had been experiencing these destructive dust storms for several year.

While Ma and Daddy slept,
the dust came, tearing up fields where the winter wheat,
set for harvest in June stood helpless.

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

Windws were taped and wet sheets hung to catch the dust. At dinner cups gasses and plates were kept overturned until the meal was served. Many families kept absndoned their farms. For those who remained, life was challenge.

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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