

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2019**

**ENGLISH LANGUAGE ARTS II**

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**Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
17	Multiple Choice Item	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>(L.9-10.5)</i>	Level 2	A	1 point
18	Multiple Choice Item	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <i>(L.9-10.4)</i>	Level 2	C	1 point
19	Multiple Choice Item	Literary	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>(RL.9-10.5)</i>	Level 2	D	1 point
20	Evidence-Based Selected Response	Literary	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RL.9-10.1)</i>	Level 2	C; D	2 points
21	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	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.*



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**Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
27	Multiple Choice Item	Informational	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(RI.9-10.8)</i>	Level 3	D	1 point
28	Evidence-Based Selected Response	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <i>(RI.9-10.2)</i>	Level 2	C; D	2 points
29	Multi-Select Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 2	B, C	1 point
30	Evidence-Based Selected Response	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 3	A; B	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.

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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
31	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 2	C	1 point
32	Evidence-Based Selected Response	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	D; B	2 points
33	Multiple Choice Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 2	D	1 point
34	Extended Response	Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>(W.9-10.1)</i>	Level 4	---	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.

## **Depth of Knowledge (DOK)**

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

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**Stimulus for Questions 17 – 21**

## Stimulus for Questions 17 – 21

### **The Great Stone Face**

by Nathaniel Hawthorne

- 1 One afternoon, when the sun was going down, a mother and her little boy sat at the door of their cottage, talking about the Great Stone Face. They had but to lift their eyes, and there it was plainly to be seen, though miles away, with the sunshine brightening all its features. And what was the Great Stone Face? Embosomed amongst a family of lofty mountains, there was a valley so spacious that it contained many thousand inhabitants. Some of these good people dwelt in log-huts, with the black forest all around them, on the steep and difficult hillsides. Others had their homes in comfortable farm-houses, and cultivated the rich soil on the gentle slopes or level surfaces of the valley. Others, again, were congregated into populous villages, where some wild, highland rivulet,<sup>1</sup> tumbling down from its birthplace in the upper mountain region, had been caught and tamed by human cunning, and compelled to turn the machinery of cotton-factories. The inhabitants of this valley, in short, were numerous, and of many modes of life. But all of them, grown people and children, had a kind of familiarity with the Great Stone Face, although some possessed the gift of distinguishing this grand natural phenomenon more perfectly than many of their neighbors.
- 2 The Great Stone Face, then, was a work of Nature in her mood of majestic playfulness, formed on the perpendicular side of a mountain by some immense rocks, which had been thrown together in such a position as, when viewed at a proper distance, precisely to resemble the features of the human countenance. It seemed as if an enormous giant, or a titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other. True it is, that if the spectator approached too near, he lost the outline of the gigantic visage, and could discern only a heap of ponderous and gigantic rocks, piled in chaotic ruin one upon another. Retracing his steps, however, the wondrous features would again be seen; and the farther he withdrew from them, the more like a human face, with all its original divinity intact, did they appear; until, as it grew dim in the distance, with the clouds and glorified vapor of the mountains clustering about it, the Great Stone Face seemed positively to be alive.
- 3 It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet, as if it were the glow of a vast, warm heart, that embraced all mankind in its affections, and had room for more. It was an education only to look at it. According to the belief of many people, the valley owed much of its fertility to this benign aspect that was continually beaming over it, illuminating the clouds, and infusing its tenderness into the sunshine.

- 4 As we began with saying, a mother and her little boy sat at their cottage-door, gazing at the Great Stone Face, and talking about it. The child's name was Ernest.
- 5 'Mother,' said he, while the titanic visage smiled on him, 'I wish that it could speak, for it looks so very kindly that its voice must needs be pleasant. If I were to see a man with such a face, I should love him dearly.'
- 6 'If an old prophecy should come to pass,' answered his mother, 'we may see a man, some time or other, with exactly such a face as that.'
- 7 'What prophecy do you mean, dear mother?' eagerly inquired Ernest. 'Pray tell me all about it!'
- 8 So his mother told him a story that her own mother had told to her, when she herself was younger than little Ernest; a story, not of things that were past, but of what was yet to come; a story, nevertheless, so very old, that even the Indians, who formerly inhabited this valley, had heard it from their forefathers, to whom, as they affirmed, it had been murmured by the mountain streams, and whispered by the wind among the tree-tops. The purport was, that, at some future day, a child should be born hereabouts, who was destined to become the greatest and noblest personage of his time, and whose countenance, in manhood, should bear an exact resemblance to the Great Stone Face. Not a few old-fashioned people, and young ones likewise, in the ardor of their hopes, still cherished an enduring faith in this old prophecy. But others, who had seen more of the world, had watched and waited till they were weary, and had beheld no man with such a face, nor any man that proved to be much greater or nobler than his neighbors, concluded it to be nothing but an idle tale. At all events, the great man of the prophecy had not yet appeared.
- 9 'O mother, dear mother!' cried Ernest, clapping his hands above his head, 'I do hope that I shall live to see him!'
- 10 His mother was an affectionate and thoughtful woman, and felt that it was wisest not to discourage the generous hopes of her little boy. So she only said to him, 'Perhaps you may.'

11        And Ernest never forgot the story that his mother told him. It was always in his mind, whenever he looked upon the Great Stone Face. He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart. In this manner, from a happy yet often pensive child, he grew up to be a mild, quiet, unobtrusive boy, and sun-browned with labor in the fields, but with more intelligence brightening his aspect than is seen in many lads who have been taught at famous schools. Yet Ernest had had no teacher, save only that the Great Stone Face became one to him. When the toil of the day was over, he would gaze at it for hours, until he began to imagine that those vast features recognized him, and gave him a smile of kindness and encouragement, responsive to his own look of veneration.<sup>2</sup>

<sup>1</sup>rivulet: a very small stream

<sup>2</sup>veneration: great respect, reverence

Excerpt from "The Great Stone Face" by Nathaniel Hawthorne. In the public domain.

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**Question 17**

**Question and Scoring Guidelines**



## Question 17

Read these sentences from the passage.

"It seemed as if an enormous giant, or a titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other. " (paragraph 2)

What is the effect of the figurative language in these sentences?

- Ⓐ It highlights the grandeur of the Great Stone Face.
- Ⓑ It explains the source of the prophecy about the Great Stone Face.
- Ⓒ It emphasizes the position of the Great Stone Face relative to the valley.
- Ⓓ It describes how the inhabitants of the valley discovered the Great Stone Face.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
(L.9-10.5)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: **Key** – Language like "enormous giant" and "titan" as well as the terms used to describe the size of the face itself, highlights the grandeur of the Great Stone Face.

Rationale for Option B: This is incorrect. This sentence discusses how the face was formed, but it does not explain the source of the prophecy.

Rationale for Option C: This is incorrect. The sentence mentions that the Great Stone Face's position requires viewing it from a distance, but that is not related to its position relative to the valley.

Rationale for Option D: This is incorrect. This sentence discusses how the face was formed, but it does not address how the people of the valley discovered it.

### Sample Response: 1 point

Read these sentences from the passage.

"It seemed as if an enormous giant, or a titan, had sculptured his own likeness on the precipice. There was the broad arch of the forehead, a hundred feet in height; the nose, with its long bridge; and the vast lips, which, if they could have spoken, would have rolled their thunder accents from one end of the valley to the other. " (paragraph 2)

What is the effect of the figurative language in these sentences?

- ☒ A It highlights the grandeur of the Great Stone Face.
- ☐ B It explains the source of the prophecy about the Great Stone Face.
- ☐ C It emphasizes the position of the Great Stone Face relative to the valley.
- ☐ D It describes how the inhabitants of the valley discovered the Great Stone Face.

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**Question 18**

**Question and Scoring Guidelines**

## Question 18

Read this sentence from the passage.

"Not a few old-fashioned people, and young ones likewise, in the ardor of their hopes, still cherished an enduring faith in this old prophecy." (paragraph 8)

What does the word ardor suggest about the inhabitants described in this sentence?

- Ⓐ They are confused about the meaning of the prophecy.
- Ⓑ The young and old have personal experience with the prophecy.
- Ⓒ They are enthusiastic in their beliefs about the truth of the prophecy.
- Ⓓ The young and old are divided in their belief about the truth of the prophecy.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. (L.9–10.4)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The inhabitants of the valley may have different levels of belief as it relates to the validity of the prophecy, but that does not have anything to do with the word "ardor," which is used here to demonstrate the strength of their belief in the prophecy.

Rationale for Option B: This is incorrect. The sentence indicates that the people have faith in the prophecy, but the word "ardor" actually describes how they all feel about the prophecy, not that they've had a personal experience with it.

Rationale for Option C: **Key** – "Ardor" indicates that the people described in this sentence are enthusiastic about the prophecy.

Rationale for Option D: This is incorrect. The people described in the sentence are in agreement about the prophecy, but that is not suggested by the word "ardor."

### Sample Response: 1 point

Read this sentence from the passage.

"Not a few old-fashioned people, and young ones likewise, in the ardor of their hopes, still cherished an enduring faith in this old prophecy." (paragraph 8)

What does the word ardor suggest about the inhabitants described in this sentence?

- ☐ (A) They are confused about the meaning of the prophecy.
- ☐ (B) The young and old have personal experience with the prophecy.
- ☒ (C) They are enthusiastic in their beliefs about the truth of the prophecy.
- ☐ (D) The young and old are divided in their belief about the truth of the prophecy.

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**Question 19**

**Question and Scoring Guidelines**

## Question 19

Why does the author introduce the inhabitants of the valley before describing the Great Stone Face?

- Ⓐ Explaining where the inhabitants of the valley live shows why they are influenced by the Great Stone Face.
- Ⓑ Describing how the people who live in the valley talk about the Great Stone Face shows how they feel about it.
- Ⓒ Explaining the work performed by the inhabitants of the valley highlights the role the Great Stone Face plays in their lives.
- Ⓓ Describing the wide variety of people who live in the valley shows many different kinds of people can relate to the Great Stone Face.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.9-10.5)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraph 1 explains that some residents of the valley live in towns and some live on farms, but that does not show how they are influenced by the Great Stone Face.

Rationale for Option B: This is incorrect. Paragraph 1 mentions Ernest and his mother talking about the Great Stone Face, but it does not show how they feel about it.

Rationale for Option C: This is incorrect. Paragraph 1 describes the work that is done in the valley, but that is not connected to the role the Great Stone Face plays in the people's lives.

Rationale for Option D: **Key** – In paragraph 1 the description of the “many modes of life” in the valley is key to the idea that the Great Stone Face broadly appeals to all types of people.

### Sample Response: 1 point

Why does the author introduce the inhabitants of the valley before describing the Great Stone Face?

- ☐ Ⓐ Explaining where the inhabitants of the valley live shows why they are influenced by the Great Stone Face.
- ☐ Ⓑ Describing how the people who live in the valley talk about the Great Stone Face shows how they feel about it.
- ☐ Ⓒ Explaining the work performed by the inhabitants of the valley highlights the role the Great Stone Face plays in their lives.
- ☒ Ⓓ Describing the wide variety of people who live in the valley shows many different kinds of people can relate to the Great Stone Face.



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**Question 20**

**Question and Scoring Guidelines**

## Question 20

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- (A) to explain what makes him a helpful and loving child
- (B) to describe the thoughts of others about the Great Stone Face
- (C) to highlight the profound effect the Great Stone Face has on him
- (D) to show the differences in how people thought about the prophecy

### Part B

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

- (A) "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- (B) "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- (C) "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- (D) "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(RL.9-10.1)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Ernest is described as a helpful and loving child, but that is not the purpose of the comparison with the other boys.

Rationale for Option B: This is incorrect. The passage does describe the thoughts of others about the Great Stone Face, but that is not the purpose of the comparison with the other boys.

Rationale for Option C: **Key** – Paragraph 11 states that Ernest has “more intelligence brightening his aspect” than the other boys because the Great Stone Face served as his only teacher.

Rationale for Option D: This is incorrect. The people in the valley do think differently about the prophecy, but that is not the purpose of the comparison to the other boys.

## Part B

Rationale for Option A: This is incorrect. This sentence shows how the people felt about the Great Stone Face, but it does not support the answer in Part A.

Rationale for Option B: This is incorrect. This sentence shows the differing reactions of some to the prophecy, but it does not support the answer in Part A.

Rationale for Option C: This is incorrect. This sentence shows that Ernest was a helpful and loving son, but that does not support the answer in Part A.

Rationale for Option D: **Key** – Ernest is compared with other boys specifically with regard to his education versus theirs and this sentence points out the influence that the Great Stone Face had on him.

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**Question 20**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☐ Ⓐ to explain what makes him a helpful and loving child
- ☐ Ⓑ to describe the thoughts of others about the Great Stone Face
- ☒ Ⓒ to highlight the profound effect the Great Stone Face has on him
- ☐ Ⓓ to show the differences in how people thought about the prophecy

### Part B

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

- ☐ Ⓐ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☐ Ⓑ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☒ Ⓒ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ Ⓓ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☐ Ⓐ to explain what makes him a helpful and loving child
- ☐ Ⓑ to describe the thoughts of others about the Great Stone Face
- ☒ Ⓒ to highlight the profound effect the Great Stone Face has on him
- ☐ Ⓓ to show the differences in how people thought about the prophecy

### Part B

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

- ☒ Ⓐ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☐ Ⓑ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☐ Ⓒ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ Ⓓ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☐ Ⓐ to explain what makes him a helpful and loving child
- ☐ Ⓑ to describe the thoughts of others about the Great Stone Face
- ☒ Ⓒ to highlight the profound effect the Great Stone Face has on him
- ☐ Ⓓ to show the differences in how people thought about the prophecy

### Part B

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

- ☐ Ⓐ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☒ Ⓑ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☐ Ⓒ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ Ⓓ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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



## Sample Response: 1 point

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☐ Ⓐ to explain what makes him a helpful and loving child
- ☐ Ⓑ to describe the thoughts of others about the Great Stone Face
- ☒ Ⓒ to highlight the profound effect the Great Stone Face has on him
- ☐ Ⓓ to show the differences in how people thought about the prophecy

### Part B

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

- ☐ Ⓐ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☐ Ⓑ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☒ Ⓒ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ Ⓓ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☒ Ⓐ to explain what makes him a helpful and loving child
- ☐ Ⓑ to describe the thoughts of others about the Great Stone Face
- ☐ Ⓒ to highlight the profound effect the Great Stone Face has on him
- ☐ Ⓓ to show the differences in how people thought about the prophecy

### Part B

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

- ☒ Ⓐ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☐ Ⓑ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☐ Ⓒ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ Ⓓ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

Why does the author compare Ernest to the other boys in the valley?

- ☒ to explain what makes him a helpful and loving child
- ☐ to describe the thoughts of others about the Great Stone Face
- ☐ to highlight the profound effect the Great Stone Face has on him
- ☐ to show the differences in how people thought about the prophecy

### Part B

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

- ☒ "It was a happy lot for children to grow up to manhood or womanhood with the Great Stone Face before their eyes, for all the features were noble, and the expression was at once grand and sweet . . ." (paragraph 3)
- ☐ "But others, who had seen more of the world had watched and waited till they were weary . . ." (paragraph 8)
- ☐ "He spent his childhood in the log-cottage where he was born, and was dutiful to his mother, and helpful to her in many things, assisting her much with his little hands, and more with his loving heart." (paragraph 11)
- ☐ "Yet Ernest had had no teacher, save only that the Great Stone Face became one to him." (paragraph 11)

### Notes on Scoring

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

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**Question 21**

**Question and Scoring Guidelines**

## Question 21

In paragraph 8, the author uses personification to describe the prophecy. How does the author's language add to the meaning of the story?

- Ⓐ By referencing the origins of the prophecy, it shows that it is not reliable or likely to be true.
- Ⓑ By personifying the streams and wind, it shows that the prophecy connects people and Nature.
- Ⓒ By describing how the prophecy was told, it implies that the prophecy is difficult to understand.
- Ⓓ By emphasizing that the prophecy was murmured and whispered, it highlights the secret nature of the prophecy.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). (RL.9-10.4)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While it might seem like streams and wind are not reliable sources of information and other portions of the text imply the prophecy may not come true, the text does not imply that nature is less reliable than other types of sources for mystical things like prophecies.

Rationale for Option B: **Key** – The stone face is tied to the inhabitants of the valley, so it makes sense that the prophecy would also connect the natural and human worlds in both its outcome and how it was shared with people.

Rationale for Option C: This is incorrect. While words spoken by natural features of the valley and the mystical nature of the word choice might suggest that the prophecy is not understandable, the prophecy is clearly understood by the inhabitants of the valley.

Rationale for Option D: This is incorrect. While these terms show the prophecy was shared in lowered speech, the passage does not imply that the prophecy was secret. In fact, it says the prophecy is well-known within the valley.

### Sample Response: 1 point

In paragraph 8, the author uses personification to describe the prophecy. How does the author's language add to the meaning of the story?

- ☐ Ⓐ By referencing the origins of the prophecy, it shows that it is not reliable or likely to be true.
- ☒ Ⓑ By personifying the streams and wind, it shows that the prophecy connects people and Nature.
- ☐ Ⓒ By describing how the prophecy was told, it implies that the prophecy is difficult to understand.
- ☐ Ⓓ By emphasizing that the prophecy was murmured and whispered, it highlights the secret nature of the prophecy.

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**Stimulus for Questions 27 – 34**

## Stimulus for Questions 27 – 34

### Passage 1: Are Zoos a Good Thing?

- 1 Zoos are hugely popular attractions for adults and children alike. But are they actually a good thing?
- 2 Critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments can't come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed. . . . Capturing animals in the wild also causes much suffering. . . . Some zoos make animals behave unnaturally: for example, marine parks often force dolphins and whales to perform tricks. . . .
- 3 On the other hand, by bringing people and animals together, zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats. Some zoos provide a safe environment for animals which have been mistreated in circuses, or pets which have been abandoned. Zoos also carry out important research into subjects like animal behaviour and how to treat illnesses.
- 4 One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding, and they might also be threatened by poachers, loss of their habitat and predators. A good zoo will enable these species to live and breed in a secure environment. In addition, as numbers of some wild species drop, there is an increased danger of populations becoming too genetically similar. Breeding programmes provide a safeguard: zoo-bred animals can be released into the wild to increase genetic diversity.
- 5 However, opponents of zoos say that the vast majority of captive breeding programmes do not release animals back into the wild. Surplus animals are sold not only to other zoos but also to circuses or . . . ranches. . . .



6            So, are zoos good for animals or not? Perhaps it all depends on how well individual zoos are managed, and the benefits of zoos can surely outweigh their harmful effects. However, it is understandable that many people believe imprisoning animals for any reason is simply wrong.

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## Passage 2: Do We Need Zoos?

by J. Weston Phippen

7 Gorillas are as strong as eight men, they can be aggressive, and they're also endangered. For all those reasons, they're fascinating to watch. And unless someone planned to visit the forests of Central Africa, a zoo is the only place a person will likely see one—or for that matter a wolf, a rhino, or a rhinoceros hornbill. . . . Of course, there's TV, "but that really does pale<sup>1</sup> next to seeing a living creature in the flesh, hearing it, smelling it, watching what it does and having the time to absorb details," wrote David Hone, a paleontologist<sup>2</sup> and writer who has defended zoos.

8 So zoos teach. Or do they?

9 In 2014, Eric Jensen, a sociologist at the University of Warwick, published a study in the journal *Conservation Biology* that surveyed 3,000 children before and after a zoo visit and found only one-third had a "positive" learning experience, meaning they'd learned something factual. About 15 percent of the kids picked up incorrect information. But perhaps what pro-zoo people mean, and more in line with what Hone argued in his article, was that zoos are a type of consciousness expander. They expose people young and old to something they'd never otherwise be able to see. For example, a child's parents may take her to the . . . [z]oo and years afterward she might remember that moment and dream of a job working alongside animals—and achieve that goal.

10 Obviously, children are not the only group to learn from zoos. Researchers visit them, observe and study the animals, and help animal conservation. In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside. This happened with the California condor, of which there were only 23 left in 1982. By 1987 researchers and conservationists had captured every last one and moved them into a captive-breeding program. Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild.

- 11 It is true zoos have played a massive role in conserving, and in the recovery of, some species, but this is a relatively small portion of the animals zoos work with. As Tim Zimmerman pointed out in an article for *Outside* magazine last year, the Association of Zoos & Aquariums reported that of all the animals at the 228 zoos it accredits, only 30 species are being worked with for recovery. And of those 30 cases, most can't be re-introduced into the wild. So the species will exist, but never as they once did.
- 12 Humans have always caught and caged animals . . . . The Sumerians in ancient Mesopotamia did it more than 4,000 years ago. Later, Alexander the Great was said to take special care of his menagerie<sup>3</sup> of bears and monkeys. The Aztecs in the Americas, the early Chinese—both caged animals. The first modern zoos emerged in the 19th century, but have changed drastically since, slowly becoming more hospitable toward animals as people's empathy toward them grows.
- 13 Now, in Denmark, the human/animal role of zoos is already being reversed. At Zootopia,<sup>4</sup> BIG,<sup>5</sup> the architecture firm, designed a 300-acre zoo without bars, fences or glass, which it said makes for the "best possible and freest possible environment for the animals." The first phase is scheduled to open in 2019. It's not a preserve—as those who want zoos shut down have called for—but it is an advancement in how people think of holding captive animals. Zootopia's layout would let animals roam land that encircles a doughnut-hole observation center. And though people can walk through tunnels and poke their heads up for a closer look, in this design it's not dangerous animals like the silverback gorilla that are caged, it's the humans.

<sup>1</sup>pale: appear less interesting

<sup>2</sup>paleontologist: scientist that studies fossils

<sup>3</sup>menagerie: collection of wild animals to be viewed

<sup>4</sup>Zootopia: a zoo to be built in Denmark

<sup>5</sup>BIG: Bjarke Ingels Group

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**Question 27**

**Question and Scoring Guidelines**

## Question 27

How well does the author support the claim that the overall impact of zoos is probably helpful in paragraph 6?

- Ⓐ He makes an emotional appeal but does not provide evidence supporting the effects of zoos on animals and humans.
- Ⓑ He describes the research that has been conducted on the effects of zoos in enough detail to strongly support his claim.
- Ⓒ He provides specific support for his claim but fails to acknowledge arguments by opponents that would call that support into question.
- Ⓓ He provides examples of positive and negative effects of zoos but does not provide specific support for the argument that one outweighs the other.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. *(RI.9-10.8)*

**Depth of Knowledge:** Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The author does not make an emotional appeal and does provide evidence of the effects of zoos.

Rationale for Option B: This is incorrect. The author does not describe research that supports this claim.

Rationale for Option C: This is incorrect. The author does not provide specific support and does acknowledge opposing arguments.

Rationale for Option D: **Key** – The author provides examples of both positive and negative effects but does not support his statement that the positive effects outweigh the negative effects.

### Sample Response: 1 point

How well does the author support the claim that the overall impact of zoos is probably helpful in paragraph 6?

- ☐ Ⓐ He makes an emotional appeal but does not provide evidence supporting the effects of zoos on animals and humans.
- ☐ Ⓑ He describes the research that has been conducted on the effects of zoos in enough detail to strongly support his claim.
- ☐ Ⓒ He provides specific support for his claim but fails to acknowledge arguments by opponents that would call that support into question.
- ☒ Ⓓ He provides examples of positive and negative effects of zoos but does not provide specific support for the argument that one outweighs the other.

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**Question 28**

**Question and Scoring Guidelines**

## Question 28

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

### Part A

What is the central idea of Passage 1?

- (A) Zoos usually cause suffering to animals.
- (B) Zoos are popular attractions that educate and inspire the public.
- (C) While zoos have many benefits, there are also arguments that can be made against them.
- (D) While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- (A) He explains changes in the effects of zoos over the course of their history.
- (B) He refers to research showing the benefits and drawbacks of zoos for animals.
- (C) He provides personal examples of experiences that he has had when visiting zoos.
- (D) He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.



**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Analyze informational text development.

a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details.

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

*(RI.9-10.2)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. This is an incomplete statement of the central idea.

Rationale for Option B: This is incorrect. This is an incomplete statement of the central idea.

Rationale for Option C: **Key** – This correctly states the central idea of Passage 1.

Rationale for Option D: This is incorrect. This is an incorrect statement of the central idea.

## Part B

Rationale for Option A: This is incorrect. The author does not trace the history of zoos in this passage.

Rationale for Option B: This is incorrect. While general statements are made about benefits and drawbacks, the author does not refer to research.

Rationale for Option C: This is incorrect. The author does not provide personal examples, but merely makes general statements about zoos.

Rationale for Option D: **Key** – This accurately describes how the central idea is developed.

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**Question 28**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Zoos usually cause suffering to animals.
- ☐ Ⓑ Zoos are popular attractions that educate and inspire the public.
- ☒ Ⓒ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ Ⓓ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☐ Ⓐ He explains changes in the effects of zoos over the course of their history.
- ☐ Ⓑ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☐ Ⓒ He provides personal examples of experiences that he has had when visiting zoos.
- ☒ Ⓓ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Zoos usually cause suffering to animals.
- ☐ Ⓑ Zoos are popular attractions that educate and inspire the public.
- ☒ Ⓒ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ Ⓓ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☒ Ⓒ He explains changes in the effects of zoos over the course of their history.
- ☐ Ⓑ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☐ Ⓓ He provides personal examples of experiences that he has had when visiting zoos.
- ☐ Ⓐ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Zoos usually cause suffering to animals.
- ☐ Ⓑ Zoos are popular attractions that educate and inspire the public.
- ☒ Ⓒ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ Ⓓ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☐ Ⓐ He explains changes in the effects of zoos over the course of their history.
- ☒ Ⓑ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☐ Ⓒ He provides personal examples of experiences that he has had when visiting zoos.
- ☐ Ⓓ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Zoos usually cause suffering to animals.
- ☐ Ⓑ Zoos are popular attractions that educate and inspire the public.
- ☒ Ⓒ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ Ⓓ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☐ Ⓐ He explains changes in the effects of zoos over the course of their history.
- ☐ Ⓑ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☒ Ⓒ He provides personal examples of experiences that he has had when visiting zoos.
- ☐ Ⓓ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

What is the central idea of Passage 1?

- ☒ Zoos usually cause suffering to animals.
- ☐ Zoos are popular attractions that educate and inspire the public.
- ☐ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☐ He explains changes in the effects of zoos over the course of their history.
- ☐ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☐ He provides personal examples of experiences that he has had when visiting zoos.
- ☒ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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



## Sample Response: 0 points

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

### Part A

What is the central idea of Passage 1?

- ☐ Ⓐ Zoos usually cause suffering to animals.
- ☒ Ⓑ Zoos are popular attractions that educate and inspire the public.
- ☐ Ⓒ While zoos have many benefits, there are also arguments that can be made against them.
- ☐ Ⓓ While zoos capture endangered animals, they also maintain populations of endangered animals in the wild.

### Part B

How does the author develop this central idea throughout Passage 1?

- ☒ Ⓐ He explains changes in the effects of zoos over the course of their history.
- ☐ Ⓑ He refers to research showing the benefits and drawbacks of zoos for animals.
- ☐ Ⓒ He provides personal examples of experiences that he has had when visiting zoos.
- ☐ Ⓓ He contrasts the opinions of zoo opponents with examples of the good that can be done by zoos.

### Notes on Scoring

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

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**Question 29**

**Question and Scoring Guidelines**

## Question 29

Select **two** sentences from Passage 2 that support the idea that zoos can play an important role in animal conservation.

- ☐ "Gorillas are as strong as eight men, they can be aggressive, and they're also endangered." (paragraph 7)
- ☐ "In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside." (paragraph 10)
- ☐ "Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." (paragraph 10)
- ☐ "The first modern zoos emerged in the 19th century, but have changed drastically since, slowly becoming more hospitable toward animals as people's empathy toward them grows." (paragraph 12)
- ☐ "It's not a preserve—as those who want zoos shut down have called for—but it is an advancement in how people think of holding captive animals." (paragraph 13)

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for First Option: This is incorrect. The statement that gorillas are endangered does not directly support the idea that zoos are important to conservation.

Rationale for Second Option: **Key** – This statement supports the idea that zoos have played an important role in animal conservation.

Rationale for Third Option: **Key** – This statement supports the idea that zoos have played an important role in animal conservation.

Rationale for Fourth Option: This is incorrect. The statement that zoos have become more hospitable does not directly support the idea that they are important to animal conservation.

Rationale for Fifth Option: This is incorrect. The statement that zoos have become more advanced does not support the idea that they are important to animal conservation.

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**Question 29**

**Sample Responses**

### Sample Response: 1 point

Select **two** sentences from Passage 2 that support the idea that zoos can play an important role in animal conservation.

- ☐ "Gorillas are as strong as eight men, they can be aggressive, and they're also endangered." (paragraph 7)
- ☒ "In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside." (paragraph 10)
- ☒ "Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." (paragraph 10)
- ☐ "The first modern zoos emerged in the 19th century, but have changed drastically since, slowly becoming more hospitable toward animals as people's empathy toward them grows." (paragraph 12)
- ☐ "It's not a preserve—as those who want zoos shut down have called for—but it is an advancement in how people think of holding captive animals." (paragraph 13)

#### Notes on Scoring

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

### Sample Response: 0 points

Select **two** sentences from Passage 2 that support the idea that zoos can play an important role in animal conservation.

- ☐ "Gorillas are as strong as eight men, they can be aggressive, and they're also endangered." (paragraph 7)
- ☒ "In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside." (paragraph 10)
- ☐ "Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." (paragraph 10)
- ☒ "The first modern zoos emerged in the 19th century, but have changed drastically since, slowly becoming more hospitable toward animals as people's empathy toward them grows." (paragraph 12)
- ☐ "It's not a preserve—as those who want zoos shut down have called for—but it is an advancement in how people think of holding captive animals." (paragraph 13)

#### Notes on Scoring

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

### Sample Response: 0 points

Select **two** sentences from Passage 2 that support the idea that zoos can play an important role in animal conservation.

- ☒ "Gorillas are as strong as eight men, they can be aggressive, and they're also endangered." (paragraph 7)
- ☐ "In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside." (paragraph 10)
- ☒ "Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." (paragraph 10)
- ☐ "The first modern zoos emerged in the 19th century, but have changed drastically since, slowly becoming more hospitable toward animals as people's empathy toward them grows." (paragraph 12)
- ☐ "It's not a preserve—as those who want zoos shut down have called for—but it is an advancement in how people think of holding captive animals." (paragraph 13)

#### Notes on Scoring

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



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**Question 30**

**Question and Scoring Guidelines**

## Question 30

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- Ⓐ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- Ⓑ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- Ⓒ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- Ⓓ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- Ⓐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- Ⓑ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- Ⓒ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- Ⓓ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. *(RI.9-10.3)*

**Depth of Knowledge:** Level 3

Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set.

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – This correctly describes how the author introduces each idea and then proceeds to follow it with factual data and examples that demonstrate the realities of each situation.

Rationale for Option B: This is incorrect. While the author discusses large generalizations about teaching and conservation, the author is not contrasting the two ideas.

Rationale for Option C: This is incorrect. While the author does note that zoos can be educational, specific data show that often children walk away with a misunderstanding and the real value is the experience. The author is not contrasting ideas about zoos.

Rationale for Option D: This is incorrect. While the author does examine the benefits of teaching and of zoo conservation, he does not go into detail on the specific conditions for the animals (advantages/disadvantages).

## Part B

Rationale for Option A: This is incorrect. The author notes that animals still exist, but never as they once did, and therefore it is not the author's conclusion that conservation is the most important function.

Rationale for Option B: **Key** – This correctly states the impact of the way the author develops his ideas on the text's meaning. His purpose is to examine zoos critically for their benefits.

Rationale for Option C: This is incorrect. The author does present information about how some children pick up incorrect information while visiting zoos, but there is no discussion about which zoos are more effective or less effective in educating the public.

Rationale for Option D: This is incorrect. The focus of the passage is not on the disadvantages of zoos for animals, but rather a critical examination of zoos and their role.

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**Question 30**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☒ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☐ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☐ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☒ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☐ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☐ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☒ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☐ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☐ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☒ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☐ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☐ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☐ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☒ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☐ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☐ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☐ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☒ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☐ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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



## Sample Response: 1 point

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☒ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☐ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☐ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☐ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☐ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☒ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☐ Ⓐ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ Ⓑ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☒ Ⓒ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☐ Ⓓ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☐ Ⓐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☒ Ⓑ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☐ Ⓒ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☐ Ⓓ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

How does the author of Passage 2 develop his ideas in paragraphs 7–11?

- ☐ Ⓐ He presents the ideas that zoos teach and are important to conservation and then refines each idea by pointing out that it is only partially true.
- ☐ Ⓑ He presents the idea that zoos are mainly important because they teach and contrasts it with the idea that zoos are mainly important to conservation.
- ☐ Ⓒ He presents the idea that some zoos focus on what children can learn and contrasts it with descriptions of other zoos that focus on research and conservation.
- ☒ Ⓓ He presents the ideas that zoos teach and are important to conservation and then draws the conclusion that zoos have more disadvantages than advantages for animals.

### Part B

What impact does this development have on the meaning of the passage?

- ☒ Ⓐ It provides evidence for the author's conclusion that conservation is the most important function of zoos.
- ☐ Ⓑ It allows the author to present differing views along with a realistic examination of the advantages of zoos.
- ☐ Ⓒ It provides evidence for the author's conclusion that some zoos are more successful than others at educating the public.
- ☐ Ⓓ It allows the author to acknowledge the benefits of zoos for humans before shifting focus to the disadvantages for animals.

### Notes on Scoring

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

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**Question 31**

**Question and Scoring Guidelines**

## Question 31

How does the author of Passage 2 use rhetoric to advance his purpose?

- Ⓐ He uses metaphors that compare children observing animals with scientists conducting research to reinforce a neutral view of zoos.
- Ⓑ He contrasts what children say about zoos with true information about zoo animals to demonstrate misconceptions about zoos.
- Ⓒ He uses quotations and data from experts to provide a balanced look at the effects of zoos.
- Ⓓ He uses emotional language to encourage readers to sympathize with captive animals.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. *(RI.9-10.6)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The author does not create this comparison in the text as a way to promote a neutral view.

Rationale for Option B: This is incorrect. The author does not contrast the “incorrect information” many children learned with true information to demonstrate misconceptions.

Rationale for Option C: **Key** – The author uses both quotations and research data to support a balanced look at zoos.

Rationale for Option D: This is incorrect. The author does not use emotional language to arouse readers’ sympathies.

### Sample Response: 1 point

How does the author of Passage 2 use rhetoric to advance his purpose?

- ☐ Ⓐ He uses metaphors that compare children observing animals with scientists conducting research to reinforce a neutral view of zoos.
- ☐ Ⓑ He contrasts what children say about zoos with true information about zoo animals to demonstrate misconceptions about zoos.
- ☒ Ⓒ He uses quotations and data from experts to provide a balanced look at the effects of zoos.
- ☐ Ⓓ He uses emotional language to encourage readers to sympathize with captive animals.

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**Question 32**

**Question and Scoring Guidelines**

## Question 32

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

### Part A

What does the phrase consciousness expander mean as it is used in paragraph 9?

- Ⓐ childhood ritual
- Ⓑ biological lesson
- Ⓒ protective shelter
- Ⓓ meaningful experience

### Part B

How does this phrase impact the meaning of the passage?

- Ⓐ It suggests that zoos should be seen purely as entertainment.
- Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- Ⓒ It suggests that schools should work more closely with zoos.
- Ⓓ It emphasizes the importance of zoos to animals rather than humans.



**Points Possible:** 2

**Topic:** Informational

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *(RI.9-10.4)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect, as the phrase refers to zoos' effect on "people young and old."

Rationale for Option B: This is incorrect as the author is pointing out that zoos often fail to teach factual lessons.

Rationale for Option C: This is incorrect. This phrase is mentioned in the text, but is not the meaning of "consciousness expander."

Rationale for Option D: **Key** – The author is referring to zoos' ability to expose people to something that may be unique or inspiring in their lives.

## Part B

Rationale for Option A: This is incorrect. The phrase is used to refer to benefits of zoos that go beyond entertainment.

Rationale for Option B: **Key** – This correctly states that the impact of zoos may be difficult to measure directly.

Rationale for Option C: This is incorrect. While this may be suggested by the previous sentence, this is not the impact of this phrase.

Rationale for Option D: This is incorrect. The focus of this phrase is on the effects of zoos on humans, not animals.

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**Question 32**

**Sample Responses**

**Sample Response: 2 points**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☐ Ⓑ biological lesson
- ☐ Ⓒ protective shelter
- ☒ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☐ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☒ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☐ Ⓒ It suggests that schools should work more closely with zoos.
- ☐ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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

**Sample Response: 1 point**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☐ Ⓑ biological lesson
- ☐ Ⓒ protective shelter
- ☒ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☒ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☐ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☐ Ⓒ It suggests that schools should work more closely with zoos.
- ☐ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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

**Sample Response: 1 point**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☐ Ⓑ biological lesson
- ☐ Ⓒ protective shelter
- ☒ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☐ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☐ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☒ Ⓒ It suggests that schools should work more closely with zoos.
- ☐ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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

**Sample Response: 1 point**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☐ Ⓑ biological lesson
- ☐ Ⓒ protective shelter
- ☒ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☐ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☐ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☐ Ⓒ It suggests that schools should work more closely with zoos.
- ☒ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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

**Sample Response: 0 points**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☐ Ⓑ biological lesson
- ☒ Ⓒ protective shelter
- ☐ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☐ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☒ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☐ Ⓒ It suggests that schools should work more closely with zoos.
- ☐ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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



**Sample Response: 0 points**

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

**Part A**

What does the phrase consciousness expander mean as it is used in paragraph 9?

- ☐ Ⓐ childhood ritual
- ☒ Ⓑ biological lesson
- ☐ Ⓒ protective shelter
- ☐ Ⓓ meaningful experience

**Part B**

How does this phrase impact the meaning of the passage?

- ☒ Ⓐ It suggests that zoos should be seen purely as entertainment.
- ☐ Ⓑ It emphasizes a benefit of zoos that may be hard to measure.
- ☐ Ⓒ It suggests that schools should work more closely with zoos.
- ☐ Ⓓ It emphasizes the importance of zoos to animals rather than humans.

**Notes on Scoring**

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

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**Question 33**

**Question and Scoring Guidelines**

## Question 33

Read this sentence from paragraph 10 in Passage 2.

"Obviously, children are not the only group to learn from zoos."

How does this sentence refine the author's ideas in the passage?

- Ⓐ It acknowledges a limit to the research on what children learn from zoos before describing the impact of zoos on adults.
- Ⓑ It connects the lessons that can be learned by children visiting zoos to the lessons learned outside the zoo by adult researchers.
- Ⓒ It shifts the focus of the passage from examples of lessons learned by children to examples of discoveries made by adult researchers.
- Ⓓ It transitions the discussion from the educational benefits of zoos for children to the importance of research conducted in zoos by adults.

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). *(RI.9-10.5)*

**Depth of Knowledge:** Level 2

Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The passage does not continue to discuss research studies on children's learning or any impact on adults.

Rationale for Option B: This is incorrect. The passage does not shift focus to lessons learned by adults researching outside the zoo.

Rationale for Option C: This is incorrect. While the passage provides an example of a lesson a child might learn, it does not shift focus to examples of discoveries made by adult researchers.

Rationale for Option D: **Key** – This sentence marks a shift from discussing the educational value of zoos for children to discussing research conducted by adults and its role in conservation.

### Sample Response: 1 point

Read this sentence from paragraph 10 in Passage 2.

"Obviously, children are not the only group to learn from zoos."

How does this sentence refine the author's ideas in the passage?

- ☐ Ⓐ It acknowledges a limit to the research on what children learn from zoos before describing the impact of zoos on adults.
- ☐ Ⓑ It connects the lessons that can be learned by children visiting zoos to the lessons learned outside the zoo by adult researchers.
- ☐ Ⓒ It shifts the focus of the passage from examples of lessons learned by children to examples of discoveries made by adult researchers.
- ☒ Ⓓ It transitions the discussion from the educational benefits of zoos for children to the importance of research conducted in zoos by adults.

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**Question 34**

**Question and Scoring Guidelines**

## Question 34

Should animals be kept in zoos?

Construct a multi-paragraph written response in which you make and support a claim about whether animals should be kept in zoos. Your response must be based on ideas and information that can be found in the articles.

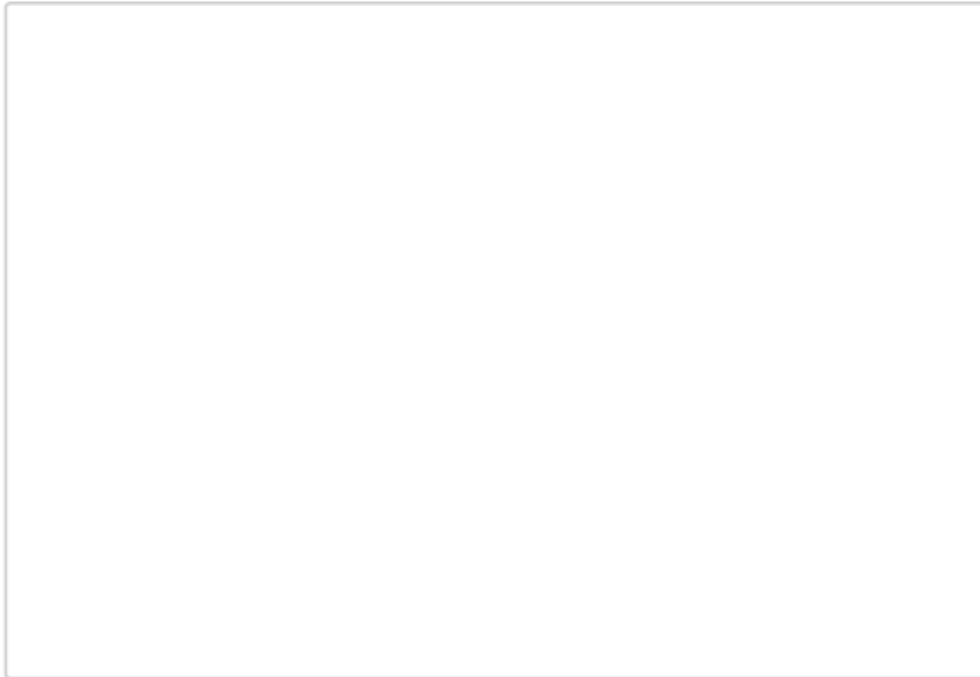
Manage your time carefully so that you can:

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

Be sure to:

- include a thesis statement;
- address counterclaims;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided.



**Points Possible:** 10

**Topic:** Writing

**Content Standard:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (W.9-10.1)

**Depth of Knowledge:** Level 4

Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

# Scoring Guidelines

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



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

\*Not applicable at grade 6

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**Question 34**

**Sample Responses**

## Sample Response: 10 points

Zoos can be found in the most major cities in the United States and are a popular, exciting excursion for many families. Despite the many benefits zoos have on both the animals and the visitors, they frequently face criticism from those who believe it's unusually cruel to force animals to live a life of captivity. Whether or not zoos are a good thing isn't as much of an opinionated statement as one might think. Although some zoos may have negative effects on a few animals, the benefits clearly outweigh the harm.

Many schools take field trips to zoos, and with good reason. As paleontologist David Hone wrote, zoos can act as a type of "consciousness expander" (paragraph 9, passage 2). Although opponents of zoos might point out that studies have shown only 1/3 of students on a field trip learn new, factual information, and about fifteen percent learn incorrect information, it's important to take these statistics with a grain of salt. We don't know how old the respondents were, how long they were at the zoo, or if the learning of false information was the fault of the zoo or a misunderstanding on the child's part (which is much more likely.) Obviously, if you take kindergartners to the zoo, they'll probably remember less facts than a high school student would. However, regardless of age, a trip to the zoo can make visitors more aware of conservation problems (passage 1, paragraph 2) while providing memories to last a lifetime. This type of learning is unquantifiable and precious.

Beyond educating the public, zoos also perform important rehabilitative work for the endangered species. According to Passage 1, some rare species struggle to find mates in the wild. Captive breeding programs run by zoos keep the species from becoming extinct while also increasing the genetic diversity of the animals. An example of this is the California Condor. There were only 23 left in 1982, but after capturing the condors and breeding them in captivity, there are hundreds living in zoos and 75 % of the population has been re-released into the wild. Though some argue capturing animals can cause them physical and emotional distress (paragraph 2 passage 1), the vast majority of animals adapt and then thrive in their new, predator-free surroundings.

Those who argue caging animals is inherently wrong will soon have nothing to protest. In 2019, the first phase of a revolutionary new type of zoo will open in Denmark (paragraph 13 passage 2). It's designed in the shape of a donut, with the animals free to roam the 300-acre, barless, fenceless, and glassless enclosure. It's just another step in the continued evolution of zoos becoming even more animal-friendly. When it comes to zoos, the answer is clear. The pros number many more than the cons.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused. It presents a clear claim and counterclaim that is addressed and woven throughout this response, with the refutation strengthening the claim. The response also offers an effective organizational structure.

**Evidence and Elaboration** – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible support while citing evidence for the controlling idea.

**Conventions** – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 9 points

There are many advantages and disadvantages to zoos. Some people argue that animals should be kept in zoos while others oppose that idea. I support the idea that animals should be kept in zoos. Animals should be kept in zoos for education, research, and conservation of endangered species.

One reason that animals should be kept in zoos is for education purposes. Schools can take students to the zoo to learn about many different animals and endangered species. In Passage 1 it states, "...zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats." This quote explains how people can become educated about the dangers with animals and help protect them. In Passage 2 it says, "But perhaps what pro-zoo people mean, and more in line with what Hone argued in his article, was that zoos are a type of conscious expander. They expose people young and old to something they'd never otherwise be able to see." This is explaining how zoos could interest many people causing them to be educated on many of the different animals. The zoo can be a very helpful place to learn about different types of animals and how they coexist.

Another reason that animals should be kept in zoos is for research. Researchers could study the animals to help with conservation. In Passage 1 it says, "Zoos also carry out important research into subjects like animal behavior and how to treat illnesses." This quote explains how if we didn't have a zoo to research animals then we may never find out illnesses that are causing a species to decline. In Passage 2 it states, "Researchers visit them, observe and study the animals, and help animal conservation. In this case, zoos act like temples of sanctuary, where human intervention inside protects a species from human threats outside." This quote is explaining how the researchers are there to help and not hurt the animals. Zoos are a great place to study the animal behavior and use the data to discover more information about the animal.

The last reason that I feel animals should be kept in zoos is for the conservation of endangered species. The zoo is a great place for endangered species, where they aren't being harmed. In Passage 1 it states, "One of the most important modern functions of zoos is supporting international breeding programmes, particularly for endangered species. In the wild, some of the rarest species have difficulty in finding mates and breeding, and they might also be threatened by poachers, loss of their habitat and predators." This is important because it explains how the animals are free of any harm at the zoo and are being taken care of. In Passage 2 it says, "This happened with the California condor, of which there were only 23 left in 1982. By 1987 researchers and conservationists had captured every last one and moved them to a captive-breeding program. Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." This quote explains how once the condors were taken in by the zoo, they were able to reproduce and increase the population. If the zoos do not take in these endangered animals then their species could become extinct.

Some people disagree and feel that animals should be released from the zoos. If the animals are released, they will be back in their natural habitats. In Passage 1 it states, "Critics of zoos would argue that animals often suffer physically and mentally by being enclosed. Even the best artificial environments can't come close to matching the space, diversity, and freedom that animals have in their natural habitats. This deprivation causes many zoo animals to become stressed. . . . Capturing animals in the wild also causes much suffering. . . .". This quote explains how the animals do not behave the same in the zoo and in the wild and how zoos can have a major influence on the animals' life. In Passage 2 it states, "As Tim Zimmerman pointed out in an article for Outside magazine last year, the Association of Zoos & Aquariums reported that of all the animals at the 228 zoos it accredits, only 30 species are being worked with for recovery. And of those 30 cases, most can't be re-introduced into the wild. So the species will exist, but never as they once did." This quote is explaining how even though the animals are saved, their life will never be how it was before. Even though the zoo may have these effects on the animals, they are still not having the same harm that they would in the wild.

Some people agree and disagree on whether animals should be kept in zoos. There are many reasons on why they should and should not be kept in the zoo. I support the idea that animals should be kept in zoos for education, research, and for the conservation of endangered species.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure.

**Evidence and Elaboration** This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when citing evidence for the controlling idea.

**Conventions** – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.



## Sample Response: 8 points

One could say that zoos entail very important factors of animal conservation and also educate children and adults in many ways including why it is important to preserve animals natural habitats and care for wild animals. But this is not the entire full truth. While animals are being preserved, saved, and brought out of extinction, there are still many setbacks for these animals. Zoos should not be allowed to house and keep animals. This kind of work and research should not have to relocate an entire animal species. Although, the research found in zoos while studying animals is very crucial and important, this does not begin to explain the mental and physical health issues these animals go through everyday.

In the first passage, "Are Zoos a Good Thing?", the author makes many strong claims as to how zoos are beneficial for further research about a certain animals, and also shares how animal species are saved. But the author also tells about how zoos fail to explain further disadvantages of keeping animals in close quarters in zoos. Zoos can be a great way to entertain the family for the day, or educate students on a field trip, but is all the entertainment for a human worth the mental and physical suffering these animals go through everyday? Animals become very stressed and uncomfortable in these kinds of environments, "Capturing animals in the wild also causes much suffering.... Some zoos make animals behave unnaturally." (passage 1, paragraph 2) Is all this suffering really worth it? Do we really need to relocate these animals across the world just to conduct some research that could be easily done at the current habitats of the animals?

In the second passage, "Do We Need Zoos?", the author explains that one thing zoos fail to educate people on is, what happens after animals have been brought out of extinction? In 1982, the California condor was in looks of becoming endangered and there was only about 23 of this animal left in the world. The Los Angeles Zoo brought all 23 condors back and preserved them, and gave them a home where they could repopulate. This is amazing because the species was endangered. Now today, "Thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." (passage 2, paragraph 10) This is a great thing, but what is not being told is, why are there still 100 in captivity in the zoo? Why the need for so many still there? What zoos do not tell you, is that it is extremely hard for species born and raised in zoos, to survive in the wild on their own. These species are not used to the competition faced in the wild. This puts the species in a very bad position. It is great that the species is repopulating, but the cycle of trying to save an endangered species will never stop. This will continue forever.

Zoos have many benefits such as not only educating children, but also adult researchers. There are many advantages to taking a child to a zoo. This is an opportunity to allow children to see an animal they would not normally see in their backyard. Without zoos, one might not ever get to see a giraffe or monkey. This gives children a great experience and would make one think, they never want anything bad to happen to one of those animals. Animals in zoos are gaining more sympathy from people, as they should be because of the recent decline in endangered species around the world. Zoos should do a better job of encouraging people to help these animals survive, and humans should not destroy their environments. Adult researchers also have great take aways from these zoos as well. The research found at zoos is great and expanding everyday. But do animals of the same species brought to zoos from the wild and animals born and raised in zoos act differently? This is a big factor as to why animals put back into the wild do not have success in living out there.

Zoos should not be allowed to keep animals in there for so long. Animals who live in zoos tend to live less than animals who live in the wild. Yes, the reason the animals are being brought into the zoos is because that species is dying off but, if it weren't for humans destroying animals habitats and creating bad living conditions for them, those species would not be dying, they would be thriving. Zoos need to do a better job of explaining themselves, and educating people to help these animals. If these animals are the first to go, then what will be next? Plants? Fresh water sources? Humans?



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 earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task with an evident organizational structure.

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when citing evidence for the controlling idea.

**Conventions** – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 7 points

Man has always lived along side other animals in the world. Man has always been curious about the things he has yet to understand. Man has learned to tame animals, help animals, learn from animals, love animals. So long as man has lived, so has the understanding that other animals live along side them as well. With that in mind, man has also been able to progress and advance, adapting to any environment and learning new ways to live in the world. This has allowed them to not only focus on helping humanity but life overall.

It's easy to see the actions of a person to be negative in the grand scheme of things, but zoos are not a bad thing. Though, maybe not all methods can be justifiable and not all the actions that are performed by zoos are done in grace, but it's a step. It is no shock that there are many endangered species that exist in the world today. With the low chance of the animals ever encountering their own species, "some of the rarest species have difficulty in finding mates and breeding" (Paragraph 4). This not only sets an entire species in a destined demise but also illustrates as to why zoos are important. Though, it is acknowledged that maybe it isn't the right time to release an animal back into the wild just yet (Paragraph 5). The species of animal had to have been endangered for a reason? It would only make sense to keep them in the care of man until it would seem necessary or safe to release the animal in the wild again.

So yes, zoos do not always release animals, that does not mean it is a bad thing. Zoos, though they are seen as entertainment, they are also essential to man and his research to help other living beings and the world to progress. Although children are picked as the focus group of people that go to zoos, researchers also come to, "visit them, observe and study animals, and help animal conservation" (Paragraph 10). This brings up the argument about if zoos are actually educational experiences or not and sure, of 3,000 children only "one-third has a 'positive' learning experience" (Paragraph 9). This does not mean zoos are a failure to the educational system. Children are not the only ones who learn, all ages learn. It should be understood that zoos are a form of entertainment, but also a tool to research and conversation.

With all of the above being taken in account, zoos not only are being innovated to be better but also to be more humane. Denmark is creating a "300- acre zoo without bars, fences, or glass" to not only give animals the free space to live as they please but to take a big step in what preserving and conserving animals should be (Paragraph 13). Though there has been much said about animals being held in captivity, it being a reason for them to feel "Stressed or mentally ill" it is better that we work to find ways to make living for them available (Paragraph 2). Zoos are only going to get better as researchers discover more and as technology allows us to make the ends meet.

Zoos, although with many downsides to them, have many things that are good as well. And like man, animals will find ways to live better as a result of innovation. As man learned to adapt, he or she can help other animals learn to adapt as well.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task, but it offers an uneven progression of ideas. It also presents an uneven organizational structure, earning two out of four possible points for this category.

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration. The response presents clear evidence that is adequately cited and integrated into the response. There is also an adequate expression of ideas and some variation in sentence structure.

**Conventions** – This response earns full credit (2 points) for Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 6 points

Are zoo's good or bad for animals and even humans? While some may argue that they are bad, I believe that they're a good place for animals. By having zoo's we can save endangered species, learn from/about certain animals, and protect any animal from possible poachers. Zoo's can also make a memorable experience for families. Although zoo's can have very few negative effects on animals (like stressing them out) the amount of positive effects that can and have come from zoo's outweighs the few negative effects. We would be foolish to get rid of zoo's.

Zoo's can save endangered species. Personally just knowing this fact alone would make me want to have zoo's. Who doesn't want to save an endangered species so their family and they, themselves, can see it. In passage two paragraph ten, it is said that "This happened with the California condor, of which there were only 23 left in 1982. By 1987 researchers and conservationists had captured every last one and moved them into a captive-breeding. Today, thanks in part to the Los Angeles Zoo, there are hundreds of condors living in captivity, and about 75 have been released back into the wild." This is perfect evidence of how helpful a zoo can be, there were only 23 birds in 1982, 23! Then in 1987 because of conservationists groups in Los Angeles Zoo, there were hundreds. Obviously without that zoo, there would most likely be no more California condors today. That isn't all zoo's are good for though.

With zoo's we can learn from animals, even better than we could from them being in the wild. When animals are in the wild, you have to be careful. You have to be careful because you don't want to scare them away or possibly make one mad and get attacked. In the wild scientists have to give up because the animals can go places the scientists and their gear can't. With that being said, if animals are in the zoo scientists can get the same information a lot easier and they can get more of it. They can get it easier because with the animals being in a large "pen" (if you will) scientists can get all of the equipment they need and set it up without having to worry about having to leave something behind because of the terrain, weather, etc... We learn more too because we can be with the animals 24-7. There is still another positive thing from zoo's though.

Finally the last thing to talk about is protection. Zoo's offer a great way to protect animals, we can safely watch over them all day and night when they are in a zoo. Many will ask "why do we need to protect them, they are very capable of protecting themselves." And while that's a very valid point, animals can't protect themselves in the wild from other humans like we could protect them. With animals being in a zoo, during the day we have security guards watching every animal center to make sure everything is going smoothly. In the wild we can't watch every animal and protect them from poachers. In the wild a poacher could come from anywhere, and use any means necessary for them to get an animal. In a zoo though a poacher would have to break in, set off alarms and then try to leave while the police are on their way. It just wouldn't work out. Therefore animals are safer in a zoo.

After all of this it is clear animals are safer in a zoo. There are way to many positive results or actions that can come from an animal being in a zoo. There are way to many positive results or actions that can come from an animal being in a zoo. Animals are decently safe in their enviornment, but in a zoo we can ensure their safety. While we ensure they are safe, we can learn a great deal from them too. The only real negative effect zoo's have on animals is that they can stress an animal out. Knowing that we should keeo zoo's, but find a way for zoo's to not stress any animal out. Overall zoo's are way too important to get rid of.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (3 points) for Purpose, Focus, and Organization. It is adequately sustained and generally focused within the purpose, audience and task. Some of the information is loosely related, and the opposing claim is present but not fully addressed. There is a logical progression of ideas with a variety of transitional strategies. The response also demonstrates an appropriate style and tone.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration as the response provides weakly integrated evidence from sources with an ineffective use of elaborative techniques. In addition, the expression of ideas is simplistic with little variety in sentence structure.

**Conventions** – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 5 points

Are zoos good or bad things? Based on the reaserch provided in the two passages, it is hard to decide. Zoos are good things to have because they allow for conservation of species along with closer research to be done on the types of animals.

Zoos are helping keep endangered species alive. Through conservation efforts, species, like gorillas, are being saved by being put in sanctuaries and included in breeding processes. As more wild species die off, zoo-bred animals are being released into the wild to increase genteic diversity. These zoos breeding programs are saving the lives of several species of animals. An example of an animal that has been saved by this process was the Californian Candor. When only 23 were left, all of them were captured and moved in a captive-breeding program. Now hundreds live in zoos and around 75 have been released into the wild. Zoos are being used are temples of sanctuary for the animals.. Once they are trained and believed to be strong enough, animals are allowed to be set back into the wold.

Some issues with zoo breeding is that they don't get put back into their habitats. Just like the Californian Candor, when other species are believed to be read to be put back into the wild, zoos release the animals. Even if some species are believed to be read to be put back into the wild, zoos release the animals. Even if some species won't be able to live in the wild again, they are living. Those animals are still able to be observed and to survive.

Research is another positive reason for zoos. By researching the animals cpaitve in the zoos, we are able to look into subjects such as animal behaviour and how to treat illnesses. With this reasearch, vets around the world will be able to help endangered species in need when they are ill. Studying animal behavior will help us create our zoos to be more friendly to the animals and still enjoyable for the people. Denmark's new zoo being build is an example of how the study of animal behavior can help us make our zoos better for the animals.

Over all, zoos are a good thing for both humans and the animals. They are enjoyable and teach us new things about engangered species we may never have gotten to see it. It also plays an important role in animal conservation and important resarch to help animals in need in the future around the world.

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 earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task. An opposing claim is introduced but not fully developed. In addition, it demonstrates an uneven progression of ideas, in sum.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration for evidence and elaboration, as the response provides uneven, cursory support for the claim, and it fails to cite any sources of evidence.

**Conventions** – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.



## Sample Response: 4 points

One believes that animals should not be kept in zoos, one's reasoning is the fact that it is cruel and its not the enviornment the animals were suppose to be in. even if the way they are held simulates their natural habitat they still lack the space required for daily life as it would be in the wild. "Evn the best artificial enviornments cant come close to matching the space, diversity, and freedom that animals have in their natural habitiats".(passage 1 paragraph 2 line 2) that supports the claim because even at our best in making places for the animals to live we still cant come close to what they would need and have in their natrual envoiornment.

Others would say that zoos are helpful to animals because they help breed and bring back indangered animals to healthy levels but most of the time that doesnt mean that they would be able to survive in the wild. "...the association of Zoos & Aquariums reported that of all animals at the 228 zoos it accredits, only 30 species are being worked with for recovery. and of those 30 cases, most cannot be re-introduced into the wild. so the species will exist, but never as they once did".(passage 2 paragraph 11 lines 2-4) the statistic show that even if the animals are saved they could never be able to be re-introduced into their native habitat. therefore one could say that the efforts, even if good intention, are not going to be effective in restoring the wild. Also another angle someone could approach zoos as, learning expericences. however it is not always the case especially for educating the public, especially the future generations."In 2014, Eric Jenson, a sociologist at the university of Warwick, published a study in the journal conservation biology that surveyed 3,000 children before and after a zoo visit and found only one-third had a 'positive' learning experience...".(passage two, paragraph 9) the information show that the educational value of the zoo is not very effective which means that the point of the public going to the zoo for educational experiences is moot.

therefore in conclusion one finds the idea of keeping animals in zoos is wrong and people should let them live out their lives where they are suppose to be, in the wild.

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	0

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task. The response acknowledges an opposing claim; however, it is insufficiently addressed. Likewise, its organization is inconsistent, presenting an uneven progression of ideas, in sum.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides uneven, cursory support for the writer's claim.

**Conventions** – This response earns no credit (0 points) for Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 3 points

In the passages "Do We Need Zoos?" and "Are Zoos A good Thing" it gives positives and negatives on whether zoos are a good thing or not. I think if we take an animal out of the wild we should take its family with it because like it said in paragraph 2 it causes animals to suffer physically and mentally. But the good thing about being able to cage up animals is our ability to help animals from going out of extinction. Because of our ability to save animals from extinction we were able to save the California condor.

Zoos I personally think are a good thing because of them we are able to investigate animals and get to really see them. Since we have Zoos we are able to get injured animals and help them recover and then release them in the wild again. There are hundreds of condors living in captivity to be fully healed and 75 of them have already been released. Us humans have always captured animals and now we are finally doing something good about us capturing them by saving their lives.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. It is related to the topic; however, it demonstrates little awareness of the purpose, audience, and task and has no discernible organizational structure. A claim is presented, but it is not sustained.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as the response provides cursory support for the writer's claim.

**Conventions** – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 2 points

What do people think about Zoos? Most people have a strong opinion about Zoos because they can be a controversial topic. What is a Zoo actually used for you may ask?, they are used to give healthy and endangered animals a home to be kept safe and to educate the public about the different animal species on how they live , what they eat , what it was like to live in the wild and survive.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns no credit (0 points) for Purpose, Focus, and Organization. This response is minimally related to the topic and demonstrates no awareness of the purpose, audience, and task. Likewise, it has no discernible organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as the response provides cursory support for the writer's claim.

**Conventions** – This response earns partial credit (1 point) for Conventions for demonstrating a partial command of basic conventions.

## Sample Response: 1 point

yes animals should be kept in the zoos because where else is the animals going to go? there are some danger animals that can kill people and they should be kept in the zoo so people can come to the zoo and 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	0	0

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. While a claim is made, there is no demonstrated organization or awareness of the purpose, audience, and task.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

**Conventions** – This response earns no credit (0 points) for Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 0 points

Have you ever been to a zoo? Zoo's are a fun activity

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 earns no credit (0 points) for Purpose, Focus, and Organization. This response is minimally related to the topic and demonstrates no awareness of the purpose, audience, and task. Likewise, it has no discernible organizational structure.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration, as it provides no support for the controlling idea.

**Conventions** This response earns no credit (0 points) for Conventions because the response demonstrates a lack of command of basic conventions.

## Sample Response: 0 points

zoos are hugely popular attractions for adults and children alike. but are they actually a good thing

critics often suffer physically and mentally by being enclosed. even the best artificial environments can't come close to matching the space diversity and freedom that animals have in their natural habitats. this deprivation causes many zoo animals to become stressed capturing animals in the wild also cause much suffering some zoos make animals behave unnaturally for example marine parks often force dolphins and whales to perform tricks.

on the other hand by bringing people and animals together zoos have the potential to educate the public about conservation issues and inspire people to protect animals and their habitats. some zoos provide a safe environment for animals which have been mistreated in circuses or pets which have been abandoned zoos also carry out important research into subjects like animal behaviour and how to treat illnesses.

### Notes on Scoring

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

## Sample Response: 0 points

Stroy says Zoos are hugley popular attraction for adults and children like.

So are zoos good for animals or not Perhaps it all depends on how well individual zoos are managed and the benefits of zoos can surely outweigh their harmful effects. however it is understandable that many people believe imprisoning animals for any reason is simply wrong.

However, opponents of zoos say that the vast majority of captive breeding programes do not release animals back into the wild.Surplus animals are sold not only to other zoos but also to circuses or ranches.

### Notes on Scoring

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



## Sample Response: 0 points

Critics of the zoos would argue that animals often suffer physically and mentally by being enclosed. On the other hand, by bringing people and other animals together, the zoos have the potential to educate the public.

### Notes on Scoring

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