



Department  
of Education

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2019**

**ENGLISH LANGUAGE ARTS I**

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

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
6	Multiple Choice 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. (RI.9-10.1)	Level 2	B	1 point
7	Multiple Choice Item	Informational	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)	Level 2	C	1 point
8	Multiple Choice 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. (RI.9-10.1)	Level 1	B	1 point
9	Multiple Choice Item	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. (RI.9-10.3)	Level 2	A	1 point
10	Multiple Choice Item	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. (RI.9-10.3)	Level 2	B	1 point
11	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. (RI.9-10.6)	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
12	Multiple Choice Item	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. (RI.9-10.2)	Level 2	D	1 point
30	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. (RI.9-10.6)	Level 3	B	1 point
31	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). (RI.9-10.5)	Level 2	A	1 point
32	Multiple Choice 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. (RI.9-10.1)	Level 1	C	1 point
33	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. (RI.9-10.3)	Level 3	B; C	2 points

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

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
34	Evidence-Based Selected Response	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 3	D; B	2 points
35	Multiple Choice Item	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	B	1 point
36	Multiple Choice Item	Informational	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts. <i>(RI.9-10.9)</i>	Level 2	C	1 point

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

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Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
37	Multiple Choice Item	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. (RI.9-10.2)	Level 3	A	1 point
38	Extended Response	Writing	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)	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 6 – 12**

## Stimulus for Questions 6 – 12

### **When You Give a Tree an Email Address**

by Adrienne LaFrance

- 1        "My dearest Ulmus," the message began.
- 2        "As I was leaving St. Mary's College today I was struck, not by a branch, but by your radiant beauty. You must get these messages all the time. You're such an attractive tree."
- 3        This is an excerpt of a letter someone wrote to a green-leaf elm, one of thousands of messages in an ongoing correspondence between the people of Melbourne, Australia, and the city's trees.
- 4        Officials assigned the trees ID numbers and email addresses in 2013 as part of a program designed to make it easier for citizens to report problems like dangerous branches. The "unintended but positive consequence," as the chair of Melbourne's Environment Portfolio, Councillor Arron Wood, put it to me in an email, was that people did more than just report issues. They also wrote directly to the trees, which have received thousands of messages—everything from banal greetings and questions about current events to love letters and existential dilemmas.
- 5        "The email interactions reveal the love Melburnians have for our trees," Wood said. City officials shared several of the tree emails with me, but redacted the names of senders to respect their privacy.
- 6        **To: Golden Elm, Tree ID 1037148**  
          **21 May 2015**  
          I'm so sorry you're going to die soon. It makes me sad when trucks damage your low hanging branches. Are you as tired of all this construction work as we are?

7 **To: Algerian Oak, Tree ID 1032705**

**2 February 2015**

Dear Algerian oak,

Thank you for giving us oxygen.

Thank you for being so pretty.

I don't know where I'd be without you to extract my carbon dioxide. (I would probably be in heaven) Stay strong, stand tall amongst the crowd.

You are the gift that keeps on giving.

We were going to speak about wildlife but don't have enough time and have other priorities unfortunately.

Hopefully one day our environment will be our priority.

8 Some of the messages have come from outside of Melbourne—including this message, written from the perspective of a tree in the United States:

9 **To: Oak, Tree ID 1070546**

**11 February 2015**

How y'all?

Just sayin how do.

My name is Quercus Alba. Y'all can call me Al. I'm about 350 years old and live on a small farm in N.E. Mississippi, USA. I'm about 80 feet tall, with a trunk girth of about 16 feet. I don't travel much (actually haven't moved since I was an acorn). I just stand around and provide a perch for local birds and squirrels.

Have good day,

Al

10 Melbourne's email-a-tree service is one in a litany of municipal projects aimed at leveraging personal and institutional technologies to keep cities running smoothly. In Chicago, there's a text-based pothole tracker. In Honolulu, you can adopt a tsunami siren.

11 These sorts of initiatives encourage civic engagement and perhaps help with city maintenance, but they also enable people's relationship with their city to play out at the micro level. Why have a favorite park when you can have a favorite park bench?

12 It's a dynamic that is playing out more broadly, too, in concert with a profound shift toward the ubiquity<sup>1</sup> of interactive, cloud-connected technologies. Modern tools for communicating, publishing, and networking aren't just for connecting to other humans, but end up establishing relationships between people and anthropomorphized non-human objects, too. The experience of chatting with a robot or emailing a tree may be delightful, but it's not really unusual.

13 The move toward the Internet of Things only encourages the sense that our objects are not actually just *things* but acquaintances. This phenomenon isn't entirely new: The urge to talk back to devices and appliances dates at least to the broadcast era. (As television ownership became common in the 20th century, newspaper columnists marveled at the new national pastime of shouting back at one's TV.) The surprising thing in the case of email-equipped trees, though, is that some of the people who have sent messages have received replies. Like this correspondence between a student and a green leaf elm:

14 **To: Green Leaf Elm, Tree ID 1022165**

**29 May 2015**

Dear Green Leaf Elm,

I hope you like living at St. Mary's. Most of the time I like it too. I have exams coming up and I should be busy studying. You do not have exams because you are a tree. I don't think that there is much more to talk about as we don't have a lot in common, you being a tree and such. But I'm glad we're in this together.

Cheers,

F

15 **29 May 2015**

Hello F,

I do like living here.

I hope you do well in your exams. Research has shown that nature can influence the way people learn in a positive way, so I hope I inspire your learning.

Best wishes,

Green Leaf Elm, Tree ID 1022165

16 There was also this exchange between a person curious about biology and a willow leaf peppermint:

17 **To: Willow Leaf Peppermint, Tree ID 1357982**

**29 January 2015**

Willow Leaf Peppermint, Tree ID 1357982

Hello Mr Willow Leaf Peppermint, or should I say Mrs Willow Leaf Peppermint?

Do trees have genders?

I hope you've had some nice sun today.

Regards

L



**18 30 January 2015**

Hello

I am not a Mr or a Mrs, as I have what's called perfect flowers that include both genders in my flower structure, the term for this is Monoecious. Some trees species have only male or female flowers on individual plants and therefore do have genders, the term for this is Dioecious. Some other trees have male flowers and female flowers on the same tree. It is all very confusing and quite amazing how diverse and complex trees can be.

Kind regards,

Mr and Mrs Willow Leaf Peppermint (same Tree)

. . .

19        The trees I have loved do not have email addresses. But if they did, I might take the time to remark on the lovely crook of one question-mark-shaped branch, and the softness of summer maple leaves dappling four o'clock sunlight onto my desk.

20        "Dear 1037148," wrote one admirer to a golden elm in May. "You deserve to be known by more than a number. I love you. Always and forever."

<sup>1</sup>ubiquity: presence everywhere, all the time

Excerpt from "When You Give a Tree an Email Address" by Adrienne LaFrance. Copyright © 2015 by The Atlantic Monthly Group. Reprinted by permission of The Atlantic Monthly Group via Copyright Clearance Center.

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**Question 6**

**Question and Scoring Guidelines**

## Question 6

Which inference can be drawn from paragraph 4 of the passage?

- Ⓐ Melbourne citizens enjoyed reporting problems to the city.
- Ⓑ The public response to the tree email project was surprising.
- Ⓒ Melbourne's government learned more about issues affecting the city.
- Ⓓ The tree email project succeeded in its goal of helping city maintenance.

**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 Option A: This is incorrect. Readers can infer that citizens enjoyed the chance to email the trees, but it had nothing to do with reporting problems to the city.

Rationale for Option B: **Key** – The original purpose was to help with city maintenance, but officials were surprised at the public's response to the trees.

Rationale for Option C: This is incorrect. The government only really learned that people wanted to email trees.

Rationale for Option D: This is incorrect. While the original goal was to help city maintenance, the inference from this paragraph is that officials were surprised at the results of the project.

### Sample Response: 1 point

Which inference can be drawn from paragraph 4 of the passage?

- ☐ Ⓐ Melbourne citizens enjoyed reporting problems to the city.
- ☒ Ⓑ The public response to the tree email project was surprising.
- ☐ Ⓒ Melbourne's government learned more about issues affecting the city.
- ☐ Ⓓ The tree email project succeeded in its goal of helping city maintenance.

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**Question 7**

**Question and Scoring Guidelines**

## Question 7

Read the sentence from the passage.

"City officials shared several of the tree emails with me, but redacted the names of senders to respect their privacy." (paragraph 5)

What is the meaning of the word redacted as it is used in the sentence?

- Ⓐ altered
- Ⓑ composed
- Ⓒ removed
- Ⓓ reorganized

**Points Possible:** 1

**Topic:** Informational

**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. Although this definition makes sense in the context of the sentence, the city officials did not change the names of the senders to protect their privacy, they removed the names of the senders to protect the senders' privacy.

Rationale for Option B: This is incorrect. Although this definition makes sense in the context of this sentence, the city officials did not compose a list of the names of the senders, they removed the names of the senders to protect their privacy.

Rationale for Option C: **Key** – The city officials removed the names of the senders so they would remain private.

Rationale for Option D: This is incorrect. Although this definition makes sense in the context of this sentence, the city officials did not reorganize the names of the senders, they removed the names of the senders to protect their privacy.

### Sample Response: 1 point

Read the sentence from the passage.

"City officials shared several of the tree emails with me, but redacted the names of senders to respect their privacy." (paragraph 5)

What is the meaning of the word redacted as it is used in the sentence?

- ☐ Ⓐ altered
- ☐ Ⓑ composed
- ☒ Ⓒ removed
- ☐ Ⓓ reorganized

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**Question 8**

**Question and Scoring Guidelines**



## Question 8

Read the sentence from paragraph 11.

"These sorts of initiatives encourage civic engagement and perhaps help with city maintenance, but they also enable people's relationship with their city to play out at the micro level."

Which interpretation is closest to the meaning of the excerpt?

- Ⓐ The initiatives establish a clear interaction between people and objects in their environment.
- Ⓑ The initiatives allow people to take a personal and direct interest in interacting with their community.
- Ⓒ The initiatives give people the opportunity to respond to government officials in new and creative ways.
- Ⓓ The initiatives provide a way for underappreciated objects in a city to receive the attention they deserve.

**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 1

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the initiatives enable a relationship to develop, they do not set forth any rules or define that relationship – the individuals themselves do.

Rationale for Option B: **Key** – The sentence is followed by a rhetorical question that presents an example of a personal interest – identifying an object as yours, which leads to heightened interaction and civic pride.

Rationale for Option C: This is incorrect. While the initiatives are a creative way to engage with the community, this is not the meaning of the sentence.

Rationale for Option D: This is incorrect. While the targeted civic objects mentioned may be things that are not commonly given attention, this is not the meaning or intent of the sentence.

**Sample Response: 1 point**

Read the sentence from paragraph 11.

"These sorts of initiatives encourage civic engagement and perhaps help with city maintenance, but they also enable people's relationship with their city to play out at the micro level."

Which interpretation is closest to the meaning of the excerpt?

- ☐ Ⓐ The initiatives establish a clear interaction between people and objects in their environment.
- ☒ Ⓑ The initiatives allow people to take a personal and direct interest in interacting with their community.
- ☐ Ⓒ The initiatives give people the opportunity to respond to government officials in new and creative ways.
- ☐ Ⓓ The initiatives provide a way for underappreciated objects in a city to receive the attention they deserve.

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

What technique does the author use to present and connect her ideas in the passage?

- Ⓐ She uses the messages to trees to support her explanations.
- Ⓑ She analyzes the effect that the messages have had on the citizens.
- Ⓒ She relates the events in chronological order to note the passage of time.
- Ⓓ She compares and contrasts the success of similar programs in other cities.

**Points Possible:** 1

**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 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** – The author uses the messages that are relevant to her explanations of the situation and analysis of what they say about the human condition and uses this as a common thread throughout the passage.

Rationale for Option B: This is incorrect. While the author does mention the effect of the campaign itself on the people of Melbourne, she doesn't use the effect of the messages themselves to link ideas.

Rationale for Option C: This is incorrect. While the author does situate the events in time, she doesn't use the messages in a chronological order.

Rationale for Option D: This is incorrect. The author does mention that similar involvement with technology and city works have taken place in other cities, but this is not a major structural technique.

### Sample Response: 1 point

What technique does the author use to present and connect her ideas in the passage?

- ☒ She uses the messages to trees to support her explanations.
- ☐ B She analyzes the effect that the messages have had on the citizens.
- ☐ C She relates the events in chronological order to note the passage of time.
- ☐ D She compares and contrasts the success of similar programs in other cities.

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**Question 10**

**Question and Scoring Guidelines**

## Question 10

Which statement from the passage does the letter in paragraph 20 support?

- Ⓐ "You must get these messages all the time. You're such an attractive tree." (paragraph 2)
- Ⓑ "The email interactions reveal the love Melburnians have for our trees," Wood said." (paragraph 5)
- Ⓒ "I just stand around and provide a perch for local birds and squirrels." (paragraph 9)
- Ⓓ "It is all very confusing and quite amazing how diverse and complex trees can be." (paragraph 18)

**Points Possible:** 1

**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 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 letter in paragraph 20 supports the comment made in paragraph 5 that Melburnians love their trees. In this quotation the writer expresses admiration for the tree, but not love.

Rationale for Option B: **Key** – The letter in paragraph 20 supports the comment made in paragraph 5 that Melburnians love their trees.

Rationale for Option C: This is incorrect. The letter in paragraph 20 supports the comment made in paragraph 5 that Melburnians love their trees. This quotation is “written” by a tree; it does not express love for trees.

Rationale for Option D: This is incorrect. The letter in paragraph 20 supports the comment made in paragraph 5 that Melburnians love their trees. This quotation is “written” by a tree; it does not express love for trees.

### Sample Response: 1 point

Which statement from the passage does the letter in paragraph 20 support?

- ☐ Ⓐ ““You must get these messages all the time. You’re such an attractive tree.”” (paragraph 2)
- ☒ Ⓑ ““The email interactions reveal the love Melburnians have for our trees,’ Wood said.” (paragraph 5)
- ☐ Ⓒ “I just stand around and provide a perch for local birds and squirrels.” (paragraph 9)
- ☐ Ⓓ “It is all very confusing and quite amazing how diverse and complex trees can be.” (paragraph 18)

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**Question 11**

**Question and Scoring Guidelines**

## Question 11

What is one way that the examples of emails sent to trees support the author's purpose?

- Ⓐ by suggesting that people and trees have a common need
- Ⓑ by emphasizing the popularity of the tree email program
- Ⓒ by emphasizing the need to expand the email program beyond trees
- Ⓓ by suggesting that similar civic programs should be spread worldwide

**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. While the passage does show a strong connection between trees and people, the author is not actually trying to show that trees and people have common needs.

Rationale for Option B: **Key** – The examples of emails given show that many people are participating in the program.

Rationale for Option C: This is incorrect. While paragraphs 14 through 20 do feature emails from the program, the author does not suggest that the program needs to be expanded.

Rationale for Option D: This is incorrect. While other civic programs are mentioned, the author is not promoting the spread of them across the world.

### Sample Response: 1 point

What is one way that the examples of emails sent to trees support the author's purpose?

- ☐ Ⓐ by suggesting that people and trees have a common need
- ☒ Ⓑ by emphasizing the popularity of the tree email program
- ☐ Ⓒ by emphasizing the need to expand the email program beyond trees
- ☐ Ⓓ by suggesting that similar civic programs should be spread worldwide

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**Question 12**

**Question and Scoring Guidelines**

## Question 12

Which detail is **most** important to include in a summary of the passage?

- Ⓐ Melbourne's trees are assigned ID numbers.
- Ⓑ People have sent love letters to Melbourne's trees.
- Ⓒ Citizens in Honolulu are able to adopt tsunami sirens.
- Ⓓ Trees in Melbourne have received thousands of emails from citizens.

**Points Possible:** 1

**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

Rationale for Option A: This is incorrect. This is a minor detail in the larger explanation of how the email program works.

Rationale for Option B: This is incorrect. This is a minor detail about the kinds of responses the email program has gotten.

Rationale for Option C: This is incorrect. This is a minor detail that points out a similar program to the email program.

Rationale for Option D: **Key** – This is a key supporting detail to the central idea that the email program had a surprising effect on citizens. It should be included in a summary of the passage.

### Sample Response: 1 point

Which detail is **most** important to include in a summary of the passage?

- ☐ (A) Melbourne's trees are assigned ID numbers.
- ☐ (B) People have sent love letters to Melbourne's trees.
- ☐ (C) Citizens in Honolulu are able to adopt tsunami sirens.
- ☒ (D) Trees in Melbourne have received thousands of emails from citizens.

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**Stimulus for Questions 30 – 38**



## Stimulus for Questions 30 – 38

### **Passage 1: 1941 State of the Union Address (“Four Freedoms”)**

by Franklin D. Roosevelt

- 1 Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small. And the justice of morality must and will win in the end.
- 2 Our national policy is this:
- 3 First, by an impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense.
- 4 Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere. By this support, we express our determination that the democratic cause shall prevail; and we strengthen the defense and the security of our own nation.
- 5 Third, by an impressive expression of the public will and without regard to partisanship, we are committed to the proposition that principles of morality and considerations for our own security will never permit us to acquiesce in a peace dictated by aggressors and sponsored by appeasers. We know that enduring peace cannot be bought at the cost of other people’s freedom.
- 6 In the recent national election there was no substantial difference between the two great parties in respect to that national policy. No issue was fought out on this line before the American electorate. Today it is abundantly evident that American citizens everywhere are demanding and supporting speedy and complete action in recognition of obvious danger. . . .

- 7        Let us say to the democracies: "We Americans are vitally concerned in your defense of freedom. We are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world. We shall send you, in ever-increasing numbers, ships, planes, tanks, guns. This is our purpose and our pledge."
- 8        In fulfillment of this purpose we will not be intimidated by the threats of dictators that they will regard as a breach of international law or as an act of war our aid to the democracies which dare to resist their aggression. Such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be.

Excerpt from "1941 State of the Union Address  
("Four Freedoms")" by Franklin D. Roosevelt. In  
the public domain.

## **Passage 2: Remarks upon Signing the Civil Rights Bill**

by Lyndon B. Johnson

9 My fellow Americans:

10 I am about to sign into law the Civil Rights Act of 1964. I want to take this occasion to talk to you about what that law means to every American.

11 One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom. They pledged their lives, their fortunes, and their sacred honor not only to found a nation, but to forge an ideal of freedom—not only for political independence, but for personal liberty—not only to eliminate foreign rule, but to establish the rule of justice in the affairs of men.

12 That struggle was a turning point in our history. Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom.

13 This is a proud triumph. Yet those who founded our country knew that freedom would be secure only if each generation fought to renew and enlarge its meaning. From the minutemen at Concord to the soldiers in Viet-Nam, each generation has been equal to that trust.

14 Americans of every race and color have died in battle to protect our freedom. Americans of every race and color have worked to build a nation of widening opportunities. Now our generation of Americans has been called on to continue the unending search for justice within our own borders.

15 We believe that all men are created equal. Yet many are denied equal treatment.

16 We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights.

- 17        We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings—not because of their own failures, but because of the color of their skin.
- 18        The reasons are deeply embedded in history and tradition and the nature of man. We can understand—without rancor or hatred—how this all happened.
- 19        But it cannot continue. Our Constitution, the foundation of our Republic, forbids it. The principles of our freedom forbid it. Morality forbids it. And the law I will sign tonight forbids it.
- 20        That law is the product of months of the most careful debate and discussion. It was proposed more than one year ago by our late and beloved President John F. Kennedy. It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate. An overwhelming majority of Republicans as well as Democrats voted for it.
- 21        It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation. And it is supported by the great majority of the American people.
- 22        The purpose of the law is simple.
- 23        It does not restrict the freedom of any American, so long as he respects the rights of others.
- 24        It does not give special treatment to any citizen.
- 25        It does say the only limit to a man's hope for happiness, and for the future of his children, shall be his own ability.
- 26        It does say that there are those who are equal before God shall now also be equal in the polling booths, in the classrooms, in the factories, and in hotels, restaurants, movie theaters, and other places that provide service to the public.
- 27        I am taking steps to implement the law under my constitutional obligation to "take care that the laws are faithfully executed."

. . .

- 28        We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish. Its purpose is not to divide, but to end divisions—divisions which have all lasted too long. Its purpose is national, not regional.
- 29        Its purpose is to promote a more abiding commitment to freedom, a more constant pursuit of justice, and a deeper respect for human dignity.
- 30        We will achieve these goals because most Americans are law-abiding citizens who want to do what is right.
- 31        This is why the Civil Rights Act relies first on voluntary compliance, then on the efforts of local communities and States to secure the rights of citizens. It provides for the national authority to step in only when others cannot or will not do the job.
- 32        This Civil Rights Act is a challenge to all of us to go to work in our communities and our States, in our homes and in our hearts, to eliminate the last vestiges of injustice in our beloved country.
- 33        So tonight I urge every public official, every religious leader, every business and professional man, every workingman, every housewife—I urge every American—to join in this effort to bring justice and hope to all our people—and to bring peace to our land.

Excerpt from "Remarks upon Signing the Civil Rights Bill" by Lyndon B. Johnson. In the public domain.

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**Question 30**

**Question and Scoring Guidelines**

## Question 30

Read this phrase that Roosevelt repeats in paragraphs 3–5 of Passage 1.

“by an impressive expression of the public will”

How does this repetition help develop Roosevelt’s purpose?

- Ⓐ It highlights Roosevelt’s concerns about national security.
- Ⓑ It emphasizes the mass support for national defense.
- Ⓒ It supports Roosevelt’s frustration with government.
- Ⓓ It suggests the unification of political parties.

**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 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 student who selects this option may have inferred too much from the restatements. Roosevelt might have some concerns about national security, but he avoids emphasizing those.

Rationale for Option B: **Key** – Roosevelt repeats this phrase each time he makes a statement regarding American foreign policy in order to emphasize that support for the foreign policy of providing aid is universally expressed by the public.

Rationale for Option C: This is incorrect. While this might make sense logically if not considering the larger context of the paragraphs, the repetition is a rhetorical device used to reinforce a claim and not a flaw.

Rationale for Option D: This is incorrect. Students might overemphasize “impressive” in the quotation, but this statement is much too extreme for the context.

### Sample Response: 1 point

Read this phrase that Roosevelt repeats in paragraphs 3–5 of Passage 1.

“by an impressive expression of the public will”

How does this repetition help develop Roosevelt’s purpose?

- ☐ Ⓐ It highlights Roosevelt’s concerns about national security.
- ☒ Ⓑ It emphasizes the mass support for national defense.
- ☐ Ⓒ It supports Roosevelt’s frustration with government.
- ☐ Ⓓ It suggests the unification of political parties.



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**Question 31**

**Question and Scoring Guidelines**

## Question 31

How does Johnson structure his argument about American beliefs in paragraphs 15–17 of Passage 2?

- Ⓐ He compares ideals with reality.
- Ⓑ He uses a problem-solution model.
- Ⓒ He describes hypothetical situations.
- Ⓓ He presents parallel models of history.

**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: **Key** – Johnson states the ideal that Americans hold, and then presents the evidence that proves the ideal is not reality.

Rationale for Option B: This is incorrect. While Johnson notes that there is a problem, he isn't directly proposing a solution in these paragraphs.

Rationale for Option C: This is incorrect. While Johnson describes situations in America, they are not hypothetical, they are actual.

Rationale for Option D: This is incorrect. While his presentation is parallel, they are not contrasting models of history. The beginning of the paragraph presents the ideal, while the end presents the reality, not an alternative model for the ideal.

### Sample Response: 1 point

How does Johnson structure his argument about American beliefs in paragraphs 15–17 of Passage 2?

- ☒ He compares ideals with reality.
- ☐ B He uses a problem-solution model.
- ☐ C He describes hypothetical situations.
- ☐ D He presents parallel models of history.

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**Question 32**

**Question and Scoring Guidelines**

## Question 32

Segregation was one issue addressed by the Civil Rights Act of 1964. Under segregation, local laws prevented African Americans from using certain public facilities and permitted businesses to refuse service.

Which statement in Passage 2 describes solutions to the problems mentioned above?

- Ⓐ "We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights." (paragraph 16)
- Ⓑ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)
- Ⓒ ". . . those who are equal before God shall now also be equal in . . . the classrooms, in the factories, and in hotels . . ." (paragraph 26)
- Ⓓ "We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish." (paragraph 28)

**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 1

Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures.

## Scoring Guidelines

Rationale for Option A: This is incorrect. If students select this option they may have mistaken a general statement for a specific one.

Rationale for Option B: This is incorrect. If students select this option, they may have confused a description of the effect of the remedy for a delineation of the problem.

Rationale for Option C: **Key** – This is the only sentence that explicitly outlines the problem the bill was meant to address.

Rationale for Option D: This is incorrect. The student who chooses this option may have confused a critical issue in federal legislation with a specific discussion of the problem.

**Sample Response: 1 point**

Segregation was one issue addressed by the Civil Rights Act of 1964. Under segregation, local laws prevented African Americans from using certain public facilities and permitted businesses to refuse service.

Which statement in Passage 2 describes solutions to the problems mentioned above?

- ☐ Ⓐ "We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights." (paragraph 16)
- ☐ Ⓑ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)
- ☒ Ⓒ ". . . those who are equal before God shall now also be equal in . . . the classrooms, in the factories, and in hotels . . ." (paragraph 26)
- ☐ Ⓓ "We must not approach the observance and enforcement of this law in a vengeful spirit. Its purpose is not to punish." (paragraph 28)

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**Question 33**

**Question and Scoring Guidelines**



## Question 33

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

### Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- (A) "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- (B) "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- (C) "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- (D) "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

### Part B

What is implied by Johnson's use of this theme?

- (A) Americans who want to do what is right support the bill.
- (B) The civil rights bill represents a turning point in American history.
- (C) The duty of every generation of Americans to struggle for equality has a long heritage.
- (D) Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

**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: This is incorrect. If a student chooses A, he or she may have mistaken the literal opening of the declaration with the introduction of a recurrent theme.

Rationale for Option B: **Key** – Johnson deliberately echoes Lincoln's prose to associate Johnson's purpose with Lincoln's.

Rationale for Option C: This is incorrect. If a student chooses C, he or she may have mistaken the extension of the theme to foreign contexts with its introduction.

Rationale for Option D: This is incorrect. If a student chooses D, he or she may have mistaken a refocusing of the theme to a specific context.

## Part B

Rationale for Option A: This is incorrect. If a student chooses A, she or he may have mistakenly identified the immediate theme with Johnson's larger goal in gathering popular support for the bill.

Rationale for Option B: This is incorrect. If a student chooses B, she or he may have mistakenly identified Johnson's identification of the Revolution with the current effort.

Rationale for Option C: **Key** – In paragraphs 11 – 14, Johnson carefully builds the case that the present generation's duty to struggle for equality is thoroughly grounded in American history, extending back to its founding.

Rationale for Option D: This is incorrect. If a student chooses D, he or she may have mistakenly identified the way Johnson closes the theme with the larger implication.

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**Question 33**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Read these sentences from President Lincoln’s Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson’s statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ “I am about to sign into law the Civil Rights Act of 1964.” (paragraph 10)
- ☒ Ⓑ “One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom.” (paragraph 11)
- ☐ Ⓒ “Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom.” (paragraph 12)
- ☐ Ⓓ “Now our generation of Americans has been called on to continue the unending search for justice within our own borders.” (paragraph 14)

### Part B

What is implied by Johnson’s use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☒ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

### Part B

What is implied by Johnson's use of this theme?

- ☒ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

### Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☒ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☒ Ⓑ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ Ⓒ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ Ⓓ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

### Part B

What is implied by Johnson's use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☒ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### Notes on Scoring

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



## Sample Response: 0 points

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

### Part A

Read these sentences from President Lincoln's Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson's statements in Passage 2 echoes the theme in the above sentences?

- ☒ "I am about to sign into law the Civil Rights Act of 1964." (paragraph 10)
- ☐ "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." (paragraph 11)
- ☐ "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." (paragraph 12)
- ☐ "Now our generation of Americans has been called on to continue the unending search for justice within our own borders." (paragraph 14)

### Part B

What is implied by Johnson's use of this theme?

- ☐ Americans who want to do what is right support the bill.
- ☐ The civil rights bill represents a turning point in American history.
- ☒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☐ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### 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

Read these sentences from President Lincoln’s Gettysburg Address, delivered in November 1863.

Four score and seven years ago, our forefathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.

Which of Johnson’s statements in Passage 2 echoes the theme in the above sentences?

- ☐ Ⓐ “I am about to sign into law the Civil Rights Act of 1964.” (paragraph 10)
- ☐ Ⓑ “One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom.” (paragraph 11)
- ☐ Ⓒ “Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom.” (paragraph 12)
- ☒ Ⓓ “Now our generation of Americans has been called on to continue the unending search for justice within our own borders.” (paragraph 14)

### Part B

What is implied by Johnson’s use of this theme?

- ☐ Ⓐ Americans who want to do what is right support the bill.
- ☐ Ⓑ The civil rights bill represents a turning point in American history.
- ☐ Ⓒ The duty of every generation of Americans to struggle for equality has a long heritage.
- ☒ Ⓓ Like the Civil War, this struggle for equality will also finally result in a peaceful conclusion.

### 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 34**

**Question and Scoring Guidelines**

## Question 34

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

### Part A

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- Ⓐ He agrees that Americans are law-abiding.
- Ⓑ He notes that men have died to preserve freedoms.
- Ⓒ He refuses to be intimidated by those who oppose freedom.
- Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

**Points Possible:** 2

**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 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: This is incorrect. Respecting the law is not quite the same as respecting the rights and dignity of all citizens.

Rationale for Option B: This is incorrect. This is a truism that Johnson applies to historical struggles; it may motivate his audience, but it does not directly address the issue of internal civil rights.

Rationale for Option C: This is incorrect. This is Roosevelt's stance against the fascist ideologies; Johnson does not address it.

Rationale for Option D: **Key** – Johnson contradicts Roosevelt and declares that many citizens (in his and Roosevelt's time) were routinely denied full rights and dignity as citizens.

## Part B

Rationale for Option A: This is incorrect. A student who chooses this option may mistake it for general support for Roosevelt's claim.

Rationale for Option B: **Key** – This is one way Johnson contradicts Roosevelt with the reality of America in 1964.

Rationale for Option C: This is incorrect. A student who chooses this option may mistake this for support of Roosevelt and a statement of American good will.

Rationale for Option D: This is incorrect. A student who chooses this response may have mistaken the intention of the 1964 legislation for agreement with Roosevelt's description of 1941 America.

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**Question 34**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☒ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☐ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

### 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

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☒ Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- ☐ Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- ☐ Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- ☐ Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

### 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

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- ☐ Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- ☒ Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- ☐ Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

### 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

In stating his position in Passage 1, Roosevelt claims that “our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates.” (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☐ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☒ Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ “Americans of every race and color have worked to build a nation of widening opportunities.” (paragraph 14)
- ☐ Ⓑ “We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . .” (paragraph 17)
- ☐ Ⓒ “It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation.” (paragraph 21)
- ☒ Ⓓ “It does not restrict the freedom of any American, so long as he respects the rights of others.” (paragraph 23)

### 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

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☒ He agrees that Americans are law-abiding.
- ☐ He notes that men have died to preserve freedoms.
- ☐ He refuses to be intimidated by those who oppose freedom.
- ☐ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☒ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☐ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

### 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

In stating his position in Passage 1, Roosevelt claims that "our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates." (paragraph 1)

Twenty-three years later, how does Johnson address the same claim in Passage 2?

- ☐ Ⓐ He agrees that Americans are law-abiding.
- ☒ Ⓑ He notes that men have died to preserve freedoms.
- ☐ Ⓒ He refuses to be intimidated by those who oppose freedom.
- ☐ Ⓓ He states that equality before the law is not applied to all citizens.

### Part B

In which statement from Passage 2 does Johnson develop this idea?

- ☐ Ⓐ "Americans of every race and color have worked to build a nation of widening opportunities." (paragraph 14)
- ☐ Ⓑ "We believe that all men are entitled to the blessings of liberty. Yet millions are being deprived of those blessings . . ." (paragraph 17)
- ☐ Ⓒ "It has received the thoughtful support of tens of thousands of civic and religious leaders in all parts of this Nation." (paragraph 21)
- ☒ Ⓓ "It does not restrict the freedom of any American, so long as he respects the rights of others." (paragraph 23)

### 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 35**

**Question and Scoring Guidelines**

## Question 35

Read the quotations from the passages.

"without regard to partisanship" (Passage 1, paragraph 3)

"It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate."  
(Passage 2, paragraph 20)

Which idea are both speakers supporting by mentioning partisanship?

- Ⓐ The House and the Senate disagree.
- Ⓑ The causes are endorsed by both political parties.
- Ⓒ Political party affiliation has affected the public view.
- Ⓓ Democrats and Republicans have not taken sides on the issues.

**Points Possible:** 1

**Topic:** Informational

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

Rationale for Option A: This is incorrect. Only Johnson mentions the House and Senate specifically, and in this sentence he states that they are in agreement, not in opposition.

Rationale for Option B: **Key** – "Without regard for partisanship" and "bipartisan" both mean that the causes that Roosevelt and Johnson are speaking for are so important that everyone regardless of political party agrees on them.

Rationale for Option C: This is incorrect. While students may think that political party had an influence on how people perceived the situation, both speakers are stating the opposite.

Rationale for Option D: This is incorrect. While students may think that the first quotation supports parties not taking sides, both speakers are stating the opposite.

### Sample Response: 1 point

Read the quotations from the passages.

"without regard to partisanship" (Passage 1, paragraph 3)

"It received the bipartisan support of more than two-thirds of the Members of both the House and the Senate."  
(Passage 2, paragraph 20)

Which idea are both speakers supporting by mentioning partisanship?

- ☐ Ⓐ The House and the Senate disagree.
- ☒ Ⓑ The causes are endorsed by both political parties.
- ☐ Ⓒ Political party affiliation has affected the public view.
- ☐ Ⓓ Democrats and Republicans have not taken sides on the issues.



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**Question 36**

**Question and Scoring Guidelines**

## Question 36

What similar goal are Johnson and Roosevelt trying to achieve in their speeches?

- Ⓐ to defend the government's actions to people of other countries
- Ⓑ to persuade people to vote for specific policies in an election
- Ⓒ to gain people's support for decisions the government makes
- Ⓓ to explain how U.S. history impacts people today

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts. (RI.9-10.9)

**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 both speakers refer to America's interactions with other countries, the speeches are addressed to Americans.

Rationale for Option B: This is incorrect. While both speakers mention the voters and the electorate, the ultimate goal of the speeches is not to get the voters to vote on anything (indeed, the implication is that they already have), but to gain their support for steps the government is taking.

Rationale for Option C: **Key** – Both speakers are searching for the support of the American people for their actions (either those taken or about to be taken) regarding national policy.

Rationale for Option D: This is incorrect. While both speakers mention America's history, the ultimate goal of the speeches is not to analyze how Americans are affected by that history, but to enlist their support for steps the government is taking.

### Sample Response: 1 point

What similar goal are Johnson and Roosevelt trying to achieve in their speeches?

- ☐ Ⓐ to defend the government's actions to people of other countries
- ☐ Ⓑ to persuade people to vote for specific policies in an election
- ☒ Ⓒ to gain people's support for decisions the government makes
- ☐ Ⓓ to explain how U.S. history impacts people today

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**Question 37**

**Question and Scoring Guidelines**

## Question 37

Which statement **best** describes the view of **both** Johnson and Roosevelt regarding government?

- (A) The government must step in to protect the rights of individuals when they cannot do it themselves.
- (B) Only governments have the ability to maintain freedom and correct injustices present in society.
- (C) It is up to the government to create laws about morality and to strictly enforce those laws.
- (D) There is a particular way a government must act in order to be respected in the world.

**Points Possible:** 1

**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 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: **Key** – Both speeches support this idea, with Passage 1 advocating for combating against foreign dictatorships in order to preserve freedom, while Passage 2 advocates for implementing the Civil Rights Act of 1964 in order to combat the restrictions that are placed on the freedoms of many citizens. In both cases, the problems are too great to be solved by individuals, and government intervention is needed.

Rationale for Option B: This is incorrect. Both speeches address promoting freedom by authors who are within government; however, both speeches also advocate that ordinary people must take up the struggle, suggesting that it is not only governments that can maintain freedom or correct injustices in society.

Rationale for Option C: This is incorrect. Though both men use the idea of “morality” to support their policies, neither says it is the role of government to mandate laws about morality in general, nor to enforce those laws.

Rationale for Option D: This is incorrect. While Roosevelt directly addresses this, Johnson does not.

### Sample Response: 1 point

Which statement **best** describes the view of **both** Johnson and Roosevelt regarding government?

- ☒ The government must step in to protect the rights of individuals when they cannot do it themselves.
- ☐ Only governments have the ability to maintain freedom and correct injustices present in society.
- ☐ It is up to the government to create laws about morality and to strictly enforce those laws.
- ☐ There is a particular way a government must act in order to be respected in the world.

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**Question 38**

**Question and Scoring Guidelines**

## Question 38

In their respective speeches, Presidents Roosevelt and Johnson discuss similar topics. Construct a multi-paragraph written response in which you analyze the ways in which both Presidents Roosevelt and Johnson use language to appeal to the American public for support of their individual causes. Your response must be based on ideas that can be found in the speeches.

Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



**Points Possible:** 10

**Topic:** Writing

**Content Standard:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)

**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 Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/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 controlling idea/thesis statement with little or no loosely related material</li> <li>Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>Appropriate style and objective tone established and maintained</li> </ul>	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</li> <li>Clear and effective expression of ideas, using precise language</li> <li>Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/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 controlling idea/thesis statement, though some loosely related material may be present</li> <li>Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>Adequate use of some elaborative techniques</li> <li>Adequate expression of ideas, employing a mix of precise and general language</li> <li>Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>Some variation in sentence structure</li> </ul>	

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

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**Question 38**

**Sample Responses**

## Sample Response: 10 points

In both President Roosevelt's and President Johnson's speeches, they use a very similar way of words to persuade the people to advocate to their cause. Their words have the power to inspire a generation to follow them in their agendas. Both men use repetition, the idea of rights and freedom for all, and references to the different parties agreeing or disagreeing.

In President Roosevelt's speech "Four Freedoms", he is speaking in regards to national security and the impending war about to take place. Over and over again he uses the words "by an impressive expression of the public will" (paragraphs 3-5) to emphasize how the majority of the American public will agree with his proposed policy. This has been proven effective by thus keeping America out of the war for at least a little while. On the other hand is President Lyndon B. Johnson, whose speech is covering the topic of the civil rights movement in 1964. He uses the phrase "we believe" (paragraphs 15-17) to show what "we" or the people should believe. "We" has proven to be a powerful word in this context because it empowers the people with a sense of nationality to persuade them to show more support.

While repetition is proven to be an effective way to rally support, bringing the strong sense of freedom and a natural human right into the picture also fires up the people to vote for that cause. Roosevelt says "Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations" (Roosevelt 1). This is a strong claim to the idea that America was founded on, individual rights and freedoms, and most Americans will defend these rights at all costs for it is what they have worked hard for. Johnson also represents this idea in paragraphs 15-17 of his speech by saying "We believe that all men are created equal. Yet so many are denied equal treatment. We believe that all men have certain unalienable rights. Yet many Americans do not enjoy these rights" (Johnson 15-17). This again brings us the topic of all men have personal rights into the picture, which effectively gets the American people going and fighting for everyone to have those rights.

Thirdly, both men reference probably one of the biggest divisions in the nation; the different parties that make up our government. They both however reference that no matter the party, they all agreed on the topic that the president is endorsing. Roosevelt says "In the recent national election there was no substantial difference between the two great parties in respect to that national policy" (Roosevelt 6). He is trying to show how there is unity in the nation's ideas on the policy, and regardless of a person's particular standing, they should vote for the policy. Johnson says "[The policy] received the bipartisan support of more than two thirds of the Members of both the house and the senate. An overwhelming majority of Republicans as well as Democrats voted for it" (Johnson 20). Here again highlighting the fact that there was little to no division on the subject, emphasizing that it is the "plan for everyone".

Both men reference similar techniques in their respective speeches to gain support. They both use repetition of a word or phrase, references to freedom and rights, and the idea of political parties. The two presidential figures used these ways to persuade the people to their cause, trying to eliminate the divisions in opinions and rally support for unity.

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 within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea that is strongly maintained throughout the response and demonstrates a skillful use of transitions which contributes to the clear progression of the central idea. In addition, an appropriate style and tone are established and maintained, and a sense of coherence and completeness is achieved.

**Evidence and Elaboration** – This response earns full credit (4 points) for Evidence and Elaboration for providing thorough, convincing, and credible information while smoothly integrating and citing evidence to support the controlling idea. The information derived from the sources is synthesized to support the writer's points, and it effectively elaborates on the main points to demonstrate an understanding of the topic and the text.

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

## Sample Response: 9 points

There are multiple methods behind the power of persuasion demonstrated in advertisements and speeches all over the world. From tone of voice, to certain small words snuck into sentences that have a large effect, to even certain colors used in marketing. The power of persuasion was demonstrated in both President Roosevelt and Johnson's speeches. Through persuading their audiences they both recieved support of their individual causes from the American public. In both speeches, Roosevelt and Johnson excercise their use of language in order to persuade their audience by reflecting on historical events, emitting a feeling of togethernes, and through looking at multiple perspectives. These few methods of persuasion used in Johnson and Roosevelt's speeches are just some of many methods used all over the world today.

Firstly, a persuasive method used in both Roosevelt and Johnson's speeches was the bringing up of past historical events. In Roosevelt's speech, passage 1, he stated that "In the recent election there was no substantial difference between the two great parties in respect to that national policy." In this piece of evidence found from passage 1, Roosevelt refers to the national policy and connects it to the recent election, here he uses the persuasive method of tying past events to the present. This is also demonstrated in Johnson's speech in passage 2 when he states, "One hundred and eighty-eight years ago this week a small band of valiant men began a long struggle for freedom." He uses past events to develop the idea of freedom and how still in the present day it's being fought for. Both president Roosevelt and Johnson refer to past events to help develop their own ideas.

Next, the persusive method used in both speeches were words or phrases said in order to spark a sense of togetherness or even a little Nationalism. The first way this was used in passage 1, Roosevelt's speech was when he said, "Let us say to the democracies: 'We Americans...'" Roosevelt used words like us and we to make his audience feel like they're a part of something big and he also uses the empowering phrase "We Americans.." to spark a sense of pride for his audiences country. Then, Johnson sparks a feeling of togetherness when he states, "We believe that all men are created equal. Yet many are denied equal treatment." Johnson also uses the term "we" to make his audience feel connected somehow to him or something bigger. Both speeches use the feeling of togethernes to grab and hold their audiences attention making it appealing to them to help develop each of their ideas.



Lastly, each speech from passage 1 and 2 persuades the diverse audience by visiting different points of view to hit as many perspectives that their audience may have as they can. Passage 1 demonstrates this when Roosevelt says, "Such aid is not an act of war, even if a dictator should unilaterally proclaim it so to be." Roosevelt recognizes the dictators' point of view in this statement. Johnson also does this when he says "We believe that all men have certain unalienable rights. Yet many Americans do not enjoy those rights." Here, Johnson is recognizing the viewpoint of his audience's beliefs while still exposing them to what he believes as the facts. In both speeches, Roosevelt and Johnson alter their viewpoints and recognize their different diverse audience's opinions, by doing so in the end they'll have grabbed the attention of many.

In closing, the power of persuasion can be hard to fight, whether it's exercised in advertisements or speeches like these. In specifically though, a few ways that President Roosevelt and Johnson used their ability to persuade was through reflecting on past historical events and tying them into the present, emitting a feeling of togetherness, and shifting perspectives among their diverse, everchanging audiences. They both used a small form of Nationalism as well with the whole "We are Americans" phrase which was repeated throughout each speech in some way shape or form. Through these ways, the power of persuasion can be a commonly observed thing used in marketing, elections, and many more. It's all about making someone think a certain way.

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	4	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 evident 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: 8 points

President Roosevelt and Johnson discuss similar topics in the speeches. President Roosevelt is talking about the National policy of the United States. President Johnson is talking about what the Civil Rights Bill will change in the world for the better just before he signs and passes it. In both of the presidents speeches, they use different language to make their points clear.

President Roosevelt uses a ton of facts, logos, and some pathos to make his point of giving other countries some of the United States's resources to make them stronger and to keep a free world. "We are putting forth our energies, our resources and our organization powers to give you the strength to regain and maintain a free world. Roosevelt states " our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity of all nations, large and small." Right from the beginning Roosevelt states a fact about our national policy. This makes the reader know that he knows what he is talking about. Also, he states four freedoms that all Americans have. At the end of his speech comma, he states " We Americans are vitally concerned in your defense of freedom." This sentence is pathos. Roosevelt is making sure the reader knows that he cares for their country.

President Johnson uses a ton of logos and some pathos to make his point of all Americans are equal clear. As he explains what the Civil Rights Bill will do and change, he starts off by explaining what the law means to every American. He then talks about the history of the United States. He uses pathos throughout his speech to show emotion and the readers to feel emotion about this Bill. One example of pathos is "The struggle was a turning point in our history." (12) This shows emotion because he is talking about the United States changing for the better. Another example of pathos is " This is a proud triumph" (13). This is pathos because it makes the reader feel happy and proud themselves. The last example of pathos is " Americans of every race and color have died in the battle to protect our freedom" (14). This quote makes the reader feel sad for those who died and also proud and happy that they died to help the country.

Both presidents proved their own points in their speeches using different types of language. President Roosevelt used a ton of fact, which is logos. This makes the reader know that he knows all about what he is talking about. President Johnson used a ton of pathos, which is emotion. This makes the reader feel what he is saying.

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 incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas throughout the response, using appropriate vocabulary and some variation in sentence structures.

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

## Sample Response: 7 points

Every president has a different way of giving speeches. Many are either good at speaking to a lot of people at once or they struggle. Some even have trouble grabbing people's attention and each of the passages shown here describe a different president with almost completely different writing styles.

President Roosevelt used a form of repetition or listing by just naming off what our national policy was in line 7. He doesn't go for much of an attention grabber, but he is just trying to get his point across straight forward. In paragraph 4 he starts talking about our determination as a country and brings in a sentence that says our national defense is growing stronger. He uses repetition at the beginning of paragraphs three four and five. It's like he listing of explanations as to how he is addressing national security.

Now President Johnson uses a completely different method. He uses the power of storytelling. Right away he begins with "my fellow americans". This is an appeal to a "I'm one of you". He wants the crowd to feel as if he is no better than anyone he is referring to. He talks about america's struggle for freedom in paragraph eleven and continues to explain the struggle america went through in paragraph 12. As he continues he builds upon a common belief that all men are created equal and that we are all entitled to the same things as seen in paragraphs 15 through 17. He then further explains that the law he is about to sign was greatly supported by both republicans and democrats. He pulls upon the belief that we are all equal and is basically using story to try to get everyone to relate to one another.

Though neither president has a correct way of trying to gain support each passage shows how language can be a key to success. Sometimes relating to your audience is the best way to gain support as it was in president Johnson's case, but in president Roosevelt's case it was a topic in which needed to be explained straight forward because maybe the audience just didn't want to hear extra words. Language is a powerful tool and can be your greatest weapon if you use the right one in the right scenario.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response 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 incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas throughout the response, using appropriate vocabulary and some variation in sentence structures.

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

## Sample Response: 6 points

In passages 1 "1941 State of the Union Address (Four Freedoms)" and 2 "Remarks upon Signing the Civil Rights Bill" use language to appeal to the American people listening to these speeches. In both passages both presidents are making change, for more freedoms to all Americans' which everyone deserves. But these presidents need the back up of the people and them to realize this will make the U.S even better then it was.

In passage 1, Franklin D. Roosevelt talks about American freedoms, and how great we are and what we will become. In Paragraph 3 Teddy talks about how we protect our freedom, which " First by impressive expression of the public will and without regard to partisanship, we are committed to all-inclusive national defense." Which he is saying "us" American's will defend our country and our freedoms. Next the passage talks about keeping war away from us, for example " Second, by an impressive expression of the public will and without regard to partisanship, we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere." Us and other countries around us are keeping war away from this side of the earth, this side is at peace when the other side of the world is at war.

In passage 2. Lyndon B. Johnson is making remarks about the signing of the Civil Rights Bill. In this passage Lyndon is very supportive of more American freedoms to all not just whites. Some American's of different race are getting treated without rights, they are still fighting for right till "Today in far corners of distant continents, the ideals of those American patriots still shape the struggles of men who hunger for freedom." Meaning the men that do not have rights are still wanting and needing freedoms, that the past American's had fought for, for all people. Every " American of every race and color have died in battle to protect our freedom." Which means, everyone in America no matter what race or color has once fought for freedom, but not every color or race had the freedoms that they fought for.

In the 2 passages, the writer spoke about freedom for all Americans. In the first one talked about keeping freedom at any cost for everyone. In the 2nd passage, it talked about for people that are colored or of a different race, needing and wanting the freedoms that everyone already has.

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. 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 (2 points) for Evidence and Elaboration as the response provides evidence from the sources with citations; however, the elaboration is simplistic and repetitive, creating an ineffective expression of ideas.

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

## Sample Response: 5 points

In both speeches by Presidents Roosevelt and Johnson, they express how important it is to stick up for the American dream. Using strong words to convince hundreds of people that what they say is true. Roosevelt speaks about how important America is to the world with how we treat and help countries. In Johnson's speech he talks so about Americans freedoms and how race and color should not determine how someone's treated.

Roosevelt speaks strongly about how our foreign affairs are just like our internal affairs. In the eighth paragraph in his speech he says "We will not be intimidated by threats of dictators that they will regard as a breach of international law." He talks about how he will not back down to foreign leaders who threaten democracies all over the world, and how he will help defend them if they need it.

In Johnson's speech he speaks of how important the Civil Rights Act of 1964 is to American history. He states multiple times in his speech how unfair America is to people even though the Constitution says they all have equal rights. He said "This is a proud triumph. Yet those who founded our country knew that freedom would be secure only if each generation fought to renew and enlarge its meaning."

In both speeches these Presidents show how important each subject is, and how it will impact our country. They spoke of why these things needed to happen and they convinced people to agree and support them.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task. The controlling idea is unclear, yet the response does attempt to address the task. Its organizational structure presents an inconsistent progression of ideas and an inadequate introduction and conclusion.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides cursory support that includes a partial use of sources and limited elaboration. In addition, the expression of ideas is imprecise.

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



## Sample Response: 4 points

In this essay, I will talk about the two articles and what they talk about and how the two articles are similar.

This paragraph will talk about how both speeches are similar; they both talk about policies. The article "Four Freedoms" talks about impressive expressions, like national defence and support. While the article "Remarks upon Signing the Civil Rights" talks about the past struggles and our struggles now.

This paragraph will be talking about the first article "Four Freedoms". Four Freedoms talks about being a nation and individuality. They talk about that by saying the policies, and nation affairs; the second policy talks about how "we are committed to full support of all those resolute peoples, everywhere, who are resisting aggression and are thereby keeping war away from our Hemisphere."

This paragraph talks about the second article "Remarks upon Signing the Civil Rights". The article talks about how all people were still not treated equal and how people got descriminated because of how they look, or what color their skin is. This article also talks about the past history of the Civil Rights.

I hope this essay helped you understand how the two articles are similar and what the articles talk about.

Purpose, Focus, and Organization (4-point Rubric)	Evidence and Elaboration (4-point Rubric)	Conventions of Standard English (2-point Rubric begins at score point 2)
2	1	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, as it does not fully address the prompt directive. The response has a focused controlling idea that is maintained throughout, and demonstrates a simplistic organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it offers minimal support for the controlling idea. Information from the sources is provided, but the expression of ideas is vague and unclear. The vocabulary is limited, and there is little variation in sentence structure.

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

## Sample Response: 3 points

When lyndon B. Johnson and Franklin D. Roosevelt give their oppion on something, people listen. if you notice how they talk during their speeches, they always use words like "we" or "American" or "my fellow Americans" they do this top try to imply that; anyone doing this must change, you must change if your doing this, and people need to change in general and be open minded. Whilst not outright said in any passage, it is highly implied that; just because you have the public oppion about the topic you aren't always right. It makes the reader and listener feel guilty and want to help fix their mistakes whilst also being very persuasive.

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. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. In addition, it has no discernible organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea.

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

## Sample Response: 2 points

President Roosevelt and Johnson discussed similar topics by the language they used and how they spoke

President Roosevelt seemed like he was more into his topic and more about it as to where Johnson was more of a speech and like he was talking to people

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task. The limited response fails to demonstrate knowledge of focus or organization.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory 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: 1 point

They wanted to change why there is no partnership because people were not happy because then some people; so if there impressive expresionbc they dont an to get a big population and all that would cause agrsrriion towereds people

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. The response is related to the topic but demonstrates little awareness of the purpose, audience, and task and 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

They both had the language of something and they they both were being something and then they were not going to even be there for what ever they need and they both were fight audomic and they would not do anything to stop it at all and I am not going to even get to that ether and what they done was for them they would not let it go with what ever they were fight about and they didnt want nothing to do with each other because of what they were doing. I think that they were doing it to get there for them and so that i am going to not be able to talk to them at all and that i am going to be leaving that what he told him and that they both didnt want to fight anymore and that they were not going to do anything to stop it at all, they both wanted there right to america and they both wanted something and that they were not going to just fight about it and that they were going to do that in stead of just fight and so they just told each other that they were going to shair the land so that they both could get on the land and that they can just call it off and so that noody gets hurt.

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. In addition, 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

President Roosevelt stated: "First, by an impressive expression of the public will and without regard to partisanship, we be committed to all-inclusive national defense." "Second, by and impressive expression of the public with and withcout regard to partisanship, we are committed to full support of all those resolute peoples, ev erywhere, who are resisting aggression and are thereby keeping war away from out Hemiphere. By this support, we express out determination that the democratic cause shall prevail: anf we strenghten the defense and the security of our own nation."

President Johnson stated: "I am about to sign into law the Civil Rights Act of 1964. i want to takwe this accasion to talk to you about what that law means to evey American." "One hundred and eighty-eigh years ago this week a small band of valiant men began a long struggle for freedom. they pledged their lives, their fortunes, and their sacred honor not only to found a nation, but to forge an ideal of freedom- not only for political independence, but for personal liberty-not only to eliminate foreign rule, but to establish the rule of justice in the affairs of men."

### 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

First by an imoressive expresion of the public will and without regard to partisanship, we are committed to all-inclusive national defense.

I am about to sign into law the civil rights act of 1964.I want to take this occasion to talk to you about what that law means to every american.

That struggle was a turning point in our history. Today in far corners of distant coninents, the ideals of those americans patroits still shape the struggles of men hunger for freedom.

This is a proud triumph. Yet those who founded ot country knew that freedom would be secure only if each generation fought to renew and enlarge its meaning. From the minutemen at concord to the soldiers in viet-nam, each generation has been equil to that trust.

We believe that all men are created equal. Yet many are denied equal treatment.

We believe that all men have certain unalienable rights. Yet many americans do not enjoy those rights.

### 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

Just as our national policy in internal affairs has been based upon a decent respect for the rights and the dignity of all our fellow men within our gates, so our national policy in foreign affairs has been based on a decent respect for the rights and dignity off all nations, large and small. and the justice of morality must and will win in the end.

one hudred and eighty-eight years ago this week a small band of vilant men began a long struggle for freedom. they pledged their lives, their fortunes, and their sacred honor not only to found a nation, but to forge an ideal of freedom - not only for political independace, but for personal litberty- not only to eliminate foreign rule, but to establish the rule of justice in the affairs of men.

Let us say to the democracies: "we americans are vitally concerned in your defense of freedom. we are putting forth our energies, our resources and our organizing powers to give you the strength to regain and maintain a free world. we shall send you, in ever-increasing numbers, ships, planes, tanks, guns. this is our purpose and our pledge.

### 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.