

Ohio's State Tests

ITEM RELEASE

SPRING 2019

**GRADE 6
ENGLISH LANGUAGE ARTS**

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**Grade 6 English Language Arts
Spring 2019 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
7	Multi-Select	Informational	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>(RI.6.3)</i>	Level 2	C, D	1 point
8	Multiple Choice	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>(RI.6.4)</i>	Level 2	B	1 point
9	Evidence-Based Selected Response	Informational	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.6.1)</i>	Level 3	C; B, D	2 points
10	Multiple Choice	Informational	Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. <i>(RI.6.6)</i>	Level 2	D	1 point
11	Multiple Choice	Informational	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.6.1)</i>	Level 2	B	1 point
12	Evidence-Based Selected Response	Informational	Analyze informational text development. a. Determine a central idea of a text and how it is conveyed through particular details. b. Provide an objective summary of the text that includes the central idea and relevant details. <i>(RI.6.2)</i>	Level 3	A; C	2 points
13	Multiple Choice	Literary	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. <i>(RL.6.6)</i>	Level 2	A	1 point

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

**Grade 6 English Language Arts
Spring 2019 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
14	Evidence-Based Selected Response	Literary	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	Level 2	B; B	2 points
15	Evidence-Based Selected Response	Literary	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.6.1)	Level 2	C; D	2 points
16	Multiple Choice	Literary	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (RL.6.3)	Level 3	D	1 point
17	Multiple Choice	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone. (RL.6.4)	Level 2	A	1 point
18	Hot Text	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (L.6.4)	Level 2	---	1 point
19	Multiple Choice	Literary	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (RL.6.5)	Level 3	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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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
20	Extended Response	Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)	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.

Grade 6 English Language Arts
Spring 2019 Item Release

Stimulus for Questions 7 – 12

Stimulus for Questions 7 – 12

Sounds of Jamestown

by Paula Neely

- 1 Did the colonists in Jamestown listen to music? Definitely! As archaeologists excavate¹ the site of the settlement, they are discovering pieces of instruments. Through study and analysis, they are now able to reconstruct the sounds that echoed around the colony 400 years ago. Among the finds are the mouthpiece of a trumpet, jaw harps, a tambourine cymbal, bells, and what appears to be part of a bagpipe or recorder.
- 2 All these artifacts were found at the James Fort site in pits, wells, and other areas that date to the first five years of the settlement or earlier. Founded in 1607, Jamestown was the first permanent English settlement in the New World.
- 3 "It's wonderful to find these objects that represent passing time. We tend to forget that the colonists did not just work, fight, or try to stave off² hunger. Actually, their workday was shorter than ours, and they did not have TV or video games. Playing music and games such as chess and dice helped them pass time. It also brought people together," says Bly Straube, senior curator³ at Historic Jamestowne.

Trumpets Sound Arrival

- 4 From the moment the colonists arrived at Jamestown, they played music. According to historical records, the English landed at Jamestown with "the trumpets sounding."
- 5 Straube says that the military used trumpets in the 17th century to signal between ships and during military maneuvers.⁴ The colonists also sounded their trumpets and drums to let the Indians know when they were approaching. "It may have been to let the Indians know that they were on official business, or perhaps to intimidate them," Straube says. One of the early colonists, William Strachey, wrote: "The noise of our drums, of our shrill trumpets and great ordnance [guns and cannon] terrifies them . . ."

6 Tambourines and jaw harps . . . were very popular with people who did not have much musical training. "I can imagine sailors playing little ditties on them and dancing jigs," Straube says. Ruth Griffioen, an expert on 17th-century music at the College of William and Mary, said a jaw harp is "like a harmonica, but simpler." Small and lightweight, they would have been easy to slip into a pocket and take on a voyage.

7 Seven iron jaw harps were found in a well that may have been dug in 1609 under the direction of Jamestown's Captain John Smith. When the water in the well went bad, the colonists used the well as a trash pit until sometime around 1612. Straube says that finding so many jaw harps in the well indicates that the colonists may also have used them for trading with the Indians for food and supplies.

The More Sounds the Merrier

8 Archaeologists also found a small piece that may have been used near the mouthpiece of a small bagpipe or recorder, both of which were popular instruments. A groove in one side of the tube may have been used for a reed.

9 The brass bells may have been worn during morris dancing, a rustic dance that was popular in England at the time. The English also used bells on cats' collars and horse harnesses, and to scare crows. Bells were also used as trade items. "The Indians liked to dance with bells and make jingling sounds, too," Straube says.

. . .

10 If the colonists brought any wooden instruments with them from England, they would probably have been lutes, which gentlemen were trained to play, or citterns. A cittern was a predecessor⁵ to the banjo and was played by trained and untrained musicians. Unfortunately, wood rarely survives at 17th-century archaeological sites.

- 11 According to Griffioen, 17th-century English instruments would also have included the harpsichord and viola. These, however, would have been difficult to ship to the New World because they were large and fragile. English drums came in many different sizes. Made of animal skins stretched over wooden or metal frames, they were used in both the Old and New World.

Gourds, Trumpets, & More

- 12 The English were not the only ones who enjoyed music and dancing. Scholars working at Jamestown say that the Powhatans⁶ had songs and dances for a variety of occasions—ceremonial feasting, war, and other social events. Usually, men and women danced in circles, while keeping time with their feet. They played rhythm instruments such as dried gourd and turtle shell rattles, and wooden drums covered in skins with walnuts attached to them to make a rattling sound. They also had reed flutes.

. . .

- 13 The brass trumpet mouthpiece found at Jamestown may be the earliest evidence of trumpets in the New World. Experts used to think that Germans introduced trumpets to the New World in the 18th century.

¹excavate: dig

²stave off: prevent

³curator: person in charge of a museum

⁴military maneuvers: military troop movements

⁵predecessor: something that came before

⁶Powhatans: a group of Native American tribes, part of the Powhatan Confederacy

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Question 7

Question and Scoring Guidelines

Question 7

Select **two** ways that the passage develops the idea that music “brought people together” (paragraph 3).

- ☐ by showing how the colonial military began to use instruments made by the Powhatans
- ☐ by stating how the Jamestown colonists brought instruments from different countries
- ☐ by explaining how playing instruments was a community activity for colonists
- ☐ by describing how colonists traded jaw harps and bells with the Powhatans
- ☐ by demonstrating how sailors helped train the colonists to play music

Points Possible: 1

Topic: Informational

Content Standard: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (*RI.6.3*)

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 First Option: This is incorrect. While the passage discusses the way the Powhatans used music and dance in their ceremonies and how the colonial military used musical instruments for intimidation as well as trade between colonists and other groups, it does not suggest that the military began to incorporate instruments made by the Powhatans.

Rationale for Second Option: This is incorrect. While the passage mentions that recent discoveries corrected archaeologists' understanding of whether the trumpet was introduced by the Germans, it focuses on the instruments the colonists brought from England, not instruments from other countries.

Rationale for Third Option: **Key** – The passage explains that playing music was a way that colonists passed the time when they were not working.

Rationale for Fourth Option: **Key** – The idea that music “brought people together” is developed through the description of the way colonists traded instruments like bells and jaw harps, which brought different groups into contact with each other.

Rationale for Fifth Option: This is incorrect. While the passage does mention that the military, including sailors, used music in a particular way, the passage does not suggest that the sailors trained the colonists to play music.

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Question 7

Sample Responses

Sample Response: 1 point

Select **two** ways that the passage develops the idea that music “brought people together” (paragraph 3).

- ☐ by showing how the colonial military began to use instruments made by the Powhatans
- ☐ by stating how the Jamestown colonists brought instruments from different countries
- ☒ by explaining how playing instruments was a community activity for colonists
- ☒ by describing how colonists traded jaw harps and bells with the Powhatans
- ☐ by demonstrating how sailors helped train the colonists to play music

Notes on Scoring

This response receives full credit (1 point). Option C, *by explaining how playing instruments was a community activity for colonists*, and Option D, *by describing how colonists traded jaw harps and bells with the Powhatans*, help develop the idea that music brings people together.

Sample Response: 0 points

Select **two** ways that the passage develops the idea that music “brought people together” (paragraph 3).

- ☐ by showing how the colonial military began to use instruments made by the Powhatans
- ☐ by stating how the Jamestown colonists brought instruments from different countries
- ☒ by explaining how playing instruments was a community activity for colonists
- ☐ by describing how colonists traded jaw harps and bells with the Powhatans
- ☒ by demonstrating how sailors helped train the colonists to play music

Notes on Scoring

This response receives no credit (0 points). Option E *by demonstrating how sailors helped train the colonists to play music* does not support the idea that music brought people together. To receive credit for this item, both Option C and Option D must be selected.

Sample Response: 0 points

Select **two** ways that the passage develops the idea that music “brought people together” (paragraph 3).

- ☒ by showing how the colonial military began to use instruments made by the Powhatans
- ☐ by stating how the Jamestown colonists brought instruments from different countries
- ☐ by explaining how playing instruments was a community activity for colonists
- ☒ by describing how colonists traded jaw harps and bells with the Powhatans
- ☐ by demonstrating how sailors helped train the colonists to play music

Notes on Scoring

This response receives no credit (0 points). Option A, *by showing how the colonial military began to use instruments made by the Powhatans*, does not help develop the idea that music brought people together. To receive credit for this item, both Option C and Option D must be selected.

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Question 8

Question and Scoring Guidelines

Question 8

Read the sentences from paragraph 5.

"The colonists also sounded their trumpets and drums to let the Indians know when they were approaching. 'It may have been to let the Indians know that they were on official business, or perhaps to intimidate them,' Straube says."

What does the word intimidate mean as it is used in the sentence?

- ☐ (A) copy
- ☐ (B) frighten
- ☐ (C) protect
- ☐ (D) resist

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. (RI.6.4)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While the passage discusses how the colonists traded and exchanged goods with the Indians, the context shows that “intimidate” means “frighten”, not “copy”.

Rationale for Option B: **Key** – The surrounding context in the sentence and paragraph clues the meaning of “intimidate” as “frighten”.

Rationale for Option C: This is incorrect. While the military can be a force of protection, the way they used their instruments here indicates that the word means “frighten” rather than “protect”.

Rationale for Option D: This is incorrect. While the paragraph implies a sense of separateness between the colonial military and the Indians, the context shows the meaning of “intimidate” to be “frighten” rather than “resist”.

Sample Response: 1 point

Read the sentences from paragraph 5.

“The colonists also sounded their trumpets and drums to let the Indians know when they were approaching. ‘It may have been to let the Indians know that they were on official business, or perhaps to intimidate them,’ Straube says.”

What does the word intimidate mean as it is used in the sentence?

- ☐ (A) copy
- ☒ (B) frighten
- ☐ (C) protect
- ☐ (D) resist

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Question 9

Question and Scoring Guidelines

Question 9

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

Part A

What inference can be made based on the passage?

- ☐ Ⓐ Colonists created their own style of playing instruments.
- ☐ Ⓑ Larger instruments were the focus of trade in the colonies.
- ☐ Ⓒ Colonists probably preferred instruments that were easy to carry.
- ☐ Ⓓ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☐ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☐ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☐ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Points Possible: 2

Topic: Informational

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RI.6.1)

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. While the passage suggests that the colonists used musical instruments for entertainment to pass the time, it does not suggest that they each created their own style of playing instruments.

Rationale for Option B: This is incorrect. While it may seem logical that larger instruments were worth more, and the passage does suggest that the colonists used instruments to trade for other goods, it does not suggest that larger instruments were the focus of trade in the colonies.

Rationale for Option C: **Key** – In the description of the instruments the colonists brought with them to play, the size and ease of transportation are mentioned as factors in what was chosen.

Rationale for Option D: This is incorrect. While the passage describes the different ways the colonists used musical instruments, it does not suggest that playing music went in and out of popularity in the colonies.

Part B

Rationale for First Option: This is incorrect. While this sentence compares the colonial lifestyle with that of today and shows a reason why the colonists used musical instruments for entertainment, it does not support the idea that colonists likely preferred instruments that were easier to transport.

Rationale for Second Option: **Key** – This sentence demonstrates that small and lightweight instruments were selected for a voyage, supporting the idea that the colonists likely preferred instruments that were easier to transport.

Rationale for Third Option: This is incorrect. While this shows how the archaeologists draw conclusions based on the remains of the instruments they found, it does not support the idea that colonists likely preferred instruments that were easier to transport.

Rationale for Fourth Option: **Key** – This excerpt shows that not all instruments popular in England were brought to the New World, in part because some were large and not easy to transport, supporting the inference in Part A.

Rationale for Fifth Option: This is incorrect. While this sentence suggests that instruments came in different sizes, it does not directly support the inference that colonists likely preferred instruments that were easier to transport.

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Question 9

Sample Responses

Sample Response: 2 points

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

Part A

What inference can be made based on the passage?

- ☐ Ⓐ Colonists created their own style of playing instruments.
- ☐ Ⓑ Larger instruments were the focus of trade in the colonies.
- ☒ Ⓒ Colonists probably preferred instruments that were easy to carry.
- ☐ Ⓓ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☒ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☐ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☒ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives full credit (2 points). Option C in Part A, *Colonists probably preferred instruments that were easy to carry*, is the logical inference based on the passage and is supported by the details in Options B and D of Part B.

Sample Response: 1 point

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

Part A

What inference can be made based on the passage?

- ☐ Ⓐ Colonists created their own style of playing instruments.
- ☐ Ⓑ Larger instruments were the focus of trade in the colonies.
- ☒ Ⓒ Colonists probably preferred instruments that were easy to carry.
- ☐ Ⓓ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☒ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☒ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☐ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives partial credit (1 point). Option C reflects a logical inference based on the passage and is correct in Part A. However, in Part B, Options B and C are selected as support for the idea that colonists preferred instruments that were easy to carry. While Option B does support the inference, Option C does not. To receive credit for Part B, both Options B and D must be selected.

Sample Response: 1 point

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

Part A

What inference can be made based on the passage?

- ☐ Ⓐ Colonists created their own style of playing instruments.
- ☐ Ⓑ Larger instruments were the focus of trade in the colonies.
- ☒ Ⓒ Colonists probably preferred instruments that were easy to carry.
- ☐ Ⓓ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☐ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☒ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☐ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☒ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives partial credit (1 point). Option C reflects a logical inference based on the passage and is correct in Part A. However, in Part B, Options C and E are selected as support for the idea that colonists preferred instruments that were easy to carry. Neither option supports the inference that colonists preferred instruments that were easy to carry. To receive credit for Part B, Options B and D must be selected as support for the inference.

Sample Response: 1 point

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

Part A

What inference can be made based on the passage?

- ☐ Ⓐ Colonists created their own style of playing instruments.
- ☐ Ⓑ Larger instruments were the focus of trade in the colonies.
- ☒ Ⓒ Colonists probably preferred instruments that were easy to carry.
- ☐ Ⓓ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☒ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☐ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☐ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☒ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives partial credit (1 point). Option C reflects a logical inference based on the passage and is correct in Part A. However, in Part B, Options A and D are selected as support for the idea that colonists preferred instruments that were easy to carry. While Option D does support the inference, Option A does not. To receive credit for Part B, both Options B and D must be selected.

Sample Response: 0 points

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

Part A

What inference can be made based on the passage?

- ☒ (A) Colonists created their own style of playing instruments.
- ☐ (B) Larger instruments were the focus of trade in the colonies.
- ☐ (C) Colonists probably preferred instruments that were easy to carry.
- ☐ (D) Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☒ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☐ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☒ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives no credit (0 points). In Part A, Option B is selected as an inference that can be made from the passage. This is incorrect: the passage suggests that the colonists favored small instruments that were lightweight. While Part B indicates the correct support for Option C of Part A, these options do not match the inference that was chosen. To receive credit for this item, Part A must be correct.

Sample Response: 0 points

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

Part A

What inference can be made based on the passage?

- ☒ Colonists created their own style of playing instruments.
- ☐ Larger instruments were the focus of trade in the colonies.
- ☐ Colonists probably preferred instruments that were easy to carry.
- ☐ Playing instruments went in and out of popularity in the colonies.

Part B

Select **two** pieces of evidence that support the inference in Part A.

- ☐ "Actually, their workday was shorter than ours, and they did not have TV or video games." (paragraph 3)
- ☒ "Small and lightweight, they would have been easy to slip into a pocket and take on a voyage." (paragraph 6)
- ☒ "A groove in one side of the tube may have been used for a reed." (paragraph 8)
- ☐ "These, however, would have been difficult to ship to the New World because they were large and fragile." (paragraph 11)
- ☐ "English drums came in many different sizes." (paragraph 11)

Notes on Scoring

This response receives no credit (0 points). In Part A, Option A is selected as an inference that can be made from the passage. This is incorrect: the passage suggests that the colonists favored small instruments that were lightweight. In Part B, Options B and C are selected as support for the idea that colonists preferred instruments that were easy to carry. While Option B does support the inference, Option C does not. To receive full credit, Part A and both options in Part B must be correct.

**Grade 6 English Language Arts
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Question 10

Question and Scoring Guidelines

Question 10

What was the author's purpose in writing the passage?

- ☐ Ⓐ to show how musical instruments have changed throughout history
- ☐ Ⓑ to explain how archaeologists studying the colonies often get things wrong
- ☐ Ⓒ to argue why it is necessary for scholars to explore more historical settlements
- ☐ Ⓓ to describe what archaeologists have discovered about music in the early colonies

Points Possible: 1

Topic: Informational

Content Standard: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. (*RI.6.6*)

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 author does describe how archaeologists are learning about musical instruments in the past, the purpose is to highlight a recent discovery made, not to trace how musical instruments have changed throughout history.

Rationale for Option B: This is incorrect. While the passage does point out how new information has changed archaeologists' understanding of early colonial life, the main purpose of the passage is not to explain how archaeologists often get things wrong.

Rationale for Option C: This is incorrect. While the author highlights the important discoveries made as a result of the Jamestown excavation, the passage does not put forth an argument.

Rationale for Option D: **Key** – The author's purpose in the passage is to inform the reader about recent discoveries that have been made and describe the role and importance of music in early colonial life.

Sample Response: 1 point

What was the author's purpose in writing the passage?

- ☐ (A) to show how musical instruments have changed throughout history
- ☐ (B) to explain how archaeologists studying the colonies often get things wrong
- ☐ (C) to argue why it is necessary for scholars to explore more historical settlements
- ☒ (D) to describe what archaeologists have discovered about music in the early colonies

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Question 11

Question and Scoring Guidelines

Question 11

Which sentence from the passage supports the idea that archaeologists do not have complete information about Jamestown?

- Ⓐ "The English also used bells on cats' collars and horse harnesses, and to scare crows." (paragraph 9)
- Ⓑ "Unfortunately, wood rarely survives at 17th-century archaeological sites." (paragraph 10)
- Ⓒ "Usually, men and women danced in circles, while keeping time with their feet." (paragraph 12)
- Ⓓ "Experts used to think that Germans introduced trumpets to the New World in the 18th century." (paragraph 13)

Points Possible: 1

Topic: Informational

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RI.6.1)

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. This sentence shows how the English used the bells that have been found by the archaeologists, but does not support the idea that they lack complete information about Jamestown.

Rationale for Option B: **Key** – The idea that wooden objects have not survived to be studied today indicates that archaeologists do not have a complete picture of life in colonial Jamestown.

Rationale for Option C: This is incorrect. While using feet to keep time may mean there is not an instrument to study, this does not suggest that archaeologists are working with incomplete information.

Rationale for Option D: This is incorrect. This sentence shows how archaeologists' understanding has changed, not how they are working with incomplete information.

Sample Response: 1 point

Which sentence from the passage supports the idea that archaeologists do not have complete information about Jamestown?

- ☒ A "The English also used bells on cats' collars and horse harnesses, and to scare crows." (paragraph 9)
- ☐ B "Unfortunately, wood rarely survives at 17th-century archaeological sites." (paragraph 10)
- ☐ C "Usually, men and women danced in circles, while keeping time with their feet." (paragraph 12)
- ☐ D "Experts used to think that Germans introduced trumpets to the New World in the 18th century." (paragraph 13)

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Question 12

Question and Scoring Guidelines

Question 12

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

Part A

What is a central idea of the passage?

- ☐ Ⓐ Instruments were an important part of life in Jamestown.
- ☐ Ⓑ Most colonists lacked the skill required to play wooden instruments.
- ☐ Ⓒ Music in England was influenced by the instruments played in Jamestown.
- ☐ Ⓓ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☐ Ⓐ by explaining the amount of training colonists needed to play the lute
- ☐ Ⓑ by demonstrating how music changed after the colonies were formed
- ☐ Ⓒ by describing the ways colonists used music for entertainment
- ☐ Ⓓ by highlighting how colonial instruments are being used today

Points Possible: 2

Topic: Informational

Content Standard: Analyze informational text development. *a.* Determine a central idea of a text and how it is conveyed through particular details. *b.* Provide an objective summary of the text that includes the central idea and relevant details. (RI.6.2)

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

Part A

Rationale for Option A: **Key** – Throughout the passage, the author develops the importance of music and playing musical instruments in colonial life in Jamestown.

Rationale for Option B: This is incorrect. While the author does point out that some instruments required different skill levels, this is not a central idea of the passage.

Rationale for Option C: This is incorrect. While the author does describe the relationship between colonial music and England, she focuses on how instruments and styles popular in England were brought over to the colonies rather than addressing how colonial instruments influenced England.

Rationale for Option D: This is incorrect. While the focus of the passage is on a recent discovery made by archaeologists studying musical instruments used in Jamestown, it does not suggest that this discovery has caused the colonial instruments to become popular again.

Part B

Rationale for Option A: This is incorrect. While the passage does mention that gentlemen were trained to play lutes, this is not how the passage develops the central idea that instruments were an important part of life in colonial Jamestown.

Rationale for Option B: This is incorrect. While the author does discuss the factors that influenced music in the colonies, she does not demonstrate how music changed once the colonies were formed.

Rationale for Option C: **Key** – The author develops the importance of instruments to life in colonial Jamestown by describing how colonists used music as a form of entertainment and a way to pass the time and bond with one another.

Rationale for Option D: This is incorrect. While the author draws a comparison between life today and life in colonial Jamestown, she does not discuss how colonial instruments are used today.

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Question 12

Sample Responses

Sample Response: 2 points

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

Part A

What is a central idea of the passage?

- ☒ Instruments were an important part of life in Jamestown.
- ☐ Most colonists lacked the skill required to play wooden instruments.
- ☐ Music in England was influenced by the instruments played in Jamestown.
- ☐ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☐ by explaining the amount of training colonists needed to play the lute
- ☐ by demonstrating how music changed after the colonies were formed
- ☒ by describing the ways colonists used music for entertainment
- ☐ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives full credit (2 points). Part A, Option A, "*Instruments were an important part of life in Jamestown,*" identifies the central idea of the passage. Part B, Option C shows how the author developed that central idea.

Sample Response: 1 point

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

Part A

What is a central idea of the passage?

- ☒ Instruments were an important part of life in Jamestown.
- ☐ Most colonists lacked the skill required to play wooden instruments.
- ☐ Music in England was influenced by the instruments played in Jamestown.
- ☐ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☒ by explaining the amount of training colonists needed to play the lute
- ☐ by demonstrating how music changed after the colonies were formed
- ☐ by describing the ways colonists used music for entertainment
- ☐ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives partial credit (1 point). Part A correctly identifies Option A as the central idea of the passage, *"Instruments were an important part of life in Jamestown."* However, Option A in Part B does not explain the way that the author developed this central idea throughout the passage. For a response to receive full credit, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

What is a central idea of the passage?

- ☒ Instruments were an important part of life in Jamestown.
- ☐ Most colonists lacked the skill required to play wooden instruments.
- ☐ Music in England was influenced by the instruments played in Jamestown.
- ☐ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☐ by explaining the amount of training colonists needed to play the lute
- ☒ by demonstrating how music changed after the colonies were formed
- ☐ by describing the ways colonists used music for entertainment
- ☐ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives partial credit (1 point). Part A correctly identifies Option A as the central idea of the passage, "Instruments were an important part of life in Jamestown." However, Option B in Part B does not explain the way that the author developed this central idea throughout the passage. For a response to receive full credit, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

What is a central idea of the passage?

- ☒ Instruments were an important part of life in Jamestown.
- ☐ Most colonists lacked the skill required to play wooden instruments.
- ☐ Music in England was influenced by the instruments played in Jamestown.
- ☐ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☒ by explaining the amount of training colonists needed to play the lute
- ☐ by demonstrating how music changed after the colonies were formed
- ☐ by describing the ways colonists used music for entertainment
- ☐ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives partial credit (1 point). Part A correctly identifies Option A as the central idea of the passage, "Instruments were an important part of life in Jamestown." However, Option D in Part B does not explain the way that the author developed this central idea throughout the passage. For a response to receive full credit, both Part A and Part B must be correct.

Sample Response: 0 points

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

Part A

What is a central idea of the passage?

- ☒ Ⓐ Instruments were an important part of life in Jamestown.
- ☐ Ⓑ Most colonists lacked the skill required to play wooden instruments.
- ☐ Ⓒ Music in England was influenced by the instruments played in Jamestown.
- ☐ Ⓓ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☒ Ⓐ by explaining the amount of training colonists needed to play the lute
- ☐ Ⓑ by demonstrating how music changed after the colonies were formed
- ☐ Ⓒ by describing the ways colonists used music for entertainment
- ☐ Ⓓ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives no credit (0 points). Option B in Part A is incorrectly identified as the central idea of the passage. While Part B does correctly identify Option C as the way the author developed the central idea, no credit can be given for the item if Part A is incorrect.

Sample Response: 0 points

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

Part A

What is a central idea of the passage?

- ☐ Ⓐ Instruments were an important part of life in Jamestown.
- ☐ Ⓑ Most colonists lacked the skill required to play wooden instruments.
- ☒ Ⓒ Music in England was influenced by the instruments played in Jamestown.
- ☐ Ⓓ Recent discoveries by archaeologists have made colonial instruments popular again.

Part B

What is one way the author develops the central idea in Part A?

- ☐ Ⓐ by explaining the amount of training colonists needed to play the lute
- ☐ Ⓑ by demonstrating how music changed after the colonies were formed
- ☐ Ⓒ by describing the ways colonists used music for entertainment
- ☒ Ⓓ by highlighting how colonial instruments are being used today

Notes on Scoring

This response receives no credit (0 points). The response in Part A does not identify the central idea of the passage, and in Part B, Option D does not identify the way the author developed the central idea. To receive any credit for this response, Part A must be correct.

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Stimulus for Questions 13 – 20

Stimulus for Questions 13 – 20

Passage 1: from *The Wonderful Wizard of Oz*
by L. Frank Baum

Dorothy, Toto, the Scarecrow, and the Tin Woodman are on their way to the city of Oz. The companions are discussing their journey through the forest when they encounter the Lion.

1 There came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

2 Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could, while she cried out:

3 "Don't you dare to bite Toto! You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog!"

4 "I didn't bite him," said the Lion, as he rubbed his nose with his paw where Dorothy had hit it.

5 "No, but you tried to," she retorted. "You are nothing but a big coward."

6 "I know it," said the Lion, hanging his head in shame. "I've always known it. But how can I help it?"

7 "I don't know, I'm sure. To think of your striking a stuffed man, like the poor Scarecrow!"

8 "Is he stuffed?" asked the Lion in surprise, as he watched her pick up the Scarecrow and set him upon his feet, while she patted him into shape again.

- 9 "Of course he's stuffed," replied Dorothy, who was still angry.
- 10 "That's why he went over so easily," remarked the Lion. "It astonished me to see him whirl around so. Is the other one stuffed also?"
- 11 "No," said Dorothy, "he's made of tin." And she helped the Woodman up again.
- 12 "That's why he nearly blunted my claws," said the Lion. "When they scratched against the tin it made a cold shiver run down my back. What is that little animal you are so tender of?"
- 13 "He is my dog, Toto," answered Dorothy.
- 14 "Is he made of tin, or stuffed?" asked the Lion.
- 15 "Neither. He's a—a—a meat dog," said the girl.
- 16 "Oh! He's a curious animal and seems remarkably small, now that I look at him. No one would think of biting such a little thing, except a coward like me," continued the Lion sadly.
- 17 "What makes you a coward?" asked Dorothy, looking at the great beast in wonder, for he was as big as a small horse.
- 18 "It's a mystery," replied the Lion. "I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts. I learned that if I roared very loudly every living thing was frightened and got out of my way. Whenever I've met a man I've been awfully scared; but I just roared at him, and he has always run away as fast as he could go. If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself—I'm such a coward; but just as soon as they hear me roar they all try to get away from me, and of course I let them go."
- 19 "But that isn't right. The King of Beasts shouldn't be a coward," said the Scarecrow.

20 "I know it," returned the Lion, wiping a tear from his eye with the tip of his tail. "It is my great sorrow, and makes my life very unhappy. But whenever there is danger, my heart begins to beat fast."

. . .

21 "Have you brains?" asked the Scarecrow.

22 "I suppose so. I've never looked to see," replied the Lion.

23 "I am going to the Great Oz to ask him to give me some," remarked the Scarecrow, "for my head is stuffed with straw."

24 "And I am going to ask him to give me a heart," said the Woodman.

25 "And I am going to ask him to send Toto and me back to Kansas," added Dorothy.

26 "Do you think Oz could give me courage?" asked the Cowardly Lion.

27 "Just as easily as he could give me brains," said the Scarecrow.

28 "Or give me a heart," said the Tin Woodman.

29 "Or send me back to Kansas," said Dorothy.

30 "Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage."

Excerpt from *The Wonderful Wizard of Oz* by L.
Frank Baum. In the public domain.

Passage 2: The Lion and the Mouse

by Aesop

31 Once when a Lion was asleep a little Mouse began running up and down upon him; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse: "forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn¹ some of these days?" The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go. Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts. "Was I not right?" said the little Mouse.

¹turn: favor

"The Lion and the Mouse" by Aesop. In the public domain.

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Question 13

Question and Scoring Guidelines

Question 13

How is the narrator's point of view developed in paragraph 2 of Passage 1?

- Ⓐ The characters' actions and inner motivations are explained by the narrator.
- Ⓑ Only actions and words are described to allow readers to view the story in their own way.
- Ⓒ The story is told through Dorothy's eyes so that readers see the world from her perspective.
- Ⓓ Only Dorothy's thoughts and feelings are highlighted to draw attention to her as the main character.

Points Possible: 1

Topic: Literary

Content Standard: Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. (*RL.6.6*)

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: **Key** – In paragraph 2, the narrator reveals the inner motivations of the characters to explain their actions. Toto barks because he views the Lion as an enemy, the Lion opens his mouth to try to bite Toto, and Dorothy slaps the Lion to protect Toto. This setup develops the narrator's point of view as an outside party to the action but with knowledge of the characters' motivations.

Rationale for Option B: This is incorrect. While the actions and dialogue of all the characters are given, their thoughts and feelings are given as well with intent to shape the reader's perspective.

Rationale for Option C: This is incorrect. The story is not told from Dorothy's point of view, but from that of an outside narrator.

Rationale for Option D: This is incorrect. While Dorothy could be viewed as the main character as she is the most active one, other characters' thoughts and feelings are revealed as well.

Sample Response: 1 point

How is the narrator's point of view developed in paragraph 2 of Passage 1?

- ☒ The characters' actions and inner motivations are explained by the narrator.
- ☐ Only actions and words are described to allow readers to view the story in their own way.
- ☐ The story is told through Dorothy's eyes so that readers see the world from her perspective.
- ☐ Only Dorothy's thoughts and feelings are highlighted to draw attention to her as the main character.

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Question 14

Question and Scoring Guidelines

Question 14

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

Part A

What is Dorothy's first opinion of the Lion?

- ☐ Ⓐ She feels sorry for him and his situation.
- ☐ Ⓑ She feels that he is a threat to her and her friends.
- ☐ Ⓒ She feels that he could be a good addition to their group.
- ☐ Ⓓ She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☐ Ⓐ ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☐ Ⓑ ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ Ⓒ "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ Ⓓ "'You are nothing but a big coward.'" (paragraph 5)

Points Possible: 2

Topic: Literary

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RL.6.1)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While later in the story Dorothy starts to empathize with the Lion, this is not how she feels about him initially.

Rationale for Option B: **Key** – Dorothy reacts quickly to the Lion's attack on Toto because she feels that he is a threat to her and her friends.

Rationale for Option C: This is incorrect. While Dorothy eventually accepts the Lion as part of their group, her initial opinion of him is that he is a threat to her and her friends.

Rationale for Option D: This is incorrect. While the Lion does come from the forest in the beginning of the story, the only confusion is when the Lion is surprised that he could not damage the Woodman.

Part B

Rationale for Option A: This is incorrect. While this quotation describes when the Lion appeared in the story, it does not support the idea that he was viewed as a threat by Dorothy as it does not show her reaction to him.

Rationale for Option B: **Key** – Dorothy's actions show that she feels the lion is a threat and that she must bravely confront him.

Rationale for Option C: This is incorrect. While this quotation shows the Lion talking with the group, it does not support the idea that Dorothy initially viewed the Lion as a threat.

Rationale for Option D: This is incorrect. While this quotation shows Dorothy addressing the Lion, it shows that she feels he is cowardly and does not support her initial opinion of the Lion as a threat to her and her friends.

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Question 14

Sample Responses

Sample Response: 2 points

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

Part A

What is Dorothy's first opinion of the Lion?

- ☒ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☐ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☒ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☐ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives full credit (2 points). Dorothy's initial opinion of the Lion is identified as Option B in Part A. In Part B, Option B is correctly identified as the quote that illustrates Dorothy's initial opinion.

Sample Response: 1 point

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

Part A

What is Dorothy's first opinion of the Lion?

- ☒ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☐ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☐ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☒ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives partial credit (1 point). Dorothy's initial opinion of the Lion is correctly identified as Option B in Part A. However, the quote identified in Part B as support only discusses the actions of Lion. Dorothy's feelings are not shown through this action. To get full credit, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

What is Dorothy's first opinion of the Lion?

- ☒ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☐ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☒ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☐ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives partial credit (1 point). Dorothy's initial opinion of the Lion is correctly identified as Option B in Part A. However, the quote identified in Part B as support only discusses the actions of Lion. Dorothy's initial opinion of the Lion is not shown through this action. To get full credit, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

What is Dorothy's first opinion of the Lion?

- ☒ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☐ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☐ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☒ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives partial credit (1 point). Dorothy's initial opinion of the Lion is correctly identified as Option B in Part A. However, the quote identified in Part B as support shows how Dorothy's initial opinion that the Lion was something to be fearful of has changed. To get full credit, both Part A and Part B must be correct.

Sample Response: 0 points

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

Part A

What is Dorothy's first opinion of the Lion?

- ☒ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☐ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☒ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☐ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives no credit (0 points). Dorothy's first opinion of the lion is incorrectly identified as Option C in Part A. While she does come to this conclusion later, it does not show her initial reaction of fear. In Part B the quote selected does support Dorothy's initial opinion; however, to receive any credit for this item, Part A must be correct.

Sample Response: 0 points

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

Part A

What is Dorothy's first opinion of the Lion?

- ☐ (A) She feels sorry for him and his situation.
- ☐ (B) She feels that he is a threat to her and her friends.
- ☐ (C) She feels that he could be a good addition to their group.
- ☒ (D) She feels confused as to why there is a Lion in the forest.

Part B

Which quotation from Passage 1 supports the answer in Part A?

- ☒ (A) ". . . the next moment a great Lion bounded into the road." (paragraph 1)
- ☐ (B) ". . . heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could . . ." (paragraph 2)
- ☐ (C) "'I didn't bite him,' said the Lion, as he rubbed his nose with his paw . . ." (paragraph 4)
- ☐ (D) "'You are nothing but a big coward.'" (paragraph 5)

Notes on Scoring

This response receives no credit (0 points). Dorothy's first opinion of the lion is incorrectly identified as Option D in Part A. Dorothy is not confused about seeing a lion in a forest; she had warily anticipated this might happen. Additionally, Option A in Part B does not support Dorothy's initial opinion. To receive any credit for this item, Part A must be correct.

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Question 15

Question and Scoring Guidelines

Question 15

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

Part A

Which motivation do the characters share in Passage 1?

- Ⓐ They are each seeking protection.
- Ⓑ They are searching for their lost homes.
- Ⓒ They are seeking something missing from their lives.
- Ⓓ They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- Ⓐ “‘If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .’” (paragraph 18)
- Ⓑ “‘But that isn’t right. The King of Beasts shouldn’t be a coward,’ said the Scarecrow.” (paragraph 19)
- Ⓒ “‘Have you brains?’ asked the Scarecrow.” (paragraph 21)
- Ⓓ “‘And I am going to ask him to give me a heart,’ said the Woodman.” (paragraph 24)

Points Possible: 2

Topic: Literary

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RL.6.1)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While it may seem that some sort of protection might be needed considering the lion's "attack" on the group, this is not why they are going to see Oz.

Rationale for Option B: This is incorrect. While Dorothy wants to ask Oz to send her home, the other companions are already "home" in Oz.

Rationale for Option C: **Key** – The reason the characters are going to see Oz is because they believe he can give each of them what is missing from their lives: a brain for the Scarecrow, a heart for the Woodman, courage for the Cowardly Lion and to be sent home for Dorothy and Toto.

Rationale for Option D: This is incorrect. While there is confrontation in the passage, it is solved by the characters themselves; no mediator is needed.

Part B

Rationale for Option A: This is incorrect. Although this sentence may indicate that the Lion will be of no use if the companions are attacked by tigers and elephants, it is not support for the reason they are going to the Great Oz.

Rationale for Option B: This is incorrect. Although this refers to the Lion's cowardice, it does not indicate that he should go to Oz to request some courage along with them. It merely makes a judgment about the Lion, suggesting a disagreement.

Rationale for Option C: This is incorrect. Although the Scarecrow suggests something the Lion might need, and may suggest a disagreement, it does not support a reason the group is going to Oz.

Rationale for Option D: **Key** – The Woodman states explicitly his reason for going to Oz.

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Question 15

Sample Responses

Sample Response: 2 points

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

Part A

Which motivation do the characters share in Passage 1?

- ☐ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☒ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☐ (A) “If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .” (paragraph 18)
- ☐ (B) “But that isn’t right. The King of Beasts shouldn’t be a coward,” said the Scarecrow.” (paragraph 19)
- ☐ (C) “Have you brains?” asked the Scarecrow.” (paragraph 21)
- ☒ (D) “And I am going to ask him to give me a heart,” said the Woodman.” (paragraph 24)

Notes on Scoring

This response receives full credit (2 points). In Part A, Option C explains what can be inferred about the characters' motivation. In Part B, Option D identifies a quote that supports that inference.

Sample Response: 1 point

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

Part A

Which motivation do the characters share in Passage 1?

- ☐ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☒ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☒ (A) “If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .” (paragraph 18)
- ☐ (B) “But that isn’t right. The King of Beasts shouldn’t be a coward,” said the Scarecrow.” (paragraph 19)
- ☐ (C) “Have you brains?” asked the Scarecrow.” (paragraph 21)
- ☐ (D) “And I am going to ask him to give me a heart,” said the Woodman.” (paragraph 24)

Notes on Scoring

This response receives partial credit (1 point). In Part A, Option C explains what can be inferred about the characters' motivation to seek the Wizard. The quote selected in Part B, Option A, does not support the inference about their motivation. To get full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

Which motivation do the characters share in Passage 1?

- ☒ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☐ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☒ (A) "'If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .'" (paragraph 18)
- ☐ (B) "'But that isn't right. The King of Beasts shouldn't be a coward,' said the Scarecrow." (paragraph 19)
- ☐ (C) "'Have you brains?' asked the Scarecrow." (paragraph 21)
- ☐ (D) "'And I am going to ask him to give me a heart,' said the Woodman." (paragraph 24)

Notes on Scoring

This response receives partial credit (1 point). In Part A, Option C explains what can be inferred about the characters' motivation to seek the Wizard. The quote selected in Part B, Option B, does not support the inference about their motivation. To get full credit for this item, both Part A and Part B must be correct.

Sample Response: 1 point

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

Part A

Which motivation do the characters share in Passage 1?

- ☒ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☐ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☒ (A) "'If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .'" (paragraph 18)
- ☐ (B) "'But that isn't right. The King of Beasts shouldn't be a coward,' said the Scarecrow." (paragraph 19)
- ☐ (C) "'Have you brains?' asked the Scarecrow." (paragraph 21)
- ☐ (D) "'And I am going to ask him to give me a heart,' said the Woodman." (paragraph 24)

Notes on Scoring

This response receives partial credit (1 point). In Part A, Option C explains what can be inferred about the characters' motivation to seek the Wizard. The quote selected in Part B, Option D, does not support the inference about their motivation. To get full credit for this item, both Part A and Part B must be correct.

Sample Response: 0 points

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

Part A

Which motivation do the characters share in Passage 1?

- ☒ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☐ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☒ (A) “‘If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .’” (paragraph 18)
- ☐ (B) “‘But that isn’t right. The King of Beasts shouldn’t be a coward,’ said the Scarecrow.” (paragraph 19)
- ☐ (C) “‘Have you brains?’ asked the Scarecrow.” (paragraph 21)
- ☐ (D) “‘And I am going to ask him to give me a heart,’ said the Woodman.” (paragraph 24)

Notes on Scoring

This response receives no credit (0 points). In Part A, Option D has been selected. There is no evidence in the text to support the idea that the characters are motivated to search for a resolution to any disagreement. In Part B, the correct quote has been selected (Option D); however, to receive any credit for this item, Part A must be correct.

Sample Response: 0 points

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

Part A

Which motivation do the characters share in Passage 1?

- ☒ (A) They are each seeking protection.
- ☐ (B) They are searching for their lost homes.
- ☐ (C) They are seeking something missing from their lives.
- ☐ (D) They are searching for a resolution for their disagreements.

Part B

Which detail from the passage provides evidence for the answer in Part A?

- ☒ (A) “If the elephants and the tigers and the bears had ever tried to fight me, I should have run myself . . .” (paragraph 18)
- ☐ (B) “But that isn’t right. The King of Beasts shouldn’t be a coward,” said the Scarecrow.” (paragraph 19)
- ☐ (C) “Have you brains?” asked the Scarecrow.” (paragraph 21)
- ☐ (D) “And I am going to ask him to give me a heart,” said the Woodman.” (paragraph 24)

Notes on Scoring

This response receives no credit (0 points). In Part A, Option B does not reflect an inference about what motivated the characters. In Part B, the quote in Option A does not support an inference about the characters’ motivation. To receive any credit for this item, Part A must be correct.

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Question 16

Question and Scoring Guidelines

Question 16

Read paragraph 30 from Passage 1.

30 “Then, if you don’t mind, I’ll go with you,” said the Lion, “for my life is simply unbearable without a bit of courage.”

Which paragraph from Passage 1 explains what the Lion means by this statement?

- ☐ (A) paragraph 6
- ☐ (B) paragraph 12
- ☐ (C) paragraph 16
- ☐ (D) paragraph 20

Points Possible: 1

Topic: Literary

Content Standard: Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (*RL.6.3*)

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

Rationale for Option A: This is incorrect. While this is the first time that the Lion acknowledges he is cowardly, it does not explain why his life is "unbearable".

Rationale for Option B: This is incorrect. While the Lion bemoans the state of his claws and how it made him feel when he scratched the tin man, this paragraph does not explain why his life is "unbearable".

Rationale for Option C: This is incorrect. While the Lion acknowledges that he is cowardly again here, it does not explain why his life is "unbearable".

Rationale for Option D: **Key** – This paragraph ties directly to the statement in paragraph 30 because in paragraph 20 the Lion says his lack of courage "is my great sorrow, and makes my life very unhappy".

Sample Response: 1 point

Read paragraph 30 from Passage 1.

30 "Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage."

Which paragraph from Passage 1 explains what the Lion means by this statement?

- ☐ (A) paragraph 6
- ☐ (B) paragraph 12
- ☐ (C) paragraph 16
- ☒ (D) paragraph 20

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Question 17

Question and Scoring Guidelines

Question 17

Read the sentences from Passage 2.

“‘Pardon, O King,’ cried the little Mouse: ‘forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?’ The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.” (paragraph 31)

What does the word tickled suggest about the Lion?

- ☐ Ⓐ He is amused by the Mouse’s offer to help him.
- ☐ Ⓑ He is interested in the Mouse’s ability to bargain.
- ☐ Ⓒ He is pleased by feeling the Mouse under his paw.
- ☐ Ⓓ He is very happy about the Mouse’s request for help.

Points Possible: 1

Topic: Literary

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone. (RL.6.4)

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: **Key** – The Lion is amused that such a seemingly small and insignificant creature would offer to help him. "Amused" is the closest meaning of the word "tickled" as used in this context.

Rationale for Option B: This is incorrect. While "interested" can be one definition of "tickled," it does not carry this connotation in this context. It is the Mouse's offer to help, not his ability to bargain, that the Lion finds amusing.

Rationale for Option C: This is incorrect. While "tickled" could describe the Lion's pleasure at trapping the mouse and having his next meal, the way it is used in the sentence shows that the Lion is amused by the Mouse's offer, not that he's pleased to have trapped the Mouse.

Rationale for Option D: This is incorrect. While "very happy" can be one definition of "tickled," it does not carry this connotation in this context. It is the Mouse's offer to help, not his request for help, that the Lion finds amusing.

Sample Response: 1 point

Read the sentences from Passage 2.

“‘Pardon, O King,’ cried the little Mouse: ‘forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?’ The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go.” (paragraph 31)

What does the word tickled suggest about the Lion?

- ☒ A He is amused by the Mouse’s offer to help him.
- ☐ B He is interested in the Mouse’s ability to bargain.
- ☐ C He is pleased by feeling the Mouse under his paw.
- ☐ D He is very happy about the Mouse’s request for help.

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Question 18

Question and Scoring Guidelines

Question 18

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Points Possible: 1

Topic: Literary

Content Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. (L.6.4)

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

For this item, a full credit (1 point) response includes two of the following:

- was caught in a trap
AND/OR
- to carry him alive to the King
AND/OR
- tied him to a tree

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Question 18

Sample Responses

Sample Response: 1 point

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Notes on Scoring

This response receives full credit (1 point). The response identifies two of the phrases, (*was caught in a trap/to carry him alive to the King*), that provide context for the word *plight*.

Sample Response: 1 point

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Notes on Scoring

This response receives full credit (1 point). The response identifies two of the phrases, (*was caught in a trap/tied him to a tree*), that provide context for the word *plight*.

Sample Response: 1 point

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Notes on Scoring

This response receives full credit (1 point). The response identifies two of the phrases, (*to carry him alive to the King/tied him to a tree*), that provide context for the word plight.

Sample Response: 0 points

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Notes on Scoring

This response receives no credit (0 points). While one of the phrases selected helps explain the meaning of plight (*was caught in a trap*), the other phrase (*Some time after*) does not. To receive credit for this item, both of the selected phrases must help explain the meaning of the word plight.

Sample Response: 0 points

Read these sentences from Passage 2.

"Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the Beasts." (paragraph 31)

Select **two** phrases that explain what plight means in the passage.

Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on.

Notes on Scoring

This response receives no credit (0 points). While one of the phrases selected helps explain the meaning of plight (*to carry him alive to the King*), the other phrase (*who desired*) does not. To receive credit for this item, both phrases selected must help explain the meaning of the word plight.

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Question 19

Question and Scoring Guidelines

Question 19

Read the sentence from Passage 2.

“‘Pardon, O King,’ cried the little Mouse: ‘forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?’” (paragraph 31)

How does this sentence contribute to the development of the passage?

- ☐ Ⓐ It gives the lesson to be learned from the passage.
- ☐ Ⓑ It provides comedy to lighten the passage’s mood.
- ☐ Ⓒ It foreshadows events that happen later in the passage.
- ☐ Ⓓ It resolves the conflict between the passage’s characters.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
(RL.6.5)

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

Rationale for Option A: This is incorrect. While this is the first signal that there may be a lesson or moral in the story, it is not the lesson itself.

Rationale for Option B: This is incorrect. The Lion is amused by the Mouse's response, but this sentence is not expressly written for comedic effect.

Rationale for Option C: **Key** – This sentence implies that something may happen later to the Lion and that the Mouse will be able to help him.

Rationale for Option D: This is incorrect. This sentence IS the initial conflict between the Mouse and the Lion: will the mouse be eaten or not? But this sentence doesn't resolve it.

Sample Response: 1 point

Read the sentence from Passage 2.

“‘Pardon, O King,’ cried the little Mouse: ‘forgive me this time, I shall never forget it: who knows but what I may be able to do you a turn some of these days?’” (paragraph 31)

How does this sentence contribute to the development of the passage?

- ☐ Ⓐ It gives the lesson to be learned from the passage.
- ☐ Ⓑ It provides comedy to lighten the passage’s mood.
- ☒ Ⓒ It foreshadows events that happen later in the passage.
- ☐ Ⓓ It resolves the conflict between the passage’s characters.

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Question 20

Question and Scoring Guidelines

Question 20

Write a multi-paragraph response in which you analyze how both authors express the idea that appearances can be misleading. Your response must be based on ideas and information that can be found in the stories.

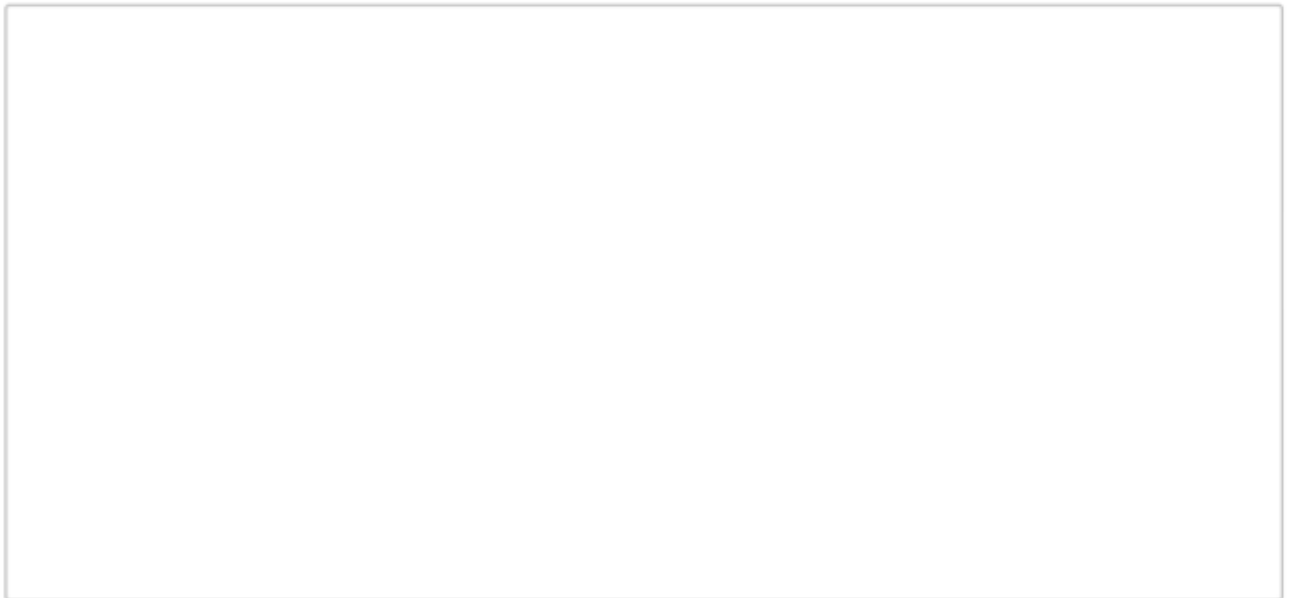
Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

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"> A strongly maintained controlling idea/thesis statement with little or no loosely related material Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas Logical progression of ideas from beginning to end with a satisfying introduction and conclusion Appropriate style and objective tone established and maintained 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/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"> Smoothly integrated, thorough, and relevant evidence, including precise references to sources Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text Clear and effective expression of ideas, using precise language Academic and domain-specific vocabulary clearly appropriate for the audience and purpose Varied sentence structure, demonstrating language facility 	
3	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/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"> A maintained controlling idea/thesis statement, though some loosely related material may be present Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response provides adequate support, citing evidence for the controlling idea/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"> Generally integrated and relevant evidence from sources, though references may be general or imprecise Adequate use of some elaborative techniques Adequate expression of ideas, employing a mix of precise and general language Domain-specific vocabulary generally appropriate for the audience and purpose Some variation in sentence structure 	

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

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Question 20

Sample Responses

Sample Response: 10 points

Every story has a meaning which is meant to teach a lesson. Most stories which are a little bit longer tend to have multiple ideas that may seem like the main meaning behind the story. Some stories also are targeting little kids some older. Some kids books have lessons in them about how to listen to your parents. But the main focus on the two books that are included talk about how looks can be deceiving. Many authors will take different approaches on how to get their point across. We are going to compare two of these stories and how the authors took different approaches.

The first story we are going to compare is the well known "The Wonderful Wizard of Oz". In this story one of the main events is when Dorothy and her two friends and her dog go down a path in the woods. During their trip to get to the city of Oz a lion jumps out and roars and scratches Dorothy's friends and tries to bite Dorothy's dog Toto. Dorothy, who is the main character, stops the lion before he can get his teeth around the little dog and yells at him. The lion backs down and starts to cry because he knows he is ashamed. The lion confesses that he is just a coward and that he roars so that people will think that he is scary and truly the king even though he is a coward. Dorothy says to the lion that he does not have to scratch people to show them and that the roar was enough and that he should be ashamed.

In "The Wonderful Wizard of Oz" you can see that the author is trying to get the message across. He gets that message across by making the lion seem very scary and dangerous and mean but when Dorothy gets to know the lion he confesses that he is just a coward. Once the author has gotten the point that looks can be deceiving he moves on from that point to the next part of the story. Dorothy is going to see if she can get home by meeting the wizard. Once the lion hears about this once again he points out his cowardness and asks if he can join so he can ask for courage.

The second and last story is the "The Lion and the Mouse". In this story it begins in the daytime and a mighty lion is sleeping. All of a sudden a mouse starts to climb all over the lion. The lion wakes up because he can feel the mouse and traps the mouse in his sharp claws. The mouse says right away that he is sorry and it will never happen again. The mouse also says that he can do the lion a favor. The lion in disbelief that such a small thing can help him lets the small mouse go. Later in the story, the lion finds himself tied up by hunters. The hunters leave to find something to transport the lion. Once they are gone the mouse finds the lion and says he will now repay the lion seeing him in this condition. The mouse goes up to the rope that is holding the lion in place and gnaws on it until it rips. The lion is amazed that the little mouse saved him and repaid him.

In "The Lion and the Mouse" you can see that the author took the opposite way the author of the first story did. In this story the author wrote that the lion did not believe that the little mouse could repay him in any way. But we later learn that looks of a small mouse can be deceiving. In the end the mouse saves the lion. It tells us that no matter how small we are we can be just as strong as the bigger or taller people in the world. What it meant by he took a different approach is that he did not do looks of a strong big creature, he did a small mouse that has the heart of a lion.

What we saw in the last four paragraphs are that we can do anything if we put our minds to it. Looks CAN be deceiving and authors can approach this thought in MANY different ways. They are completely different story, by different authors, different themes, but all of them say the same thing. Stories can be different in how long they are but say the same thing. These two stories were perfect examples of this and are very good ways of covering the topic of looks can be deceiving.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives full credit (4 points) for Purpose, Focus, and Organization. There is a clear controlling idea (*But the main focus on the two books that are included talk about how looks can be deceiving*). The response is consistently focused on the task. There is a clear organizational structure with skillful transitions between ideas.

Evidence and Elaboration – This response receives full credit (4 points) for Evidence and Elaboration. The controlling idea is well supported with textual evidence from each of the passages. There is skillful elaboration present in paragraphs 3 and 5. The response varies sentence structures effectively throughout.

Conventions – This response receives full credit (2 points) in Conventions. There is an understanding of sentence structures with only a few minor errors. The response includes adequate use of capitalization and punctuation.

Sample Response: 9 points

Have you ever thought to yourself, did I ever judge a book by its cover? In passage 1, titled, "from The Wonderful Wizard of Oz", by the author L. Frank Baum, and in passage 2 titled, "The Lion and the Mouse", by the author Aesop, continues the message of appearances can be deceiving because they both think that the Lion is intimidating in the beginning, they both have a different perspective of the Lion at the end, and in both passages the Lion was not kind, but changed later in the story.

In the passages 1 and 2 they both have the same theme that appearances can be deceiving for 3 reasons, but one reason is because the Lion was intimidating in the beginning. In passage 1, titled, "from The Wonderful Wizard of Oz", by the author L. Frank Baum it states, "There came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still. Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog," and in passage 2 titled, "The Lion and the Mouse", by the author Aesop, it states, "Once when a Lion was asleep a little Mouse began running up and down upon him; this soon awakened the Lion. who placed his huge paw upon him, and opened his big jaws to swallow him." From this evidence this helps support that the Lion was intimidating in the beginning because the detail helps support that the Lion wanted to eat them.

In the passages 1 and 2 they both have the same theme that appearances can be deceiving for 3 reasons, but one reason is because they both have a different perspective of the Lion at the end. In passage 1, titled, "from The Wonderful Wizard of Oz", by the author L. Frank Baum it states, "I know it," said the Lion hanging his head in shame. I've always known it. But how can I help it?" and in passage 2 titled, "The Lion and the Mouse", by the author Aesop, it states, "The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let him go." From this evidence this helps support that they both have a different perspective of the Lion at the end.

In conclusion in passage 1, titled, "from The Wonderful Wizard of Oz", by the author L. Frank Baum, and in passage 2 titled, "The Lion and the Mouse", by the author Aesop, continues the message of appearances can be deceiving because they both think that the Lion is intimidating in the beginning, they both have a different perspective of the Lion at the end, and in both passages the Lion was not kind, but changed later in the story.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and consistently focused. There is a strong controlling idea (*appearances can be deceiving*). The response is well organized and includes an engaging introduction and conclusion. Ideas logically progress from one to another with the use of adequate transitional strategies.

Evidence and Elaboration – This response receives partial credit (3 points) for Evidence and Elaboration. It includes adequate support for the ideas presented. The response includes evidence from both selections and includes elaboration on them. There is a mix of precise and general language. Sentences are varied in structure throughout the response.

Conventions – This response receives full credit (2 points) in Conventions. There are some spelling errors in the response (*intimanating/intimidating, eveidence/evidence*). There are several sentences that are awkwardly constructed or run-on (*In conclusion in passage 1, titled, “from The Wonderful Wizard of Oz”, by the author L. Frank Baum, and in passage 2 titled, “The Lion and the Mouse”, by the author Aesop, continues the message of appearances can be deceiving because they both think that the Lion is intimanating in the beginning, they both have different perspective of the Lion at the end, and in both passages the Lion was not kind, but that changed later in the story*).

Sample Response: 8 points

In many stories the characters may seem deceiving, like when characters are huge but they have a sensitive personality. Many stories do this we all agree, in many movies also this happens. Today, we are going to be talking about 2 stories that have characters like these in them.

In both of the texts the author of both stories approach the idea that appearances can be deceiving. This is because in the first selection the cowardly Lion looked like he was going to be tough, and mean because of how big he was, but he was actually cowardly, and shy. In the second selection the mouse asked a lion if the mouse could help the lion and fight by his side. Then the lion said no because the mouse looked too small, and weak, but later on the mouse ends up saving the lion after all.

In passage 1: from The Wonderful Wizard of Oz, the cowardly lion was cowardly, but looked tough, and strong. The lion doesn't know why he is a coward, but he ends up asking the wizard of Oz for courage. For instance "I suppose I was born that way. All the other animals in the forest naturally expect me to be brave, for the Lion everywhere thought to be the King of Beasts. I learned that if I roared very loudly every living thing was frightened and got out of my way. Whenever I've met a man I've been awfully scared; but I just roared at him, and he had always run away as fast as he could go." So this shows that he doesn't know why he is a coward.

In passage 2: The Lion and the Mouse, the mouse was very helpful in the end even though the lion didn't want the mouse because he was too small. The mouse ends up saving the lion his life in the end. For instance "Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of Beasts." So this shows that the mouse saved the Lion in the end.

Many other stories have these types of characters in them these are just a couple of very good ones that are out there. Many movies, shows, books, articles, and more have these types of characters for a little twist of the show or story. It has been fun learning about these types of characters.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (3 points) for Purpose, Focus, and Organization. There is a clear organizational pattern that includes adequate transitions (*In both, /In passage 1 /In passage 2*) from one idea to another. The controlling idea is maintained (*In many stories the characters may seem deceiving, like when characters are huge but they have a sensitive personality*). The response includes a sufficient introduction and conclusion.

Evidence and Elaboration – This response receives partial credit (3 points) for Evidence and Elaboration. Relevant evidence from each passage illustrates how a character from each story is not what they initially appear to be. The response includes some elaboration on the evidence and other points being made. Sentences are varied and include both compound and complex structures.

Conventions – This response receives full credit (2 points) in Conventions. There are no patterns of errors. The response reflects an understanding of sentence structure and mechanics. Capitalization errors occur in several places, especially with proper nouns like Cowardly Lion in the Wizard of Oz and Lion in the fable by Aesop.

Sample Response: 7 points

In passage 1, paragraph 1 "There came from the forest a terrible roar, and the moment a great Lion bounded into the road" which in the that sentence the author is introducing the Lion as a terrifying creature that comes out of the forest but later on we find out that he is soft hearted and is sorry for what he did. In passage paragraph 6 the Lion says "I know it," said the Lion hanging his head in shame." This sentence proves that the Lion is sorry for what he did and is ashamed of it.

In passage 1 paragraph 18 the Lion says "It's a mystery," replied the Lion. "I suppose I was born that way." This shows that the Lion does not want to be mean or rude to anyone. In passage 1 paragraph 30 the Lion says "Then, if you don't mind, I'll go with you," said the Lion, "for my life is simply unbearable without a bit of courage." This sentence shows a two things, it shows that the Lion wants some courage and it shows that his appearance may be scary and mean looking but that is not what matters, you must have a true heart.

In passage 2, the mouse says "forgive me this time, I shall never never forget it: who knows but what I may be able to do you a turn some of these days?" This shows the mouse will return the favor if the Lion gets into trouble. In passage 2 the author states "Some time after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the sad plight in which the Lion was, went up to him and soon gnawed away the ropes that bound the King of the beasts. "Was I not right?" said the little Mouse." This segment shows that even though the mouse is small it can still do big things. In conclusion even though someone or something's appearance is striking they can still do big things.

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	2

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (3 points) for Purpose, Focus, and Organization. The controlling idea, stated at the end of the response, is adequately maintained throughout. Simple transitions are used to move from one idea to the next, which reflects a basic organizational structure. The response is generally focused on the task and purpose.

Evidence and Elaboration – This response receives partial credit (2 points) for Evidence and Elaboration. The evidence from the selections is weakly integrated into the response. Elaboration is repetitive throughout.

Conventions – This response receives full credit (2 points) in Conventions. While there are misspellings and usage errors in several places, the response shows adequate use of conventions.

Sample Response: 6 points

L. Frank Baum and Aesop have similar stories because they both involve lions, which is obvious, but they also show lions being helped by other creatures.

In *The Wonderful Wizard of Oz*, a lion jumps out and tries to hurt Toto, Dorothy's dog, and Dorothy does not allow that. She ran up and slapped the lion as hard as she could on the nose to stop him from biting Toto, she also yells and calls him a coward. After that, everyone talks about what they're missing in life and what is wrong with them. For example, the scarecrow wants a brain and the woodman wants a heart. Dorothy also wanted to get back to Kansas with Toto, so they were going to the Wizard of Oz for help. When the lion finds out they were going there he decided to tag along and ask the wizard to give him courage.

In the second passage, *The Lion and the Mouse*, a lion attacks a small creature just like the lion in *The Wonderful Wizard of Oz*. Except in this passage, the one being attacked takes charge instead of a friend. When the mouse tries to stop the lion, he offers to help the lion. The lion was amused when he heard that and let him go but, a moment later, the lion was trapped and the mouse and proves the lion wrong.

Both passages show a smaller or weaker human or creature helping a lion to show that no matter what size you are, you can always help a larger individual.

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 receives partial credit (3 points) for Purpose, Focus, and Organization. The controlling idea of the response, presented in the first paragraph (*they also show lions being helped by other creatures*), is a bit off topic. However, the ideas in the response do address the focus of the task. There is a clear introduction and conclusion with the body paragraphs organized around each of the passages.

Evidence and Elaboration – This response receives partial credit (2 points) for Evidence and Elaboration. While evidence from the passages is included in the response, it is weakly integrated throughout. There is limited elaboration on the points being made. Sentences are varied throughout.

Conventions – This response receives partial credit (1 point) in Conventions. There are various errors in usage which include awkward sentence structures (*Except in this passage, the one being attacked takes charge instead of a friend*). There are several errors in spelling, but they do not impede meaning of the response.

Sample Response: 5 points

Why both passages approach the idea the first impressions can be deceiving. This is why both passages tell that first impressions can be deceiving. Both passages include details about first impressions. Dorothy thought the lion was a lion in the jungle looking for food. The king thought the mouse was a little rodent just who just didn't care.

Passage 1 tells you first impressions can be deceiving because Dorothy thought the lion was looking forward to eat Toto and kill her and her friends. After hitting the lion she found out that the big lion was just a big coward. In passage 1 Dorothy claims that the lion is a coward for trying to eat a poor little dog and he admits.

Passage 2 also tells you why first impressions can be deceiving. The lion thought the mouse was a little rodent who didn't care for anything. But the lion was soon to know that the mouse did care in his words and actions. As the mouse helped the lion escape from the tree by gnawing into the rope and cutting him loose.

Now do you know why first impressions are and can be deceiving.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (2 points) for Purpose, Focus, and Organization. There is a controlling idea (*Why both passages approach the idea that first impressions can be deceiving*). The introductory paragraph of the response repeats the controlling idea multiple times, which weakens the organization of the piece. Transitional strategies are used inconsistently, and ideas progress unevenly across the response.

Evidence and Elaboration – This response receives partial credit (2 points) for Evidence and Elaboration. Information from both passages is included. However, the evidence is weakly integrated into the response. Little elaboration of ideas is present.

Conventions – This response receives partial credit (1 point) in Conventions. There are various errors in usage and spelling (*thought/thought, gawing/gnawing, cre/care*). Sentence formations are sometimes awkward, and there is an inconsistent use of capitalization.

Sample Response: 4 points

For my prespective I think Dorothy should have tried to pass the lion so she could help her friends get what they wanted,and so she could get back to kansas.In THE LION AND THE MOUSE STORY,i think that the lion could have at least used his claws to try and escape from the king and the mouse and the others that kidnapped him.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (1 point) for Purpose, Focus, and Organization. A loose awareness of the topic is demonstrated; however, there is no controlling idea. The response is too brief to demonstrate organization or cohesion.

Evidence and Elaboration – This response receives partial credit (1 point) for Evidence and Elaboration. Information from both passages is included in the response; however, this is minimal and irrelevant to the task.

Conventions – This response receives full credit (2 points) in Conventions. An adequate understanding of punctuation and spelling is demonstrated. There are errors in capitalization but meaning is not impacted.

Sample Response: 3 points

Appearances is not always going to stay the same but you need to be nice even if someone is not the way you want them to be. In both passages there is a lion which was a coward. He didn't like anyone hurting him but he let them leave unharmed. He once saw the dog named Toto which is Dorothy's dog. He thought that the dog was going to hurt him so he sprung into action and tried to bite Toto. But Dorothy told him that he was a coward and he said that it was true but he didn't want to be a coward. The main part of me explaining this was that looks don't matter but actions hurt other people and yourself because you will probably hurt one person. Whenever you see someone that you don't like the look of you should still try to become friends with them and not be a bullie and say...you look ugly, you don't belong.

Passage two is about this lion and a mouse that don't get along. One day the mouse was just walking around but the lion held the poor mouse and was trying to eat the mouse, the mouse said "O pardon king please forgive me this time, I shall never forget it, who knows but someday I can probably help you. But the day happened, the lion got stuck in a rope that was tied to a tree and the mouse offered to help him get out of the rope before the people come back. So the mouse gnawed away the rope and the mouse said "Was I not right?"

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 receives partial credit (1 point) for Purpose, Focus, and Organization. There is a limited controlling idea; however, it does not reflect an understanding of the task or purpose. The ideas in the response are confusing. There is a limited organizational structure, with the first paragraph focusing on the first passage and the last focusing on the second passage.

Evidence and Elaboration – This response receives partial credit (1 point) for Evidence and Elaboration. The evidence included is often irrelevant and unconnected to the task. The response includes information from the selections that is vague and at times reflects an erroneous interpretation of what was said.

Conventions – This response receives partial credit (1 point) in Conventions. There are errors in sentence formation throughout. The response includes frequent issues with tense and agreement.

Sample Response: 2 points

Dorothy tried to convince the lion to stop being mean to people. The lion though the mouse looked like its next snack. In both stories the lion and the mouse look like something they should not be in another person's perspective.

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives partial credit (1 point) for Purpose, Focus, and Organization. There is a weakly presented controlling idea in the last sentence (*In both stories the lion and the mouse look like something they should not be in another person's perspective*). The limited response is too brief to show an organizational structure. The information in the first two sentences of the response is passage-based but appears unrelated to the controlling idea.

Evidence and Elaboration – This response receives partial credit (1 point) for Evidence and Elaboration. There is little use of details from the passages, and the ideas expressed in the limited response are vague.

Conventions – This response receives no credit (0 points) in Conventions. The preponderance of spelling and grammatical errors obscures meaning. The response is too brief to demonstrate a command of conventions.

Sample Response: 1 point

The authors express the idea about the storyes by showing how both lion where scarde and helpless and show how that they where the king of the best.

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 receives partial credit (1 point) for Purpose, Focus, and Organization. There is a limited controlling idea (*showing how both lion where scarde*). There is no further text to reflect focus or organization.

Evidence and Elaboration – This response receives no credit (0 points) for Evidence and Elaboration. There is no evidence discussed or taken from the source material.

Conventions – This response receives no credit (0 points) in Conventions. The preponderance of spelling and agreement issues in such a brief response demonstrates a lack of command of conventions.

Sample Response: 0 points

This book teach you about a lession and how thing work around the world and teach you about life if you make a mistake in life you got to fix it your self no one well not allways be there

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

Notes on Scoring

Purpose, Focus, and Organization – This response receives no credit (0 points) for Purpose, Focus, and Organization. The information is unrelated to the purpose and shows no awareness of audience or task. It is too brief to show an organizational structure.

Evidence and Elaboration – This response receives no credit (0 points) for Evidence and Elaboration. No support or evidence from the sources is included.

Conventions – This response receives no credit (0 points) in Conventions. There is a single run-on sentence with no punctuation and multiple spelling errors.

Sample Response: 0 points

Once when a lion was a sleep a little mouse began running up and down upon him this soon wakend the lion who placed his huge paul upon the mouse and opened his big jaws to swallow him pardon o king cried the little mouse forgive me this time i shall never forget it who knows but what i may be able to do you a turn some of these days the lion was so tickeled of the idea of the mouse being able too help0 him that he lifted up his paul to let him go some time after the lion was caught in a trap. and the hunters who desired him to carry him alive to the king tied him to a tree whil they went to search for there waggon to carry him on. just then the little mouse happend to pass by and seeing the sad plight in which the lion was went up to him and soon knawed away the ropes that bound the king of th beast. was not right said the little mouse.

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

Have you ever been in trouble before? Well I'm going to tell you about two stories called The Wonderful Wizard of Oz and the Lion and the mouse.

The Wonderful Wizard of Oz

Little Toto is brave, "Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed. The Wonderful Wizard of Oz

Lion is smart. "It's a mystery," replied the Lion. "I suppose I was born that way". All the other animals in the forest naturally expect me to be brave, for the Lion is everywhere thought to be the King of Beasts".

The Lion and the Mouse

The Lion is nice. "The Lion was so tickled at the idea of the Mouse being able to help him, that he lifted up his paw and let go". "Some times after the Lion was caught in a trap, and the hunters who desired to carry him alive to the King".

In Conclusion, Little Toto is brave, Lion is smart, and the Lion is nice.

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

that there was some good stuffin the story and that it was so funnnny and won they saidv there came from the forest a terribl roar ans the next moment a great lion bounded into the road with one blow of his pawhe sent the scarecrowspinning over and and over to the edge of the road and then he struck at the tin woodman with his sharp claws but to the lion's surprise he could make no impression on the tin although the woodman fell over in the ove in the road and lay still. but my apin any is that he try to bite toto then of course he stuffed .

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.