

Ohio's State Tests

ITEM RELEASE

SPRING 2019

**GRADE 7
ENGLISH LANGUAGE ARTS**

Table of Contents

Content Summary and Answer Key	iii
Depth of Knowledge (DOK)	vi
Stimulus for Questions 6 – 12	1
Question 6: Question and Scoring Guidelines.....	5
Question 6: Sample Response	7
Question 7: Question and Scoring Guidelines.....	8
Question 7: Sample Responses	11
Question 8: Question and Scoring Guidelines.....	15
Question 8: Sample Response	17
Question 9: Question and Scoring Guidelines.....	18
Question 9: Sample Response	20
Question 10: Question and Scoring Guidelines.....	21
Question 10: Sample Responses	25
Question 11: Question and Scoring Guidelines.....	32
Question 11: Sample Response	34
Question 12: Question and Scoring Guidelines.....	35
Question 12: Sample Responses	38
Stimulus for Questions 13 – 20	45
Question 13: Question and Scoring Guidelines.....	50
Question 13: Sample Response	52
Question 14: Question and Scoring Guidelines.....	53
Question 14: Sample Responses	56
Question 15: Question and Scoring Guidelines.....	60
Question 15: Sample Responses	63
Question 16: Question and Scoring Guidelines.....	67
Question 16: Sample Response	69

Question 17: Question and Scoring Guidelines.....	70
Question 17: Sample Responses	73
Question 18: Question and Scoring Guidelines.....	77
Question 18: Sample Responses	80
Question 19: Question and Scoring Guidelines.....	84
Question 19: Sample Responses	88
Question 20: Question and Scoring Guidelines.....	95
Question 20: Sample Responses	100

**Grade 7 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
6	Multiple Choice Item	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)	Level 2	C	1 point
7	Multi-Select	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)	Level 2	A, C	1 point
8	Multiple Choice Item	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 language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)	Level 2	A	1 point
9	Multiple Choice Item	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)	Level 2	B	1 point
10	Evidence-Based Selected Response	Literary	Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)	Level 2	D; A, C	2 points
11	Multiple Choice Item	Literary	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (RL.7.3)	Level 2	B	1 point

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

**Grade 7 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
12	Evidence-Based Selected Response	Literary	Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. (RL.7.2)	Level 2	A; D	2 points
13	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4)	Level 2	A	1 point
14	Multi-Select	Informational	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)	Level 2	A, C	1 point
15	Multi-Select	Informational	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)	Level 1	C, D	1 point
16	Multiple Choice Item	Informational	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (RI.7.3)	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 7 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
17	Multi-Select	Informational	Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. (RI.7.2)	Level 2	C, D	1 point
18	Multi-Select	Informational	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)	Level 1	A, B	1 point
19	Evidence-Based Selected Response	Informational	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (RI.7.9)	Level 2	A; C	2 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.7.2)	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 7 English Language Arts
Spring 2019 Item Release

Stimulus for Questions 6 – 12

Stimulus for Questions 6 – 12

Three brothers, Fulano, Mengano, and Juancho, live together on a Caribbean island. They attempt to earn money by raising farm animals and entering them in local fairs.

Don't Count Your Chickens

by Diana C. Conway

- 1 And so the weeks passed. While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals. The skinny vaquita¹ grew into a feisty round cow. The injured gallo² no longer looked like a chicken plucked for the pot. He strutted around the yard like a king's jewel come to life.
- 2 "Didn't we tell you?" said the two older brothers. "We'll make our fortunes at the fair."
- 3 Juancho just shook his head and mumbled still another of his grandmother's proverbs—*No venda la piel del oso antes de haberlo cazado*, or "Don't sell the bearskin before the hunter brings it in."
- 4 Fulano and Mengano had just sliced open a juicy watermelon from their latest trip to Dos Palmas. They puckered up their lips and shot a volley of seeds at Juancho, who ducked and turned away. The two big brothers laughed and slurped up the whole melon, without offering Juancho a single slice. But one of the spit seeds landed in the pile of cow manure that Juancho had piled up outside the barn—a lovely, warm place for a seed to sprout and grow.
- 5 After the day of the watermelon, the three brothers' luck changed for the worse. First came a drought that dried up the alfalfa³ on the little farm. To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening. She soon became almost as skinny as the day Fulano had brought her home. As for Mengano's rooster, the intense heat caused him to lose most of his lustrous feathers.
- 6 Only a small sprout in the manure patch loved the sun. Juancho took care to moisten it daily from a soda bottle filled with river water. . . .

- 7 One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm. That very afternoon the rains started. The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically. "*Los tiempos dan y quitan*," she said, which is to say, "Life and time will choose whether we win or lose."
- 8 Indeed, once begun, the rains refused to stop. The dirt road turned into a river, half the mountain slid down to the valley, and the winds twisted themselves into a mighty tropical storm. Streams of water poured through the palm-frond roof of the worn wood shack. Mengano's rooster blew away in the night, leaving behind his last green tail feather. Fulano's cow caught a cold But the watermelon plant in the pile of manure thrived. It sponged up the rain and put out twisty tendrils, which opened into leaves and flowers, which grew into miniature green melons—all unnoticed by the two older brothers.
- 9 At last the sun came out again, the muddy roads dried up, and things went on much as before. Fulano and Mengano wasted their time in Dos Palmas, while Juancho kept things going at home. Nobody talked of making his fortune at the fair.
- 10 One morning Juancho accidentally spilled the very last pot of coffee made from their grandmother's beans. . . . Just then, Mengano, who was headed out back to pick a banana, called out, "¡Ay, hermanos!⁴ Look at that!" He pointed to the manure pile.
- 11 Fulano twisted a strand of his uncombed hair. "Is it a sea turtle lost on land?"
- 12 Mengano stroked his sharp, thin mustache. "Is it a satellite, fallen from the sky?"
- 13 They ran over to measure the striped watermelon with their arms. Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it.

14 Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair. Fulano and Mengano never tire of telling their friends about the fabulous watermelon they grew. Grandmother, who knows the truth, just winks at Juancho and says, “*El hablar no cuesta nada*,” which translates, “You never get pay for talking all day.”

¹vaquita: the Spanish word for “little cow”

²gallo: the Spanish word for “rooster”

³alfalfa: a type of plant

⁴Ay, hermanos: Spanish for “Hey, brothers”

Excerpt from “Don’t Count Your Chickens” by
Diana C. Conway. Copyright © 2008 by Diana C.
Conway. Reprinted by permission of Cricket Media
via Copyright Clearance Center.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 6

Question and Scoring Guidelines

Question 6

In paragraph 1, what does the phrase "He strutted around the yard like a king's jewel come to life" mean?

- Ⓐ The rooster walked freely at the farm.
- Ⓑ The rooster had been cleaned and groomed.
- Ⓒ The rooster proudly showed off its feathers.
- Ⓓ The rooster was slow in responding to the brothers.

Points Possible: 1

Topic: Literary

Content Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.7.5)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the sentence alludes to a king, it does not mean that the rooster is walking around freely.

Rationale for Option B: This is incorrect. Although this sentence does mean that the rooster seemed proud of his appearance, this does not mean that he was groomed and cleaned.

Rationale for Option C: **Key** – The sentence means that the rooster was no longer injured and frail, but proud as it paraded itself across the farm yard.

Rationale for Option D: This is incorrect. Although the paragraph mentions that the rooster has recovered from an injury, this sentence does not mean the rooster is slow to respond.

Sample Response: 1 point

In paragraph 1, what does the phrase "He strutted around the yard like a king's jewel come to life" mean?

- ☐ Ⓐ The rooster walked freely at the farm.
- ☐ Ⓑ The rooster had been cleaned and groomed.
- ☒ Ⓒ The rooster proudly showed off its feathers.
- ☐ Ⓓ The rooster was slow in responding to the brothers.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 7

Question and Scoring Guidelines

Question 7

Select **two** ways that the grandmother's proverbs help develop the passage.

- ☐ Her words influence Juancho's thoughts.
- ☐ Her words function as the narrator of the story.
- ☐ Her words give a different perspective on the brothers' situations.
- ☐ Her words provide context for understanding the brothers' history.
- ☐ Her words remind Fulano and Mengano of the important role she plays in their lives.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)

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 First Option: **Key** – Jauncho repeats his grandmother's proverbs to show that he is influenced by their wisdom.

Rationale for Second Option: This is incorrect. Her words add to the story, but she does not narrate the story.

Rationale for Third Option: **Key** – The grandmother's words add another level of analysis to the narration of the boys' story in the text.

Rationale for Fourth Option: This is incorrect. Juancho remembers her words at important moments during the passage, but they do not provide context for understanding the brothers' history.

Rationale for Fifth Option: This is incorrect. Although the grandmother does infuse wisdom at points in the story, this is not used as a reminder of the importance of her role in the story.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 7

Sample Responses

Sample Response: 1 point

Select **two** ways that the grandmother's proverbs help develop the passage.

- ☒ Her words influence Juancho's thoughts.
- ☐ Her words function as the narrator of the story.
- ☒ Her words give a different perspective on the brothers' situations.
- ☐ Her words provide context for understanding the brothers' history.
- ☐ Her words remind Fulano and Mengano of the important role she plays in their lives.

Notes on Scoring

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

Sample Response: 0 points

Select **two** ways that the grandmother's proverbs help develop the passage.

- ☒ Her words influence Juancho's thoughts.
- ☐ Her words function as the narrator of the story.
- ☐ Her words give a different perspective on the brothers' situations.
- ☒ Her words provide context for understanding the brothers' history.
- ☐ Her words remind Fulano and Mengano of the important role she plays in their lives.

Notes on Scoring

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

Sample Response: 0 points

Select **two** ways that the grandmother's proverbs help develop the passage.

- ☐ Her words influence Juancho's thoughts.
- ☒ Her words function as the narrator of the story.
- ☒ Her words give a different perspective on the brothers' situations.
- ☐ Her words provide context for understanding the brothers' history.
- ☐ Her words remind Fulano and Mengano of the important role she plays in their lives.

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 8

Question and Scoring Guidelines

Question 8

What does the word "volley" suggest about the older brothers' actions in paragraph 4?

- Ⓐ They spit many seeds at once.
- Ⓑ They spit the seeds accidentally.
- Ⓒ They are careless with the seeds.
- Ⓓ They have a contest with the seeds.

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 language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (RL.7.4)

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 word “volley” suggests an outpouring of seeds coming from their mouths all at the same time.

Rationale for Option B: This is incorrect. The brothers appear to be aiming their seeds at Juancho, not spitting them accidentally.

Rationale for Option C: This is incorrect. Although the brothers are spitting seeds at Juancho, they are not careless with them. In fact they seem to aim them somewhat carefully.

Rationale for Option D: This is incorrect. Although the seeds are aimed at a specific target, the word “volley” does not indicate that they are competing with each other, but instead are attempting to hit Juancho together.

Sample Response: 1 point

What does the word “volley” suggest about the older brothers’ actions in paragraph 4?

- ☒ They spit many seeds at once.
- ☐ They spit the seeds accidentally.
- ☐ They are careless with the seeds.
- ☐ They have a contest with the seeds.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 9

Question and Scoring Guidelines

Question 9

What does paragraph 4 reveal about the brothers' opinions of each other?

- Ⓐ Juancho respects his older brothers.
- Ⓑ His older brothers do not consider Juancho their equal.
- Ⓒ His older brothers want Juancho to go somewhere else.
- Ⓓ Juancho thinks his older brothers do not work hard enough on the farm.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. (RL.7.6)

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. Although Juancho is not described as saying anything in response to his brothers' actions, there is no evidence in the text indicating whether or not he respects them.

Rationale for Option B: **Key** – The brothers ignore Juancho and spit seeds at him, showing their lack of respect for him and his hard work.

Rationale for Option C: This is incorrect. Although the brothers are dismissive of Juancho and have fun at his expense with the watermelon seeds, they do not express the desire for him to go away.

Rationale for Option D: This is incorrect. Although it is clear from the narrator's descriptions of their actions that Juancho works far harder than his brothers, there is no indication in paragraph 4 that Juancho feels that way.

Sample Response: 1 point

What does paragraph 4 reveal about the brothers' opinions of each other?

- ☐ Ⓐ Juancho respects his older brothers.
- ☒ Ⓑ His older brothers do not consider Juancho their equal.
- ☐ Ⓒ His older brothers want Juancho to go somewhere else.
- ☐ Ⓓ Juancho thinks his older brothers do not work hard enough on the farm.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 10

Question and Scoring Guidelines

Question 10

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☐ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☐ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☐ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☐ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☐ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☐ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Points Possible: 2

Topic: Literary

Content Standard: Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text. *(RL.7.6)*

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

Part A

Rationale for Option A: This is incorrect. All the brothers are excited and happy at the discovery of the watermelon and the fortune it will bring; there is no difference in their thoughts on their fortune or the watermelon.

Rationale for Option B: This is incorrect. Although it is clear from their actions that the older brothers do not work as hard as Juancho to care for the animals, the passage does not give any information about any of the brothers' thoughts regarding the animals.

Rationale for Option C: This is incorrect. Although Juancho is more strategic and successful in accumulating wealth, the brothers' attitudes toward the discovery of the watermelon and the fortune it brings are the same.

Rationale for Option D: **Key** – The brothers differ in their attitudes toward work in a way that clearly shows their differing perspectives in general. Juancho is caring and conscientious, and his brothers are the opposite.

Part B

Rationale for First Option: **Key** – This sentence shows the difference in the brothers' attitudes toward work.

Rationale for Second Option: This is incorrect. This sentence shows the older brothers' attitude toward wealth, but it does not support the answer to Part A.

Rationale for Third Option: **Key** – This detail shows Juancho's commitment to working and taking care of his animals which contrasts with his brothers' actions in the passage.

Rationale for Fourth Option: This is incorrect. This sentence shows that Juancho's older brothers think the rain is going to help their animals grow and be successful at the fair, but it does not support the answer in Part A.

Rationale for Fifth Option: This is incorrect. This sentence shows what the brothers thought of the watermelon when they saw it, but it does not support the answer in Part A.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 10

Sample Responses

Sample Response: 2 points

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☐ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☒ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☒ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☐ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☒ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☐ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☐ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☒ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☐ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☐ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☒ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☒ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☐ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☒ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☐ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☐ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☐ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☒ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☒ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☐ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☒ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☒ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☒ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☐ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☐ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☒ by comparing the thoughts they have about the watermelon
- ☐ by describing the thoughts they have about their animals
- ☐ by describing their attitudes toward wealth
- ☐ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☒ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☐ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☒ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☐ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

How does the author develop the different perspectives of Juancho and his brothers in the story?

- ☒ Ⓐ by comparing the thoughts they have about the watermelon
- ☐ Ⓑ by describing the thoughts they have about their animals
- ☐ Ⓒ by describing their attitudes toward wealth
- ☐ Ⓓ by comparing their attitudes toward work

Part B

Select **two** details that support the answer in Part A.

- ☒ "While Fulano and Mengano dozed in the sun on the porch, or went to town for the . . . domino games, Juancho cared for their animals." (paragraph 1)
- ☒ "'Didn't we tell you?' said the two older brothers. 'We'll make our fortunes at the fair.'" (paragraph 2)
- ☐ "To find green grass and water, Juancho walked the cow three kilometers to the river each morning and went back for her each evening." (paragraph 5)
- ☐ "The older brothers raised their shouts of joy . . . , full of plans for the future of their rooster and their cow. Grandmother shrugged philosophically." (paragraph 7)
- ☐ "Although not quite as big as a sea turtle or a satellite, it was now rounder and greener than any they had ever seen at the fair, which is just where they decided to take it." (paragraph 13)

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 11

Question and Scoring Guidelines

Question 11

How does the storm affect the events of the passage?

- Ⓐ It predicts the happiness the brothers will experience.
- Ⓑ It impacts the brothers' fortune in good and bad ways.
- Ⓒ It shows how the farm continues to fail despite the brothers' efforts.
- Ⓓ It demonstrates how the brothers cannot understand the impact of nature.

Points Possible: 1

Topic: Literary

Content Standard: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
(RL.7.3)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the storm leads to the growth of the watermelon and the brothers' wealth and happiness, these things cannot be predicted from the storm itself.

Rationale for Option B: **Key** – The storm causes several problems for the brothers and the town but also results in the watermelon growing, which leads them to win prize money and be able to repair their roof.

Rationale for Option C: This is incorrect. Although the animals become sick and the crops are destroyed by the storm, the watermelon plant represents hope for a new change, not a continued failure.

Rationale for Option D: This is incorrect. Although the storm does come upon the farm unexpectedly, this does not describe the effect of this event on the rest of the events in the passage.

Sample Response: 1 point

How does the storm affect the events of the passage?

- ☐ Ⓐ It predicts the happiness the brothers will experience.
- ☒ Ⓑ It impacts the brothers' fortune in good and bad ways.
- ☐ Ⓒ It shows how the farm continues to fail despite the brothers' efforts.
- ☐ Ⓓ It demonstrates how the brothers cannot understand the impact of nature.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 12

Question and Scoring Guidelines

Question 12

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

Part A

What theme does the watermelon seed develop in the story?

- Ⓐ Good fortune can come from unexpected things.
- Ⓑ Growth comes when people work together.
- Ⓒ Opportunities are given to those who wait.
- Ⓓ Every act of kindness makes a difference.

Part B

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

- Ⓐ "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- Ⓑ "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- Ⓒ "'¡Ay, hermanos! Look at that!' He pointed to the manure pile." (paragraph 10)
- Ⓓ "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Points Possible: 2

Topic: Literary

Content Standard: Analyze literary text development. a. Determine a theme of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. (RL.7.2)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Part A

Rationale for Option A: **Key** – The seed becomes a watermelon that brings unexpected wealth into the brothers' lives, changing their fortune.

Rationale for Option B: This is incorrect. Although the brothers eventually work together at the end, it is really Juancho's caretaking skills that lead to the fruition of the watermelon.

Rationale for Option C: This is incorrect. Although the brothers did have to wait until the watermelon sprouted before they could harvest its rewards, the lesson of waiting is not a part of the theme in the story.

Rationale for Option D: This is incorrect. Although Juancho does take the time to water the watermelon seed, the act of watering was not kindness, but diligence on the part of Juancho.

Part B

Rationale for Option A: This is incorrect. This detail supports the idea that every act of kindness makes a difference, but this does not develop the theme of the story.

Rationale for Option B: This is incorrect. This detail supports the idea of kindness making a difference, but this does not develop the theme of the passage.

Rationale for Option C: This is incorrect. This detail supports the idea that opportunities are given to those who wait, but this does not develop the theme of the story.

Rationale for Option D: **Key** – This sentence shows that the once-tiny seed has bloomed into a giant watermelon, which unexpectedly earned them their fortune at the fair, supporting the idea that good fortune comes from unexpected places.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 12

Sample Responses

Sample Response: 2 points

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

Part A

What theme does the watermelon seed develop in the story?

- ☒ A Good fortune can come from unexpected things.
- ☐ B Growth comes when people work together.
- ☐ C Opportunities are given to those who wait.
- ☐ D Every act of kindness makes a difference.

Part B

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

- ☒ A "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☐ B "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☐ C "'¡Ay, hermanos! Look at that!' He pointed to the manure pile." (paragraph 10)
- ☐ D "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What theme does the watermelon seed develop in the story?

- ☒ Good fortune can come from unexpected things.
- ☐ Growth comes when people work together.
- ☐ Opportunities are given to those who wait.
- ☐ Every act of kindness makes a difference.

Part B

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

- ☒ "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☐ "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☐ "¡Ay, hermanos! Look at that!" He pointed to the manure pile." (paragraph 10)
- ☐ "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What theme does the watermelon seed develop in the story?

- ☒ A Good fortune can come from unexpected things.
- ☐ B Growth comes when people work together.
- ☐ C Opportunities are given to those who wait.
- ☐ D Every act of kindness makes a difference.

Part B

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

- ☐ A "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☒ B "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☐ C "¡Ay, hermanos! Look at that!" He pointed to the manure pile." (paragraph 10)
- ☐ D "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

What theme does the watermelon seed develop in the story?

- ☒ A Good fortune can come from unexpected things.
- ☐ B Growth comes when people work together.
- ☐ C Opportunities are given to those who wait.
- ☐ D Every act of kindness makes a difference.

Part B

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

- ☐ A "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☐ B "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☒ C "¡Ay, hermanos! Look at that!" He pointed to the manure pile." (paragraph 10)
- ☐ D "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

What theme does the watermelon seed develop in the story?

- ☐ Ⓐ Good fortune can come from unexpected things.
- ☒ Ⓑ Growth comes when people work together.
- ☐ Ⓒ Opportunities are given to those who wait.
- ☐ Ⓓ Every act of kindness makes a difference.

Part B

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

- ☐ Ⓐ "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☐ Ⓑ "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☐ Ⓒ "¡Ay, hermanos! Look at that!" He pointed to the manure pile." (paragraph 10)
- ☒ Ⓓ "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

What theme does the watermelon seed develop in the story?

- ☐ Ⓐ Good fortune can come from unexpected things.
- ☐ Ⓑ Growth comes when people work together.
- ☒ Ⓒ Opportunities are given to those who wait.
- ☐ Ⓓ Every act of kindness makes a difference.

Part B

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

- ☐ Ⓐ "Juancho took care to moisten it daily from a soda bottle filled with river water." (paragraph 6)
- ☐ Ⓑ "One day Grandmother came for a visit, bringing the three brothers a sack of roasted coffee beans from her hilltop farm." (paragraph 7)
- ☒ Ⓒ "'¡Ay, hermanos! Look at that!' He pointed to the manure pile." (paragraph 10)
- ☐ Ⓓ "Today the three brothers still live together under one roof—a new waterproof tin roof paid for with prize money from the fair." (paragraph 14)

Notes on Scoring

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

Grade 7 English Language Arts
Spring 2019 Item Release

Stimulus for Questions 13 – 20

Stimulus for Questions 13 – 20

Passage 1: Letters From the Dust Bowl

by Caroline A. Henderson

In this letter to a friend from Maryland, Caroline Henderson describes the results of recent dust storms.

EVA, Okalhoma
June 30, 1935

DEAR EVELYN:—

- 1 Your continued interest in our effort to “tie a knot in the end of the rope and hang on” is most stimulating. Our recent transition from rain-soaked eastern Kansas with its green pastures, luxuriant foliage, abundance of flowers, and promise of a generous harvest, to the dust-covered desolation¹ of No Man’s Land was a difficult change to crowd into one short day’s travel. Eleanor has laid aside the medical books for a time. Wearing our shade hats, with handkerchiefs tied over our faces and Vaseline in our nostrils, we have been trying to rescue our home from the accumulations of wind-blown dust which penetrates wherever air can go. It is an almost hopeless task, for there is rarely a day when at some time the dust clouds do not roll over. “Visibility” approaches zero and everything is covered again with a silt-like deposit which may vary in depth from a film to actual ripples on the kitchen floor. I keep oiled cloths on the window sills and between the upper and lower sashes. They help just a little to retard or collect the dust. Some seal the windows with the gummed-paper strips used in wrapping parcels, but no method is fully effective. We buy what appears to be red cedar sawdust with oil added to use in sweeping our floors, and do our best to avoid inhaling the irritating dust.
- 2 In telling you of these conditions I realize that I expose myself to charges of disloyalty to this western region. . . . Since the very limited rains of May in this section gave some slight ground for renewed hope, optimism has been the approved policy. Printed articles or statements by journalists, railroad officials, and secretaries of small-town Chambers of Commerce have heralded too enthusiastically the return of prosperity to the drouth² region. And in our part of the country that is the one durable basis for any prosperity whatever. There is nothing else to build upon. . . .

3 Early in May, with no more grass or even weeds on our 640 acres than on your kitchen floor, and even the scanty remnants of dried grasses from last year cut off and blown away, we decided, like most of our neighbors, to ship our cattle to grass in the central part of the state. We sent 27 head, retaining here the heifers³ coming fresh this spring. The shipping charge on our part of the carload was \$46. Pasture costs us \$7.00 for a cow and calf for the season and \$5.00 for a yearling. Whether this venture brings profit or loss depends on whether the cattle make satisfactory gains during the summer and whether prices remain reasonable or fall back to the level that most people would desire. We farmers here in the United States might as well recognize that we are a minority group. . . .

4 . . . All hope of a wheat crop had been abandoned by March or April.

5 Contrary to many published reports, a good many people had left this country either temporarily or permanently before any rains came. And they were not merely "drifters," as is frequently alleged.

¹desolation: a condition of no longer being
suitable for living

²drouth: drought

³heifers: young female cows

Excerpt from "Letters From the Dust Bowl" by
Caroline A. Henderson, from *The Atlantic*, May
1936. Copyright © 1936 by Atlantic Monthly Co.
Reprinted by permission of Atlantic Monthly Co.
via Copyright Clearance Center.

**Passage 2: from *The Worst
Hard Time: The Untold
Story of Those Who
Survived The Great
American Dust Bowl***
by Timothy Egan

6 Now they were stuck in No Man's Land, a long strip of geographic afterthought in the far western end of the Oklahoma Panhandle, just a sneeze from Texas. After sunrise, Bam White had a talk with his remaining horses. He checked their hooves . . . trying to find a measure of his animals. . . . The family was not yet halfway into their exodus. Ahead were 209 miles of road over the high, dry roof of Texas, across the Canadian river, bypassing dozens of budding Panhandle hamlets:¹ Wildorado, Lazbuddie, Flagg, Earth, Circle, Muleshoe, Progress, Circle Back.

7 If you all can give me another two or three days, White told his horses, we'll rest you good. Get me to Amarillo, at least.

8 Bam's wife, Lizzie, hated the feel of No Man's Land. The chill, hurried along by the wind, made it impossible to stay warm. The land was so threadbare.² It was here that the Great Plains tilted, barely susceptible to most eyes, rising to nearly a mile above sea level at the western edge. The family considered dumping the organ, their prized possession. They could sell it in Boise City and make just enough to pick up another horse. They asked around: ten dollars was the going rate for an heirloom organ—not enough to buy a horse. Anyway, Bam White could not bring himself to give it up. Some of the best memories, through the hardest years, came with music pumped from that box. They would push on to Texas, twenty miles away, moving a lot slower. . . .

9 Through No Man's Land, the family wheeled past fields that had just been turned, the grass upside down. People in sputtering cars roared by, honking, hooting at the cowboy family in the horse-drawn wagon, churning up dust in their faces. The children kept asking if they were getting closer to Texas and if it would look different from this long strip of Oklahoma. They seldom saw a tree in Cimarron County. There wasn't even grass for the horse team; the sod that hadn't been turned was frozen and brown. Windmills broke the plain, next to dugouts and sod houses and still-forming villages. Resting for a long spell at midday, the children played around a buffalo wallow,³ the ground mashed.

¹hamlets: small villages

²threadbare: worn or in poor condition

³buffalo wallow: a sunken area on a prairie where water collects

Excerpt from *The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl* by Timothy Egan. Copyright © 2006 by Houghton Mifflin Company. Reprinted by permission of Houghton Mifflin Company via Copyright Clearance Center.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 13

Question and Scoring Guidelines

Question 13

What is the meaning of the phrase silt-like deposit in paragraph 1?

- Ⓐ a layer of powdery dirt
- Ⓑ collections of small stones
- Ⓒ soft, feathery drops of rain
- Ⓓ large clumps of dirt from the fields

Points Possible: 1

Topic: Informational

Content Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI.7.4)

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 – "Silt-like deposit" refers to dirt, sand, or small powder-like material that makes a layer over everything after being spread by wind.

Rationale for Option B: This is incorrect. Although the passage mentions the problems caused by the dust build up, the "silt-like deposits" are not composed of material as large as stones.

Rationale for Option C: This is incorrect. Students may associate "silt" with silk, which is soft, but the phrase refers to the sedimentary material that is spread by wind and although the passage mentions "clouds," this is not rain.

Rationale for Option D: This is incorrect. Though they do blow in from the outside, the "silt-like deposits" are not made up of big clumps of dirt, but rather material similar to the sediment found in rivers and streams.

Sample Response: 1 point

What is the meaning of the phrase silt-like deposit in paragraph 1?

- ☒ a layer of powdery dirt
- ☐ (B) collections of small stones
- ☐ (C) soft, feathery drops of rain
- ☐ (D) large clumps of dirt from the fields

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 14

Question and Scoring Guidelines

Question 14

In Passage 1, how does the author demonstrate that “It is an almost hopeless task” to keep dust out of the house? Choose **two** answers.

- ☐ by describing how vigorously she has to clean
- ☐ by mentioning the dry conditions of the region
- ☐ by explaining what techniques are used to seal the house
- ☐ by sharing with her friend how much she would like to move
- ☐ by detailing how she measures the amount of dust in her house

Points Possible: 1

Topic: Informational

Content Standard: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. (RI.7.8)

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: **Key** – The bulk of paragraph 1 is a detailed description of how Caroline tries to take care of and survive her surroundings, which are constantly coated in dust, including cleaning and sweeping her house.

Rationale for Second Option: This is incorrect. While the author mentions the "very limited rains of May" in paragraph 2, she states that it gave "some slight ground for renewed hope," so this does not support the claim that keeping the dust out is "an almost hopeless task."

Rationale for Third Option: **Key** – Caroline tries to rid her house of dust in many different ways, including the use of oil soaked rags and gummed paper.

Rationale for Fourth Option: This is incorrect. While Caroline reflects on life in Kansas in a letter to her friend, there is no indication that Caroline intends to give up and move.

Rationale for Fifth Option: This is incorrect. Although there is mention of the accumulation of dust at different depths, there are no details provided about how the author managed to measure the dust.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 14

Sample Responses

Sample Response: 1 point

In Passage 1, how does the author demonstrate that “It is an almost hopeless task” to keep dust out of the house? Choose **two** answers.

- ☒ by describing how vigorously she has to clean
- ☐ by mentioning the dry conditions of the region
- ☒ by explaining what techniques are used to seal the house
- ☐ by sharing with her friend how much she would like to move
- ☐ by detailing how she measures the amount of dust in her house

Notes on Scoring

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

Sample Response: 0 points

In Passage 1, how does the author demonstrate that “It is an almost hopeless task” to keep dust out of the house? Choose **two** answers.

- ☒ by describing how vigorously she has to clean
- ☐ by mentioning the dry conditions of the region
- ☐ by explaining what techniques are used to seal the house
- ☒ by sharing with her friend how much she would like to move
- ☐ by detailing how she measures the amount of dust in her house

Notes on Scoring

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

Sample Response: 0 points

In Passage 1, how does the author demonstrate that “It is an almost hopeless task” to keep dust out of the house? Choose **two** answers.

- ☐ by describing how vigorously she has to clean
- ☒ by mentioning the dry conditions of the region
- ☒ by explaining what techniques are used to seal the house
- ☐ by sharing with her friend how much she would like to move
- ☐ by detailing how she measures the amount of dust in her house

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 15

Question and Scoring Guidelines

Question 15

Select **two** details from Passage 2 that support the idea that the family considered the organ a prized possession.

- ☐ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ "They asked around: ten dollars was the going rate for an heirloom organ—not enough to buy a horse." (paragraph 8)
- ☐ "Anyway, Bam White could not bring himself to give it up." (paragraph 8)
- ☐ "Some of the best memories, through the hardest years, came with music pumped from that box." (paragraph 8)
- ☐ "Through No Man's Land, the family wheeled past fields that had just been turned, the grass upside down." (paragraph 9)

Points Possible: 1

Topic: Informational

Content Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.7.1)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for First Option: This is incorrect. Students may choose this option because it assigns some kind of tangible value to the organ, but it does not explain why it was so important to the family or viewed as a prized possession.

Rationale for Second Option: This is incorrect. Students may choose this option because it assigns some kind of tangible value to the organ, but it does not explain why it was so important to the family or viewed as a prized possession.

Rationale for Third Option: **Key** – This sentence shows that Bam White was emotionally attached to the organ and could not bring himself to sell it, which supports the idea that it is a prized possession.

Rationale for Fourth Option: **Key** – This sentence indicates that the organ was meaningful to the family because of the memories they associated with it.

Rationale for Fifth Option: This is incorrect. This sentence shows the landscape the family experiences but does not relate to their feelings about the organ.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 15

Sample Responses

Sample Response: 1 point

Select **two** details from Passage 2 that support the idea that the family considered the organ a prized possession.

- ☐ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ "They asked around: ten dollars was the going rate for an heirloom organ—not enough to buy a horse." (paragraph 8)
- ☒ "Anyway, Bam White could not bring himself to give it up." (paragraph 8)
- ☒ "Some of the best memories, through the hardest years, came with music pumped from that box." (paragraph 8)
- ☐ "Through No Man's Land, the family wheeled past fields that had just been turned, the grass upside down." (paragraph 9)

Notes on Scoring

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

Sample Response: 0 points

Select **two** details from Passage 2 that support the idea that the family considered the organ a prized possession.

- ☐ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☒ "They asked around: ten dollars was the going rate for an heirloom organ—not enough to buy a horse." (paragraph 8)
- ☒ "Anyway, Bam White could not bring himself to give it up." (paragraph 8)
- ☐ "Some of the best memories, through the hardest years, came with music pumped from that box." (paragraph 8)
- ☐ "Through No Man's Land, the family wheeled past fields that had just been turned, the grass upside down." (paragraph 9)

Notes on Scoring

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

Sample Response: 0 points

Select **two** details from Passage 2 that support the idea that the family considered the organ a prized possession.

- ☐ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ "They asked around: ten dollars was the going rate for an heirloom organ—not enough to buy a horse." (paragraph 8)
- ☐ "Anyway, Bam White could not bring himself to give it up." (paragraph 8)
- ☒ "Some of the best memories, through the hardest years, came with music pumped from that box." (paragraph 8)
- ☒ "Through No Man's Land, the family wheeled past fields that had just been turned, the grass upside down." (paragraph 9)

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 16

Question and Scoring Guidelines

Question 16

Which description of the setting in Passage 2 contributes to an understanding of how Lizzie feels while traveling through the Panhandle?

- Ⓐ "The chill, hurried along by the wind, made it impossible to stay warm." (paragraph 8)
- Ⓑ "It was here that the Great Plains tilted" (paragraph 8)
- Ⓒ "Windmills broke the plain, next to dugouts and sod houses and still-forming villages." (paragraph 9)
- Ⓓ ". . . the children played around a buffalo wallow, the ground mashed." (paragraph 9)

Points Possible: 1

Topic: Informational

Content Standard: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). *(RI.7.3)*

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: **Key** – This description of the air shows that Lizzy feels cold. The context supports this with the word "threadbare."

Rationale for Option B: This is incorrect. Although the family seems a bit off-balance from the hardships of the journey, they seem more weary than about to lean.

Rationale for Option C: This is incorrect. Although this line describes what the landscape looks like, it is not tied to how Lizzie's feels.

Rationale for Option D: This is incorrect. Although the family seems a bit crushed or "mashed" like the buffalo wallow, they have some spirit left because they could not bring themselves to give up the family organ.

Sample Response: 1 point

Which description of the setting in Passage 2 contributes to an understanding of how Lizzie feels while traveling through the Panhandle?

- ☒ "The chill, hurried along by the wind, made it impossible to stay warm." (paragraph 8)
- ☐ "It was here that the Great Plains tilted" (paragraph 8)
- ☐ "Windmills broke the plain, next to dugouts and sod houses and still-forming villages." (paragraph 9)
- ☐ ". . . the children played around a buffalo wallow, the ground mashed." (paragraph 9)

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 17

Question and Scoring Guidelines

Question 17

Which **two** ideas from Passage 2 should be included in a summary of the text?

- ☐ Horses are important in No Man's Land.
- ☐ Bam White's family settled in No Man's Land.
- ☐ The conditions of No Man's Land are depressing.
- ☐ Bam White and his family face a long, difficult journey.
- ☐ Music can help people cope with the harsh Oklahoma climate.

Points Possible: 1

Topic: Informational

Content Standard: Analyze informational text development. a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. (RI.7.2)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for First Option: This is incorrect. Students may choose this option because Bam White checks on the welfare of his horses and considers selling one of them, but the dire situation with the horses is a detail that speaks to how miserable the setting was.

Rationale for Second Option: This is incorrect. Students may choose this option because of the descriptions about traveling through No Man's Land, but in paragraph 6 the text describes how they were only halfway through their journey. Beyond this, the family is on the move, not settled anywhere.

Rationale for Third Option: **Key** – Students should choose this option because the passage depicts the harsh landscape and how Lizzie White hates the experience.

Rationale for Fourth Option: **Key** – The White family needs to get to Texas, but they are doing it at a slow pace, and they are being passed by "sputtering cars." Paragraph 8 indicates that they would like to buy another horse, but without it they will "mov[e] a lot slower...."

Rationale for Fifth Option: This is incorrect. Students may choose this option because the family describes the organ as a prized family possession that they are unwilling to part with, but the organ is only mentioned as something of value that might be exchanged for a horse so they can make their miserable journey take less time.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 17

Sample Responses

Sample Response: 1 point

Which **two** ideas from Passage 2 should be included in a summary of the text?

- ☐ Horses are important in No Man's Land.
- ☐ Bam White's family settled in No Man's Land.
- ☒ The conditions of No Man's Land are depressing.
- ☒ Bam White and his family face a long, difficult journey.
- ☐ Music can help people cope with the harsh Oklahoma climate.

Notes on Scoring

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

Sample Response: 0 points

Which **two** ideas from Passage 2 should be included in a summary of the text?

- ☐ Horses are important in No Man's Land.
- ☒ Bam White's family settled in No Man's Land.
- ☐ The conditions of No Man's Land are depressing.
- ☒ Bam White and his family face a long, difficult journey.
- ☐ Music can help people cope with the harsh Oklahoma climate.

Notes on Scoring

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

Sample Response: 0 points

Which **two** ideas from Passage 2 should be included in a summary of the text?

- ☐ Horses are important in No Man's Land.
- ☐ Bam White's family settled in No Man's Land.
- ☐ The conditions of No Man's Land are depressing.
- ☒ Bam White and his family face a long, difficult journey.
- ☒ Music can help people cope with the harsh Oklahoma climate.

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 18

Question and Scoring Guidelines

Question 18

Which details showing the unfavorable conditions of the Dust Bowl are included in both passages? Select **two** details.

- ☐ the lack of fresh grass
- ☐ the harsh wind and weather
- ☐ the costs of buying and selling horses
- ☐ the deposits of dust in people's homes
- ☐ the shortage of suitable farmland to feed cattle

Points Possible: 1

Topic: Informational

Content Standard: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *(RI.7.1)*

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for First Option: **Key** – Both passages provide explicit references to the lack of grass: Passage 1, "no more grass or even weeds..."; Passage 2, "wasn't even grass for the horse team."

Rationale for Second Option: **Key** – Both passages discuss the harshness of the weather in the Dust Bowl, particularly the wind. In Passage 1, the wind blows dust into people's faces and into their homes. In Passage 2, the author describes the unpleasant weather including a "chill, hurried along by the wind" that makes it difficult for the people to stay warm.

Rationale for Third Option: This is incorrect. While the expense of feeding animals is mentioned in both passages, Passage 1 does not provide any references to the cost of buying or selling horses. It only discusses the costs associated with keeping cattle.

Rationale for Fourth Option: This is incorrect. Although both passages mention dust, only Passage 1 provides details of the dust that penetrated people's homes.

Rationale for Fifth Option: This is incorrect. Although Passage 1 provides details about shipping cattle to another part of the state so that they could access grass, Passage 2 does not explicitly mention anything about feeding cattle.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 18

Sample Responses

Sample Response: 1 point

Which details showing the unfavorable conditions of the Dust Bowl are included in both passages? Select **two** details.

- ☒ the lack of fresh grass
- ☒ the harsh wind and weather
- ☐ the costs of buying and selling horses
- ☐ the deposits of dust in people's homes
- ☐ the shortage of suitable farmland to feed cattle

Notes on Scoring

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

Sample Response: 0 points

Which details showing the unfavorable conditions of the Dust Bowl are included in both passages? Select **two** details.

- ☒ the lack of fresh grass
- ☐ the harsh wind and weather
- ☒ the costs of buying and selling horses
- ☐ the deposits of dust in people's homes
- ☐ the shortage of suitable farmland to feed cattle

Notes on Scoring

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

Sample Response: 0 points

Which details showing the unfavorable conditions of the Dust Bowl are included in both passages? Select **two** details.

- ☐ the lack of fresh grass
- ☒ the harsh wind and weather
- ☐ the costs of buying and selling horses
- ☒ the deposits of dust in people's homes
- ☐ the shortage of suitable farmland to feed cattle

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 19

Question and Scoring Guidelines

Question 19

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- Ⓐ Caroline keeps living in Oklahoma despite depressing circumstances.
- Ⓑ Caroline tries to learn more about farming so she can begin to profit from the land.
- Ⓒ Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- Ⓓ Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- Ⓐ "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- Ⓑ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- Ⓒ "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- Ⓓ "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Points Possible: 2

Topic: Informational

Content Standard: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. *(RI.7.9)*

Depth of Knowledge: Level 2

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

Scoring Guidelines

Part A

Rationale for Option A: **Key** – Students should choose this option because tying a knot in the rope and hanging on refers to Caroline's willingness to "hang on" through a difficult situation.

Rationale for Option B: This is incorrect. Students may choose this option because Caroline sends her horse off to a grassier area and mentions farmers as a "minority group," but there is no evidence in the text to suggest that Caroline is actively learning more about farming.

Rationale for Option C: This is incorrect. Students may choose this option because the first paragraph starts with Caroline remembering specific details about farming and landscape back in Kansas; this memory comes after the quoted sentence and before her long description of her housework. There is no evidence to show that Caroline has to think of home in order to do housework specifically. Likely she thinks about Kansas in relation to her entire existence in Oklahoma.

Rationale for Option D: This is incorrect. Students may choose this option because they think that Caroline is venting to her friend and that this makes her feel better about being surrounded by dust. While Caroline definitely writes letters to her friend, there is nothing to suggest that writing letters makes her willing to endure more Oklahoma dust.

Part B

Rationale for Option A: This is incorrect. Students may choose this option because Caroline endures and Bam's wife hates No Man's Land, but just because Caroline endures does not mean that she likes her experience. She is also depressed and considers her situation hopeless, which is not necessarily contradictory.

Rationale for Option B: This is incorrect. Students may choose this option because Boise City indicates travel, but it is not clear where Boise City is geographically (it is in Oklahoma, not Idaho).

Rationale for Option C: **Key** – Students should choose this option because it refers to people leaving vs. Caroline, who sticks around in "No Man's Land."

Rationale for Option D: This is incorrect. Students may choose this option because it describes turned fields, which may relate to farming, but it does not necessarily support the fact that they are leaving while Caroline stays.

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 19

Sample Responses

Sample Response: 2 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☒ A Caroline keeps living in Oklahoma despite depressing circumstances.
- ☐ B Caroline tries to learn more about farming so she can begin to profit from the land.
- ☐ C Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ D Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☐ A "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☐ B "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☒ C "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☐ D "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☒ A Caroline keeps living in Oklahoma despite depressing circumstances.
- ☐ B Caroline tries to learn more about farming so she can begin to profit from the land.
- ☐ C Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ D Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☒ A "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☐ B "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ C "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☐ D "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☒ Caroline keeps living in Oklahoma despite depressing circumstances.
- ☐ Caroline tries to learn more about farming so she can begin to profit from the land.
- ☐ Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☐ "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☒ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☐ "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

Sample Response: 1 point

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☒ Caroline keeps living in Oklahoma despite depressing circumstances.
- ☐ Caroline tries to learn more about farming so she can begin to profit from the land.
- ☐ Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☐ "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☐ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☒ "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☐ Ⓐ Caroline keeps living in Oklahoma despite depressing circumstances.
- ☒ Ⓑ Caroline tries to learn more about farming so she can begin to profit from the land.
- ☐ Ⓒ Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ Ⓓ Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☐ Ⓐ "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☐ Ⓑ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☒ Ⓒ "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☐ Ⓓ "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

Sample Response: 0 points

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from Passage 1.

"Your continued interest in our effort to 'tie a knot in the end of the rope and hang on' is most stimulating." (paragraph 1)

How does the phrase "tie a knot in the end of the rope and hang on" relate to Caroline's life in Oklahoma?

- ☐ Ⓐ Caroline keeps living in Oklahoma despite depressing circumstances.
- ☐ Ⓑ Caroline tries to learn more about farming so she can begin to profit from the land.
- ☒ Ⓒ Caroline remembers her home in Kansas in order to handle the amount of cleaning she has to do.
- ☐ Ⓓ Caroline starts to feel better about living in Oklahoma because she can express herself through letters.

Part B

Which sentence from Passage 2 shows how Bam and Lizzie dealt differently with the same concerns as Caroline had in Part A?

- ☒ Ⓐ "Bam's wife, Lizzie, hated the feel of No Man's Land." (paragraph 8)
- ☐ Ⓑ "They could sell it in Boise City and make just enough to pick up another horse." (paragraph 8)
- ☐ Ⓒ "They would push on to Texas, twenty miles away, moving a lot slower." (paragraph 8)
- ☐ Ⓓ "Through No Man's Land, the family wheeled past fields that had just been turned" (paragraph 9)

Notes on Scoring

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

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 20

Question and Scoring Guidelines

Question 20

Write a multi-paragraph response in which you analyze the impact of the Dust Bowl on the people who lived through it. In your writing, consider the effects of the Dust Bowl on the environment and the living conditions that people faced. Your response must be based on ideas and information that can be found in the passages.

Manage your time carefully so that you can:

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

Be sure to:

- include an introduction;
- use evidence from the passages to support your explanation/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.7.2)

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>

**Grade 7 English Language Arts
Spring 2019 Item Release**

Question 20

Sample Responses

Sample Response: 10 points

Imagine you are in the middle of nowhere, and you can not see anything due to the amount of dust being kicked up into the air from cars, wind and other things. This is what many people had to go through during the dust bowl. Many people had to live through this, work with it to get to destinations, and even survive. The dust bowl also had very large environmental impacts as well. The dust bowl had impacts on the environment including limited rainfall, the lack of fresh grass, and the harsh winds.

The dust bowl has impacts on the environment including limited rainfall. Because of the dust bowl, there is very limited water and rainfall in this area. When there is little water on the ground or in rivers, there is not as much water to evaporate. Because there is little evaporation happening, there is less condensation happening, causing there to be little no no rainfall during the dust bowl. According to Passage 1: Letters From The Dust Bowl, it states that, "Since the very limited rains of May in this section gave ground for renewed hope, optimism has been the approved policy" (Henderson 2). This evidence is explaining that because there was limited rainfall during the month of May in the dust bowl, the people that are in the dust bowl are hoping for a less dusty moth, and are very optimistic about the thought of more rainfall and less dust. This evidence relates back to my claim because it is saying that there was a very limited amount of rainfall in their area, which caused a rise in the dust percentage. This rise in dust started to creep into houses, and it became very hard to clean.

The dust bowl has impacts on the environment including the lack of fresh grass. Because of the limited rainfall in the area of the dust bowl, it has been hard for the grass to survive. The grass is not getting enough water and nutrients from the soil to stay alive. This is making it very hard for farm animals to get the food they need to survive, and it is very hard for crops to grow because there is not enough water and nutrients in the soil for all plants to survive. According to Passage 1: Letters From The Dust Bowl, it states that, "Early in May, with no more grass or even weeds on our 640 acres than on your kitchen floor, and even the scanty remnants of dried grasses from last year cut off and blown away, we decided, like most of our neighbors, to ship our cattle to grass in the central part of the state" (Henderson 3). This evidence is explaining that because there is no grass, or even remnants of grass around their house, the cattle that they own is not getting enough nutrients to nourish and survive. Because their cattle is not getting enough food and nutrients to stay alive, they are going to send their cattle somewhere where there is more food and nutrients for them. This relates back to my claim because if there is not enough nutrients and food for plants and cattle, they cannot survive. According to Passage 2: from The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl, it states that, "If you all can give me another two or three days, Whit told his horses, we'll rest you good. Get me to Amarillo, at least" (Egan 7). This evidence is telling us that because there was little to no fresh grass along the way through the dust bowl, the White families horses were getting weak, and struggling to get the family to their destination. This piece of evidence relates back to my claim because there was little to no fresh grass around, so the horses that were carrying the family were getting weak and were starting to not be able to carry their wagon to their destination.

The dust bowl has impacts on the environment including the harsh winds. In the dust bowl, when there is very harsh winds, dust is being kicked up off of the ground. The dust could also be kicked off of the ground from cars because the wind has moved it and it has not settled into the ground yet. Because the dust is not having enough time to settle, it keeps being kicked back up into the air, and moving to different places. According to Passage 2: from *The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl*, it states that, "People in sputtering cars roared by, honking, hooting at the cowboy family in the horse-drawn wagon, churning up dust in their faces" (Egan 9). This evidence is telling us that because the dust has not yet settled onto the roads, when cars drive by the wagon, they are churning and kicking up dust into the families faces. This piece of evidence relates back to my claim because there is tons of dust and silt around and in the dust bowl, and all of the dust gets unsettled because of the harsh winds in the dust bowl.

The dust bowl has impacts on the environment including limited rainfall, lack of fresh grass, and harsh winds. All three of these examples are things that people had to go through when they were passing through the dust bowl, or even living in it. The conditions while living in the dust bowl were very harsh, and sometimes people didn't survive the very rough conditions of the dust bowl. With little to no water to live off of, cattle and crops dying, it was not a good situation to live through. If you were to relate your everyday life to someones who live in the dust bowl, would you have a new perspective on life?

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea and demonstrates a skillful use of transitions which contributes to the clear progression of ideas.

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

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

Sample Response: 9 points

The Dust Bowl was hard time for people living in Okalhoma, the dust just kept on pouring in. Not only was their plenty of physical hardships but there were a bunch of economic hardships too. People like Caroline from "Letters From the Dust Bowl" by Caroline Henderson and "The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl" by Timothy Egan. Both of the people in here and their families went through some brutal time in the Dust Bowl.

In "Letters From the Dust Bowl", Caroline opted to the inside of Okalhoma and try to get past the Dust Bowl. This turned out to be a serious issue as she and Eleanor witnessed firsthand the wrath of the dust. One piece of evidence is "Visibility approaches zero and everything is covered again with a silt-like deposit which may vary in depth from a film to actual ripples on the kitchen floor." This reveals that they were over the dust coming into the house and were more worried about the amount of dust entering. They also couldn't see anything which would've made it hard to do any tasks. Another piece of evidence is "The shipping charge on our part of the carload was \$46. Pasture cost us \$7.00 for a cow and calf for the season and \$5.00 for a yearling. Whether this venture brings profit or loss..."The evidence shown clearly shows the economic side of issues in the Dust Bowl. Not only do they have to pay a lot of money they also can't determine if they will gain or lose money. That is some hardships that Caroline and her family faced to during the Dust Bowl after they decided to stay there.

In "The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl" Bam White decided to move his family away from the Dust Bowl. But this also caused some problems as they had to cross through No Man's Land. One sentence from the story that supports the idea that there was many problems from the Dust Bowl is "...hated the feel of No Man's Land. The chill, hurried along by the wind, made it impossible to stay warm. The land was so threadbare." The travel to escape put the family in a terrible position to travel through this horrid place. Another piece of evidence is "The family considered dumping their organ, their prized possession. They could sell it in Boise City and make enough to pick up another horse. They asked around: ten dollars was the going rate for an heirloom organ-not enough to buy a horse." This shows how the Dust Bowl affected people emotionally and economically because they decided to sell their favorite possession to buy a horse to get away from no Man's Land. But since everyone else is moving the price for a horse is too high for Bam White's family. This also how the Dust Bowl affected others in other ways, it was a serious and dangerous time.

The Dust Bowl affected many people, from people staying to people moving there was many hardships. Including emotional, economical, and physical. These problems caused a lot of work for the people inside the Dust Bowl, whether it was trying to make money, trying to escape, trying to clean the dust or trying to live. The Dust Bowl proved a problem to many.

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	1

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience, and task with an effective organizational structure. The response presents a clear controlling idea and demonstrates a skillful use of transitions which contributes to the clear progression of ideas.

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

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

Sample Response: 8 points

The people who lived through the Dust Bowl definitely suffered a ton. It was not a easy time in history. Oklahoma was filled with dust, the economy was suffering, and families were falling ill and losing money. The people who lived through this disaster were extremely dedicated to get through one of the toughest times in America. Two major examples of this is the family in the text "The Worst Hard Time: Story of Those Who Survived the Great American Dust Bowl" and the family in the text "Letters from Dust Bowl". The people who lived through this would never forget the hardship of this time.

Families suffered from a large amount of dust flooding houses and air wherever they went. The character Caroline Henderson describes her hardships with keeping her house free of dust during the Dust Bowl. "Wearing out shade hats, with handkerchiefs tied over our faces and vasiline in our nostrils, we have been trying to rescue our homes from the accumulation of wind-blowing in the dust, which penetrates wherever air can go." Caroline describes the desperate measures she endures trying to keep free and healthy from dust. Which includes wearing shade hats and handkerchiefs and even smothering vasiline of her nose to keep from getting such dry skin. A hard experience to live through. She attempts to keep her house free from the dust as well. The family also suffered economic hardship. "We decided, like most of our neighbors to ship our cattle to grass in the central part of the state." This was a tough decision. Considering it was their food supply and source of their money. But desperate times lead to desperate measures.

The economy also suffered greatly in the Dust Bowl. The family in the text "The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl". This family suffered from a not balanced economy. The family was losing money, trying to travel away from the Dust Bowl. They considered selling their prized possession, the object they care most about. Just so they could get away from the hardships. "The Family considered dumping the organ, their prized possession." They did not carry through with it. But this shows what risks they were willing to take. The family also overcame the feeling of traveling through an unpopulated town. "Bam's wife, Lizzie, hated the feel of no man's land. The chill, hurried along by the wind made it impossible to stay warm." This family, just like Carolines. Discovered the natural hardships of the outside. Dust everywhere, cold air. This can make a family feel ill and cause sickness.

The families who lived in the Great Dust Bowl suffered a lot. From natural causes, like the dust overflowing houses and economic hardships. Coming close to selling a prized possession. The family in "The Worst Hard Time: The Untold Story of Those Who Survived The Great American Dust Bowl" and Caroline in "Letters From the Dust Bowl." Are both stories of individuals who overcame the terrible time in their country.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. This response is adequately sustained and generally focused within the purpose, audience, and task. It has a clear controlling idea and an evident organizational structure with a sense of completeness. The response also uses a variety of transitional strategies to clarify the relationships between ideas. In addition, the response has an adequate and logical progression of ideas from beginning to end.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when incorporating and citing evidence for the controlling idea. There is also an adequate expression of ideas with a mix of general and specific language.

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

Sample Response: 7 points

Many people who lived through the Dust Bowl suffered a lot. During the dust bowl times were tough, the farm land was no longer good. Some prices went up like for horses and cattle. If you left your house because you decided not to stay it was harder to see because of the wind blown dust. And then if you decided to stay at your house because you didn't want to leave then it was hard to clean and keep the dust out of your eyes also because of the wind blown dust. They had a lot of hardships to overcome.

First of all if you left your homeland because of the bad dust it was hard to see as you traveled. "Visibility" approaches zero and everything is covered again....." It was hard to see everything was covered with a silt-like deposit. "...for there is rarely a day when at some time the dust clouds do not roll over." When the dust clouds did roll over it would puff the air full of more dust. When the air was full of dust the air was not very good and it became harder for the travelers to see.

Second of all if you stayed in your house because you didn't want to leave it was hard. "...but no method is fully effective." They were blocking the doors and windows using methods to try and keep as much of the dust as they can out. When they did this and the dust did come in they used like this red saw dust like stuff to clean the floors. "... and do our best to avoid inhaling the irritating dust." So when the dust came inside and they cleaned as much as they could some was put right back up into the air making it harder for the good air to come in. Which made it harder for the people to get fresher air.

As you can see the impact of the Dust Bowl was hard on the people. The people that left and traveled it was hard because they obviously couldn't bring everything with them, also it was hard to see as they traveled. If you decided to stay then the air was dusty because of the dust making hard to get clean air. And overall the prices on things went up like horses and if you wanted to send some of your cattle somewhere then the prices were higher. And the people had a lot of hardships and were impacted greatly in a negative way.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. It has a clear controlling idea with a formulaic organizational structure. It is adequately sustained and generally focused within the purpose, audience, and task with an adequate progression of ideas. The response demonstrates an ability to use a variety of transitional strategies to clarify relationships between ideas.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. While the response does have multiple text-specific quotes and it demonstrates an adequate expression of ideas with a mix of general and specific language, it does not offer any direct citation from the sources.

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

Sample Response: 6 points

The Dust Bowl of Oklahoma was a terrible time to be living in. Dust would get into homes, making it difficult to clean the house and keeping it clean. The constant wind and dryness made it almost impossible to keep warm at all. There was little to no rain, which caused most cattle and farm animals to die of starvation due to there being no fertile grass. Crops were scarce as well because of infertile soil.

For example, in the two passages provided, in passage one Caroline's letter states that she lays oiled cloths on her window sills and between the upper and lower sashes to keep dust from coming through the windows. They have to wear shade hats and cover there mouths with a handkerchief tied to their faces, and even Vaseline in their noses to they don't suck in dust. She tells of May, where there isn't any grass of weeds on her 640 acres she owned. So, she had to shop her cattle away to the central part of the state, where there's grass so the cattle wouldn't die out.

Passage 2 tells of Bam White and his family, and how much they hated living in Oklahoma. It states the same problems that passage 1 states as well, but in a more negative way. White wanted to buy another horse but he didn't have the money to, so they had to move slowly to travel to Texas.

In conclusion, the two passages given decribe the Dust Bowl and how dry and awful it was to live in. Passafe one was just more positive than passage two, in a way.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While this response has a focused, controlling idea, it is insufficiently sustained within the purpose, audience, and task. Likewise, its organization is inconsistent, as there is an uneven progression of ideas with an inadequate introduction and conclusion.

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

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

Sample Response: 5 points

The Dust Bowl was a time where there was a lots of dust around. I'm going to tell you the different things people went through and ealt with, along with who dealt with this .

There was time of no grass, no weeds, and cattle had to be shipped where there was actually indeed grass. There was no hope for wheat crops. Many people were leaving the country. Lands were in horrible condition and families were in desperate need. They didn't have enough for a horse. Fields were burned, and grass upside down, states the text. It wasn't often that they would even see a tree. Which is ridiculous compared to the hundred of trees we see in just a day. No grass for a horse team.

Could you imagine dealing with something like this? These families put up for it for quite awhile. If you look out your window, I'm sure you see one, two, ten or twenty trees. Imagine driving for hours.. you'd see thousands of trees, right? These families would go days and days, seeing only different clouds.. not trees. Imagine only seeing one tree in an entire year of seeking adventures in your everyday life. That wasn't how it was for these people. Crazy to think about honestly.

Objects were covered in a silt-like material. Dust would go in windows, which lead to people sealing their windows shut. Many methods were tried, but non were totally "successful". There was hardly any rains, so you could imagine how dried up everything was.

So today, when you see those trees that might seem boring, or how your just used to them. Or maybe their sometimes annoying, then think about these things that those families went through.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. This response is somewhat sustained within the purpose, audience, and task, yet it presents an uneven progression of ideas, summarizing rather than elaborating on the controlling idea. Likewise, the organization is inconsistent and displays weak transitional strategies between paragraphs.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration, as the response provides weakly integrated evidence and uneven support for the controlling idea.

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

Sample Response: 4 points

The dust bowl was a very rough time for the people living in No Mans Land, Okalahoma. The weather in that area is so dusty and windy that going out you must wear hats, hankerchifes and put vaseline up your nose to reduce the dust blown in your facial area. This weather makes a task of going outside extremely difficult and your not worth your time and money to get the things you need. Dust clouds are around everyday and most likely dust will accumulate on your windows. Sealing your windows is vital to avoid the dust getting into your house. Despite all efforts nothing will ever compeltely get rid of the accumulation of dust. You also must be careful when you'd breath because inhaling all that dust is extremely hazardous to your health. Rain is a very uncommon thing and the droughts are effect of such little rain. The dust bowl was a very dangerous time for these people and living in these conditions is very hazardous to your daily life.

The dust bowl was such a terrible time that people would move out despite the dangers of the dusty wind that would blow at them on their journey. When Bam triend to sell his heirloom organ it was only worth ten dollars and that wasn't even enough to buy a horse. The wind was also cold, not just dusty and staying warm was practically impossible. The land was very worn down and in terrible condition. What made Bam's journey very difficult was that his family didn't have a car. Bams family had a wagon with horses and being outside in weather like that made the trip a struggle. Since he didn't want to sell his organ he was going to push it all the way to his destination. During the dust bowl there were many hardships but despite that people still managed to make it through to the best of their ability.

Even though the dust bowl affected these people greatly they still managed to surveve. Though going out was a big thing they got themselves to do it they were abel to survive.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. While the response has a controlling idea, it is insufficiently sustained within the purpose, audience, and task. In addition, its organization is inconsistent, as there is an uneven progression of ideas with an inadequate introduction and conclusion.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration, as it provides cursory support for the controlling idea. The response reads like a source summary with little integration from the text material.

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

Sample Response: 3 points

The dust bowl of 1935 brought clouds upon clouds of dust all over the western states from the passage it is uncertain to know how long the dust bowl lasted but we can assume it was surmountable gap of time.

Those who wished to travel during this time and to take quite severe measures to avoid being choked by the loads of dust in the air. for instance, travelers wore thick hats and cloths over their eyes and mouth to avoid inhaling the dust. Yet another measure to prevent this problem was they would put Vaseline in their nostrils to catch the dirt with they took a breath. It can be inferred that many animals died in this time due to the dust.

In conclusion. The Great dust bowl was a great tragedy for all of the west.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task, and it has no discernible organizational structure.

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

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

Sample Response: 2 points

In both stories there are many similarities and differences of the families and how they deal with the dust bowl in the two passages. There are many similarities in the stories but there are also many differences. The two families decide to take different approaches to the dust bowl. In conclusion, there are many differences and similarities in the two passages.

There are many similarities of the two stories, here are a few of them. One of the many similarities of the stories are, both stories take place in the "dust bowl" of Oklahoma. Both families have to deal with the lack of crops and lack of water because of the drought in the western states. Finally, those are a few of the similarities of the two stories.

There are a lot of differences between the two stories, here are a few of the differences. In the first passage the family decides to stay, while the family in the second story the family decides they should move up to Canada. Another difference in the stories are that the first family sold all of their livestock while the second family kept some of their horses and tried to make it to Canada. In conclusion, these are a few of the differences in the two stories.

In conclusion this are the differences and similarities between the two stories.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic but demonstrates little awareness of the purpose, audience, and task and it has no discernible organizational structure.

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

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

Sample Response: 1 point

The Dust Bowl was messing peoples nice homes up. The people got tried of cleaning it up after the big strom happened "it ripples on the kitchen floor" they sweep they floors avoid the irritating dust.The dust strom caused it to be anymore grass or anymore weeds they had to shipped there cows off.

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	1

Notes on Scoring

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

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

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

Sample Response: 0 points

the dust bowl was a hard place to live

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

Notes on Scoring

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

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

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

Sample Response: 0 points

for their is rarley when at some times the dust clouds do not roll over.

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

Eleanor has laid aside the medical books for a time wearing our shade hats with handkercheifs tied over our faces and vaseline in our nostrils we have trying to rescue our home from the accumulations of wind-blown dust which penetrates wherever air can go some seal the window with the gummed paper strips used in wrapping parcelsand even the scanty remnants of dried grasses from last year cut off and blown away
now they were stuck in no mans land a long stripof geographic afterthought in the far western end of the oklahoma panhandle pasture cost 7.00 for a cow and a calf for the season and 5.00 for yearling.
we farmers here in the united states might as well reconize the we are a minority groupin telling you of these conditions i realize that i expose myself to charges of disloyalty to this western region.the dust bowl is very good with the cows.

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

it approaches zero and everything is covered agian with a silt like deposit witch may vary in depth from the film to actual ripples on the kitchen floor he keep oiled cloths on the sills and between the upper and lower sashes it helped them just a littel to retard or collect the dust in peoples houses.

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.