

# Ohio's State Tests

**ITEM RELEASE**

**SPRING 2021**

**ENGLISH LANGUAGE ARTS II**

# **Table of Contents**

Content Summary and Answer Key .....	iii
Depth of Knowledge (DOK) .....	vii
Stimulus for Questions 1 – 9 .....	1
Question 1: Question and Scoring Guidelines.....	5
Question 1: Sample Response .....	7
Question 3: Question and Scoring Guidelines.....	8
Question 3: Sample Response .....	10
Question 4: Question and Scoring Guidelines.....	11
Question 4: Sample Response .....	13
Question 5: Question and Scoring Guidelines.....	14
Question 5: Sample Response .....	16
Question 2: Question and Scoring Guidelines.....	17
Question 2: Sample Response .....	19
Question 8: Question and Scoring Guidelines.....	20
Question 8: Sample Response .....	22
Question 6: Question and Scoring Guidelines.....	23
Question 6: Sample Responses .....	26
Question 7: Question and Scoring Guidelines.....	31
Question 7: Sample Response .....	33
Question 9: Question and Scoring Guidelines.....	34
Question 9: Sample Response .....	36
Stimulus for Questions 10 – 18 .....	37
Question 10: Question and Scoring Guidelines.....	42
Question 10: Sample Response .....	44

Question 11: Question and Scoring Guidelines.....	45
Question 11: Sample Responses .....	48
Question 12: Question and Scoring Guidelines.....	52
Question 12: Sample Responses .....	56
Question 13: Question and Scoring Guidelines.....	62
Question 13: Sample Response .....	64
Question 14: Question and Scoring Guidelines.....	65
Question 14: Sample Response .....	67
Question 15: Question and Scoring Guidelines.....	68
Question 15: Sample Response .....	70
Question 16: Question and Scoring Guidelines.....	71
Question 16: Sample Response .....	73
Question 17: Question and Scoring Guidelines.....	74
Question 17: Sample Responses .....	78
Question 18: Question and Scoring Guidelines.....	83
Question 18: Sample Responses .....	88

**English Language Arts II  
Spring 2021 Item Release  
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
1	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	C	1 point
3	Multiple Choice Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). <i>(RI.9-10.5)</i>	Level 2	D	1 point
4	Multiple Choice Item	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 2	D	1 point
5	Multiple Choice Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 2	C	1 point
2	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 3	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.

**English Language Arts II  
Spring 2021 Item Release  
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
8	Multiple Choice Item	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. (RI.9-10.2)	Level 3	B	1 point
6	Hot Text Item	Informational	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (RI.9-10.5)	Level 3	---	1 point
7	Multiple Choice Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI.9-10.1)	Level 2	A	1 point
9	Multiple Choice Item	Informational	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. (RI.9-10.7)	Level 2	B	1 point
10	Multiple Choice Item	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-10.5)	Level 2	C	1 point

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

**English Language Arts II  
Spring 2021 Item Release  
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
11	Multi-Select Item	Literary	Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements. (RL.9-10.2)	Level 2	A, C, D	1 point
12	Evidence-Based Selected Response	Literary	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (RL.9-10.3)	Level 3	A; B, D, E	2 points
13	Multiple Choice Item	Literary	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (RL.9-10.5)	Level 2	B	1 point
14	Multiple Choice Item	Literary	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1)	Level 2	C	1 point

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

**English Language Arts II  
Spring 2021 Item Release  
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
15	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone). <i>(RL.9-10.4)</i>	Level 2	B	1 point
16	Multiple Choice Item	Literary	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>(RL.9-10.5)</i>	Level 3	A	1 point
17	Multiple Choice Item	Literary	Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). <i>(RL.9-10.9)</i>	Level 3	C; B	2 points
18	Extended Response	Writing	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <i>(W.9-10.2)</i>	Level 4	---	10 points

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

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

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



**English Language Arts II**  
**Spring 2021 Item Release**

---

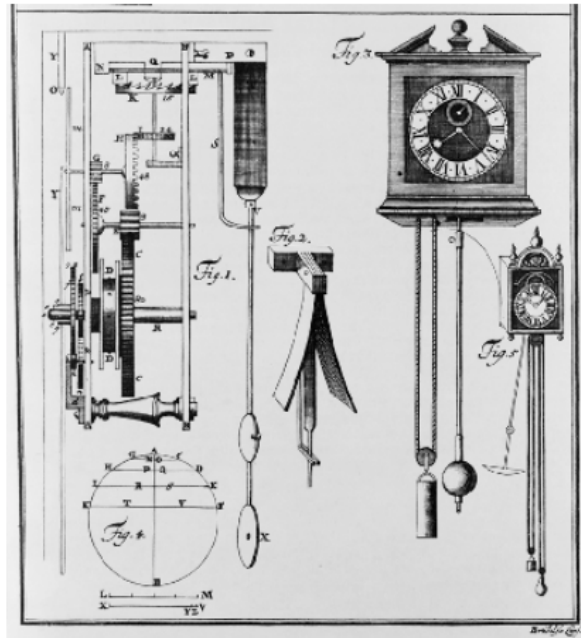
**Stimulus for Questions 1 – 9**

## Stimulus for Questions 1 – 9

### **Scientists may have solved a mystery that's been ticking for 350 years**

by Sarah Kaplan

- 1 Christiaan Huygens knew clocks. The Dutch scientist, mathematician and inventor-of-all-trades is credited with inventing the pendulum clock and developing one of the first balance spring watches. But even he couldn't explain the strange phenomenon he noticed one day in 1665 when he was confined to bed with a "slight indisposition."
- 2 The pendulums of two clocks attached to the same beam in his house had somehow synchronized their swings, oscillating in perfect opposition to one another. Even when Huygens—so entranced by the peculiar puzzle he apparently forgot his "indisposition"—clambered over to stop and restart the clocks at different times, the pendulums eventually returned to their synchronized dance.
- 3 Huygens devoted hours to studying this "odd kind of sympathy" between the clocks, but was stumped as to what caused it. And for the next 3½ centuries, the rest of the scientific community was stumped, too.
- 4 Now a pair of Portuguese physicists say they have an answer.
- 5 In a study published last week in the journal *Scientific Reports*, they argue that tiny pulses created by the ticking clocks traveled through the wood connecting them and slowly pushed the pendulums into their synchronized swing.
- 6 According to *Live Science*, the theory was developed over cups of coffee and tested in a lab, where the researchers recreated Huygens's old experiment with two clocks of their own attached to an aluminum beam. They set the clocks to ticking and measured each swing of their pendulums with high-precision sensors. Over the course of many, many hours (the experiment sometimes took days to run) the swings came into sync with one another, just as Huygens's had.



**A 1725 illustration of the mechanical system of Huygens's pendulum clock**

- 7 The trick lay in the mechanics of the timepiece itself.
- 8 When the pendulum swings one way, it turns a gear in the clock's interior, which in turn drops the weight that pulls the second hand around the clock's face. The gear catches, and then the pendulum swings back the other way, setting the mechanism in motion once more. The classic "tick-tock" of a clock is the sound of the gear locking and unlocking as the pendulum swings.
- 9 When two clocks are hung from the same beam, their incessant ticking and tocking starts to affect how their pendulums swing, the study says. Henrique M. Oliveira, a mathematician at the University of Lisbon and one of the study's co-authors, told the Huffington Post that the sound pulses travel through the connecting beam and act as a tiny "kick" that almost imperceptibly alters the pendulums' swings. Over the course of hours, the little kicks add up, bringing the swings closer and closer into synch. When the clocks are at "phase opposition"—they reach opposite points of their swing at exactly the same time—the kicks cancel each other out. The two clocks are stuck in synchrony with one another.
- 10 Oliveira and his co-author are not the first modern scientists to tackle the topic. A study published in the Proceedings of the Royal Society in 2002 put forward the idea that the spontaneous synchronization was caused by tiny movements of the platform the clocks are connected to. But Oliveira and his co-author say that their experiment is more like the model Huygens was working with and offers an even closer explanation for the phenomenon the scientist spotted 350 years ago.

11        Jonatan Peña Ramirez, a researcher at the Technical University of Eindhoven in the Netherlands who has also published studies of the Huygens's clock case, isn't so sure. He told Smithsonian Magazine that synchronization happens even when the jerky mechanism driving the clocks is changed to a smooth one, implying that discrete sound impulses from the clunky tick-tocking may not be behind the phenomenon.

12        Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

13        "Huygens's synchronization," Ramirez said, "is far from being solved."

"Scientists may have solved a mystery that's been ticking for 350 years" by Sarah Kaplan.  
Copyright © 2015 by the *Washington Post*.  
Reprinted by permission of the Washington Post  
via Copyright Clearance Center.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 1**

**Question and Scoring Guidelines**

## Question 1

What does the author most likely mean by the phrase “odd kind of sympathy” in paragraph 3?

- Ⓐ scientific ambiguity
- Ⓑ contradictory results
- Ⓒ mysterious connection
- Ⓓ unconventional interpretation

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. Huygens was dealing with scientific ambiguity, but that is not what inspired the phrase.

Rationale for Option B: This is incorrect. The swinging of the clocks was described as a “strange phenomenon”, but this does not mean that it contradicted any previous results when the same action was taken. It can largely be assumed this was the first time anyone thought to check, because most people assumed that the pendulums would not sync up.

Rationale for Option C: **Key** – This describes the connected actions between the two Huygens clocks.

Rationale for Option D: This is incorrect. The connection between the clocks went against assumptions, but not against conventions (because no one had ever paid attention to it before, one way or the other).

### Sample Response: 1 point

What does the author most likely mean by the phrase “odd kind of sympathy” in paragraph 3?

- ☐ Ⓐ scientific ambiguity
- ☐ Ⓑ contradictory results
- ☒ Ⓒ mysterious connection
- ☐ Ⓓ unconventional interpretation

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 3**

**Question and Scoring Guidelines**



### Question 3

Read this sentence from the passage.

7        The trick lay in the mechanics of the timepiece itself.

How do paragraphs 8 and 9 develop this idea?

- Ⓐ by explaining what sound pulses are
- Ⓑ by explaining the origin of a particular theory
- Ⓒ by describing a particular science experiment
- Ⓓ by describing how a particular type of clock functions

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraph 8 refers to sound, and paragraph 9 refers to sound pulses, but paragraphs 8 and 9 support the claim that “the trick lay in the mechanics of the timepiece itself” by describing how a particular type of clock works.

Rationale for Option B: This is incorrect. Paragraphs 8 and 9 pertain to a particular theory, and to scientists who are studying it, but they do not indicate how the theory was discovered.

Rationale for Option C: This is incorrect. While the author explains that this information comes from a study, these paragraphs don't describe a particular experiment.

Rationale for Option D: **Key** – The description of the way a particular type of clock works supports the claim that “the trick lay in the mechanics of the timepiece itself.”

### Sample Response: 1 point

Read this sentence from the passage.

7        The trick lay in the mechanics of the timepiece itself.

How do paragraphs 8 and 9 develop this idea?

- ☐ Ⓐ by explaining what sound pulses are
- ☐ Ⓑ by explaining the origin of a particular theory
- ☐ Ⓒ by describing a particular science experiment
- ☒ Ⓓ by describing how a particular type of clock functions

**English Language Arts II  
Spring 2021 Item Release**

---

**Question 4**

**Question and Scoring Guidelines**

## Question 4

How does paragraph 9 lead to a deeper understanding of Huygens's discovery?

- Ⓐ by introducing the idea of sound pulses in a clock
- Ⓑ by describing why Huygens used two clocks in his experiment
- Ⓒ by describing the steps that Huygens followed in his experiment
- Ⓓ by introducing an explanation of why the pendulum swings are synchronized

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. The “tick tock,” whose origin is given in the previous paragraph, helps explain why the synchronization occurs, but this idea doesn’t lead to a deeper understanding.

Rationale for Option B: This is incorrect. The paragraph explains that the experiment involved two clocks hung from the same beam and what the effect was, but this doesn’t offer a deeper explanation of Huygens’ discovery.

Rationale for Option C: This is incorrect. The paragraph does describe a scientific phenomenon, and is organized around describing a process, but it does not detail steps for a scientific experiment. Instead the focus is on the cause and effect of the outcome.

Rationale for Option D: **Key** – The paragraph introduces a problem—Huygens could not figure out why pendulums on two clocks had synchronized their swings—and a solution—sound pulses that imperceptibly alter the pendulums’ swings, which cancel one another out, and lead to synchronization.

### Sample Response: 1 point

How does paragraph 9 lead to a deeper understanding of Huygens’s discovery?

- ☐ Ⓐ by introducing the idea of sound pulses in a clock
- ☐ Ⓑ by describing why Huygens used two clocks in his experiment
- ☐ Ⓒ by describing the steps that Huygens followed in his experiment
- ☒ Ⓓ by introducing an explanation of why the pendulum swings are synchronized

**English Language Arts II  
Spring 2021 Item Release**

---

**Question 5**

**Question and Scoring Guidelines**

## Question 5

Which conclusion is supported by the evidence in paragraph 12?

- Ⓐ Huygens's experiment has inspired many different theories.
- Ⓑ Huygens came upon his original theory through observing nature.
- Ⓒ What Huygens discovered in clocks reflects a law observed in nature.
- Ⓓ Modern scientists have discovered new explanations for Huygens's theory.

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. The experiment has not inspired theories; this paragraph is only explaining how other natural phenomena reflect Huygens's theory.

Rationale for Option B: This is incorrect. The paragraph describes natural phenomena, but none was discovered by Huygens.

Rationale for Option C: **Key** – This paragraph describes natural phenomena that relate to Huygens's discovery, so this is the correct inference to be drawn.

Rationale for Option D: This is incorrect. The phenomenon described here is not an explanation of Huygens's theory.

### Sample Response: 1 point

Which conclusion is supported by the evidence in paragraph 12?

- ☐ Ⓐ Huygens's experiment has inspired many different theories.
- ☐ Ⓑ Huygens came upon his original theory through observing nature.
- ☒ Ⓒ What Huygens discovered in clocks reflects a law observed in nature.
- ☐ Ⓓ Modern scientists have discovered new explanations for Huygens's theory.



**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 2**

**Question and Scoring Guidelines**

## Question 2

Read this paragraph from the passage.

13      “Huygens’s synchronization,” Ramirez said, “is far from being solved.”

How does this paragraph advance the author’s point of view?

- Ⓐ It helps to show that scientific knowledge advances gradually, supporting the author’s point of view that science is always evolving.
- Ⓑ It presents the idea that past scientific discoveries are still relevant today, supporting the author’s point of view that new scientific discoveries are rare.
- Ⓒ It emphasizes that current theories lack sufficient proof to be widely accepted, supporting the author’s point of view that some mysteries will never be solved.
- Ⓓ It presents the idea that current science has difficulty building on previous discoveries, supporting the author’s point of view that science progresses very slowly.

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 3

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

## Scoring Guidelines

Rationale for Option A: **Key** – Phrases such as this are a standard way to imply that the results of a particular experiment are not conclusive; they are used for this purpose in the passage.

Rationale for Option B: This is incorrect. While the scientists today are still using Huygens's experiment, this is not meant to imply that past science still has relevance today; on the contrary, it explains how scientific knowledge advances.

Rationale for Option C: This is incorrect. While Huygens's theory is still not sufficiently proven, it doesn't mean that it is not widely accepted.

Rationale for Option D: This is incorrect. Although the idea that this is "far from being solved" indicates that discoveries are clarified in small steps, one idea in the passage is that present science builds upon past science.

### Sample Response: 1 point

Read this paragraph from the passage.

13 "Huygens's synchronization," Ramirez said, "is far from being solved."

How does this paragraph advance the author's point of view?

- ☒ It helps to show that scientific knowledge advances gradually, supporting the author's point of view that science is always evolving.
- ☐ It presents the idea that past scientific discoveries are still relevant today, supporting the author's point of view that new scientific discoveries are rare.
- ☐ It emphasizes that current theories lack sufficient proof to be widely accepted, supporting the author's point of view that some mysteries will never be solved.
- ☐ It presents the idea that current science has difficulty building on previous discoveries, supporting the author's point of view that science progresses very slowly.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 8**

**Question and Scoring Guidelines**

## Question 8

Which sentence provides a summary of the passage?

- Ⓐ Clocks, with their elaborate functions, have frustrated modern scientists around the world.
- Ⓑ Several centuries ago, Christian Huygens came upon a scientific mystery that has yet to be fully solved.
- Ⓒ Modern scientists are engaged in disagreements about the origin of what Christian Huygens observed centuries ago.
- Ⓓ Scientists constructed an elaborate experiment in order to precisely recreate the conditions that would allow pendulum clocks to swing in synchronization.

**Points Possible:** 1

**Topic:** Informational

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

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

b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.  
(RI.9-10.2)

**Depth of Knowledge:** Level 3

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While it is clear from the passage that clocks have elaborate functions, this is not the main focus of the passage.

Rationale for Option B: **Key** – This provides an objective summary of the passage.

Rationale for Option C: This is incorrect. While there is disagreement among scientists mentioned in the passage, this isn't a key detail that should be in a summary.

Rationale for Option D: This is incorrect. While the passage does indeed focus on an experiment, this isn't the central idea that should be a summary.

### Sample Response: 1 point

Which sentence provides a summary of the passage?

- ☐ Ⓐ Clocks, with their elaborate functions, have frustrated modern scientists around the world.
- ☒ Ⓑ Several centuries ago, Christian Huygens came upon a scientific mystery that has yet to be fully solved.
- ☐ Ⓒ Modern scientists are engaged in disagreements about the origin of what Christian Huygens observed centuries ago.
- ☐ Ⓓ Scientists constructed an elaborate experiment in order to precisely recreate the conditions that would allow pendulum clocks to swing in synchronization.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 6**

**Question and Scoring Guidelines**

## Question 6

Select **four** details in paragraph 12 that are used to support the claim Ramirez makes in paragraph 11.

- 12 Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 3

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



## Scoring Guidelines

For this item, a full-credit (1 point) response includes four of the following five possible answers:

- “because spontaneous synchronization happens so often in nature.”  
AND/OR
- “The flickers of fireflies sync up over the course of a summer's night,”  
AND/OR
- “people gathered in a group eventually start to swing their arms in unison.”  
AND/OR
- “The phenomenon has been seen at a scale as small as particle physics”  
AND/OR
- “and as large as the orbit of moons around their planets.”

**English Language Arts II  
Spring 2021 Item Release**

---

**Question 6**

**Sample Responses**

## Sample Response: 1 point

Select **four** details in paragraph 12 that are used to support the claim Ramirez makes in paragraph 11.

12 Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

### Notes on Scoring

This response earns full credit (1 point) because four of the correct details were selected.

## Sample Response: 1 point

Select **four** details in paragraph 12 that are used to support the claim Ramirez makes in paragraph 11.

12 Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

### Notes on Scoring

This response earns full credit (1 point) because four of the correct details were selected.

## Sample Response: 0 points

Select **four** details in paragraph 12 that are used to support the claim Ramirez makes in paragraph 11.

- 12 Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

### Notes on Scoring

This response earns no credit (0 points) because an incorrect detail was selected.

## Sample Response: 0 points

Select **four** details in paragraph 12 that are used to support the claim Ramirez makes in paragraph 11.

12 Scientists are sure to keep studying the case, Ramirez said, because spontaneous synchronization happens so often in nature. The flickers of fireflies sync up over the course of a summer's night, people gathered in a group eventually start to swing their arms in unison. The phenomenon has been seen at a scale as small as particle physics and as large as the orbit of moons around their planets. All that means there's lots more to learn from the "odd kind of sympathy" Huygens saw in his clocks.

### Notes on Scoring

This response earns no credit (0 points) because an incorrect detail was selected.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 7**

**Question and Scoring Guidelines**

## Question 7

What can be inferred from the idea that Portuguese physicists modeled their experiment after Huygens's?

- Ⓐ that Huygens's research is still relevant to scientists today
- Ⓑ that the Portuguese physicists wanted to find flaws in Huygens's theory
- Ⓒ that Huygens's results would be difficult to recreate with more modern clocks
- Ⓓ that the Portuguese physicists wanted to replace Huygens's theory with a new one

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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



## Scoring Guidelines

Rationale for Option A: **Key** – The fact that present-day scientists strove to make their experiment fit closely with a 350-year-old experiment implies that the old experiment still exerts an intellectual influence today.

Rationale for Option B: This is incorrect. The Portuguese scientists wanted to recreate his experiment to understand his theory more, not to find flaws in it.

Rationale for Option C: This is incorrect. The detail that they used two clocks of their own is irrelevant and has nothing to do with whether the clocks were modern or not.

Rationale for Option D: This is incorrect. The Portuguese scientists wanted to better understand Huygens's theory, not replace it with a new one.

### Sample Response: 1 point

What can be inferred from the idea that Portuguese physicists modeled their experiment after Huygens's?

- ☒ that Huygens's research is still relevant to scientists today
- ☐ that the Portuguese physicists wanted to find flaws in Huygens's theory
- ☐ that Huygens's results would be difficult to recreate with more modern clocks
- ☐ that the Portuguese physicists wanted to replace Huygens's theory with a new one

**English Language Arts II  
Spring 2021 Item Release**

---

**Question 9**

**Question and Scoring Guidelines**

## Question 9

Which idea in the passage does the image help clarify?

- Ⓐ the synchronized swinging of the pendulum
- Ⓑ the gear mechanism that moves the pendulum
- Ⓒ how sound pulses can set the pendulums in motion
- Ⓓ how the pendulums reach opposing points in their swing

**Points Possible:** 1

**Topic:** Informational

**Content Standard:** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. *(RI.9-10.7)*

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. The image does not show the pendulums in synch.

Rationale for Option B: **Key** – This is the key feature of the illustration.

Rationale for Option C: This is incorrect. The image does not show sound pulses putting the pendulums in motion.

Rationale for Option D: This is incorrect. The image does not show pendulums at opposing points in their swing.

### Sample Response: 1 point

Which idea in the passage does the image help clarify?

- ☐ Ⓐ the synchronized swinging of the pendulum
- ☒ Ⓑ the gear mechanism that moves the pendulum
- ☐ Ⓒ how sound pulses can set the pendulums in motion
- ☐ Ⓓ how the pendulums reach opposing points in their swing

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Stimulus for Questions 10 – 18**

## Stimulus for Questions 10 – 18

### Passage 1: Calidore and Pastorella

by Sophia H. MacLehose

*Calidore, a gentle and courteous knight, is on a quest to defeat a menacing beast. During his quest he meets and falls in love with a maiden named Pastorella. One day, while Calidore is hunting, a band of outlaws destroys Pastorella's village. A shepherd named Coridon witnesses the attacks.*

- 1        "What," exclaimed Calidore, "Pastorella dead? How dared death touch her?" And then he persuaded Coridon to tell his sad tale; and Coridon told how he had seen Meliboë die, and the captain defend Pastorella, but as he believed,—in vain.
- 2        On hearing these tidings, Sir Calidore's heart well-nigh broke; but after a time he recovered spirit and determined to rescue Pastorella were she still alive, or to avenge her, were she dead. He asked Coridon to show him the way to the Island, but he had great difficulty in inducing him to do so. At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb.
- 3        As they neared the Island they came to a hill, on which they saw shepherds with their flocks. They determined to go and learn from them the latest tidings. Great was their surprise when Coridon recognized the flocks as the very ones that had been stolen from them, and these shepherds no other than the thieves. This discovery alarmed him greatly, and his heart began to lose all courage, but Sir Calidore reassured him as best he could and prevailed upon him to advance upon the men, who were all asleep. Coridon would have slain them, but Sir Calidore, who had another plan, prevented him.
- 4        Sitting down by their side, he wakened them gently, told them the time of day, and beginning to talk, asked them questions which would, he hoped, reveal the truth as to Pastorella. And when the brigands<sup>1</sup> in turn questioned Sir Calidore and asked who he and his comrade might be, the knight replied that they were herdsmen who sought for hire. On hearing this the thieves at once offered them wages to take care of their flocks. Sir Calidore accepted the offer, and when night came, he and Coridon returned with the outlaws as their hired servants. They quickly learned all the secrets of the caverns, and to their great joy found that Pastorella still lived.

5 After a time of patient waiting Sir Calidore's opportunity came. The brigands had returned from a fray and slept soundly. In the dead of night Sir Calidore arose, and armed only with an old sword which he had found, made his way to the new captain's cavern. Coridon, too cowardly to join boldly with him, too fearful to be left behind, followed faltering. They found the doors fast closed, but Sir Calidore attacked them with all his force and burst them open. . . .

6 Meantime the sound of the fray struck terror into the heart of Pastorella, but when the well-known and much-loved voice of Sir Calidore called to her, joy and comfort took the place of misery and despair, and her spirit revived within her. His voice was to her as the sunshine to the wintry earth, and she who had longed for death felt the spring of life arise anew within her. Nor did Sir Calidore rejoice less: like one distraught he rushed to her, and taking her in his strong arms kissed her a thousand times.

<sup>1</sup>brigands: robbers or bandits

Excerpt from "Calidore and Pastorella" by Sophia H. MacLehose, from *Tales from Spenser*. In the public domain.

## **Passage 2:** **Calidore: A Fragment** by John Keats

*This unfinished poem by John Keats imagines Calidore's youth. In this excerpt, Calidore is enjoying a boat ride when he hears the trumpets that announce the arrival of knights he knows. Calidore greatly desires to become a worthy knight and looks to learn from the actions of these two established knights, Sir Clerimond and Sir Gondibert.*

1 Young Calidore is paddling o'er the lake;  
His healthful spirit eager and awake  
To feel the beauty of a silent eve,  
Which seem'd full loath this happy world to leave;

. . .

5 And now he turns a jutting point of land,  
Whence may be seen the castle gloomy, and grand:  
Nor will a bee buzz round two swelling peaches,  
Before the point of his light shallop<sup>1</sup> reaches  
Those marble steps that through the water dip:  
10 Now over them he goes with hasty trip,  
And scarcely stays to ope the folding doors:  
Anon he leaps along the oaken floors  
Of halls and corridors.

Delicious sounds! those little bright-eyed things  
15 That float about the air on azure wings,  
Had been less heartfelt by him than the clang  
Of clattering hoofs; into the court he sprang,

. . .

When the kind voice of good Sir Clerimond  
Came to his ear, like something from beyond  
20 His present being: so he gently drew  
His warm arms, thrilling now with pulses new,  
From their sweet thrall, and forward gently bending,  
Thank'd heaven that his joy was never ending;  
While 'gainst his forehead he devoutly press'd  
25 A hand heaven made to succour<sup>2</sup> the distress'd;  
A hand that from the world's bleak promontory  
Had lifted Calidore for deeds of glory.

Amid the pages, and the torches' glare,  
There stood a knight, patting the flowing hair  
30 Of his proud horse's mane: he was withal  
A man of elegance, and stature tall:  
So that the waving of his plumes would be  
High as the berries of a wild ash tree,  
Or as the winged cap of Mercury.  
35 His armour was so dexterously wrought  
In shape, that sure no living man had thought  
It hard, and heavy steel: but that indeed  
It was some glorious form, some splendid weed,  
In which a spirit new come from the skies



40 Might live, and show itself to human eyes.  
'Tis the far-fam'd, the brave Sir Gondibert,  
Said the good man to Calidore alert;  
While the young warrior with a step of grace  
Came up,—a courtly smile upon his face,  
45 And mailed hand held out, ready to greet  
The large-eyed wonder, and ambitious heat  
Of the aspiring boy; who as he led  
Those smiling ladies, often turned his head  
To admire the visor arched so gracefully  
50 Over a knightly brow; while they went by  
The lamps that from the high-roof'd hall were pendent,  
And gave the steel a shining quite transcendent.

Soon in a pleasant chamber they are seated;  
The sweet-lipp'd ladies have already greeted  
55 All the green leaves that round the window clamber,  
To show their purple stars, and bells of amber.  
Sir Gondibert has doff'd his shining steel,  
Gladdening in the free, and airy feel  
Of a light mantle; and while Clerimond  
60 Is looking round about him with a fond,  
And placid eye, young Calidore is burning  
To hear of knightly deeds, and gallant spurning  
Of all unworthiness; and how the strong of arm  
Kept off dismay, and terror, and alarm  
65 From lovely woman: while brimful of this,  
He gave each damsel's hand so warm a kiss,  
And had such manly ardour in his eye,  
That each at other look'd half staringly;  
And then their features started into smiles  
70 Sweet as blue heavens o'er enchanted isles.

<sup>1</sup>shallop: a small, open sailboat

<sup>2</sup>succour: to help or assist

Excerpt from "Calidore: A Fragment" by John Keats. In the public domain.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 10**

**Question and Scoring Guidelines**

## Question 10

Read the sentence from Passage 1.

"His voice was to her as the sunshine to the wintry earth, and she who had longed for death felt the spring of life arise anew within her." (paragraph 6)

What does the figurative language in this sentence convey about Pastorella?

- Ⓐ She still doubts that she will truly be saved.
- Ⓑ Her strength arises from the pain of loneliness.
- Ⓒ She feels joy after an extended period of hopelessness.
- Ⓓ Her affectionate thoughts have been her only comforts.

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While this option suggests the passage of time and the hopelessness that results from it, which may be inferred from the quoted sentence, the figurative language suggests that this hopelessness is transformed.

Rationale for Option B: This is incorrect. While this sentence suggests a new feeling, it suggests a new happiness after “long[ing] for death.”

Rationale for Option C: **Key** – The simile compares her hopelessness to winter and the sound of Calidore’s voice to sunshine.

Rationale for Option D: This is incorrect. Although she is happy to hear Calidore’s voice, there is no evidence that her affectionate thoughts kept her going.

### Sample Response: 1 point

Read the sentence from Passage 1.

“His voice was to her as the sunshine to the wintry earth, and she who had longed for death felt the spring of life arise anew within her.” (paragraph 6)

What does the figurative language in this sentence convey about Pastorella?

- ☐ Ⓐ She still doubts that she will truly be saved.
- ☐ Ⓑ Her strength arises from the pain of loneliness.
- ☒ Ⓒ She feels joy after an extended period of hopelessness.
- ☐ Ⓓ Her affectionate thoughts have been her only comforts.

**English Language Arts II  
Spring 2021 Item Release**

---

**Question 11**

**Question and Scoring Guidelines**

## Question 11

Select **three** sentences that belong in an objective summary of Passage 1.

- ☐ Calidore persuades Coridon to lead him to the island to look for Pastorella.
- ☐ Pastorella feels excited and confident when she hears Calidore's voice.
- ☐ Coridon and Calidore convince the thieves to hire them as shepherds.
- ☐ Calidore leads the attack in the caverns in the middle of the night.
- ☐ Coridon follows Calidore closely through the caves.
- ☐ Pastorella is uncertain whether she will be rescued.

**Points Possible:** 1

**Topic:** Literary

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

- a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
- b. Provide an objective summary of the text that includes the theme and relevant story elements. (RL.9-10.2)

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for First Option: **Key** – This detail is the initiating event for the action of the story. When the two men decide to go to the island, they are embarking on the rescue mission.

Rationale for Second Option: This is incorrect. This is an interesting detail in the text, and it shows a change in Pastorella's mood, but it is not a detail that drives the plot.

Rationale for Third Option: **Key** – This detail is a critical part of the text that displays Sir Calidore's cleverness, and it advances the plot by suggesting a secret attack and how Sir Calidore is ultimately successful in his mission.

Rationale for Fourth Option: **Key** – This is the climactic moment in the passage.

Rationale for Fifth Option: This is incorrect. This is an interesting detail in the text, and it reveals aspects of Coridon's character, but it is not a detail that drives the plot.

Rationale for Sixth Option: This is incorrect. This is a surprising moment in the text, and it builds some tension, but it is not a detail that drives the plot.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 11**

**Sample Responses**



### Sample Response: 1 point

Select **three** sentences that belong in an objective summary of Passage 1.

- ☒ Calidore persuades Coridon to lead him to the island to look for Pastorella.
- ☐ Pastorella feels excited and confident when she hears Calidore's voice.
- ☒ Coridon and Calidore convince the thieves to hire them as shepherds.
- ☒ Calidore leads the attack in the caverns in the middle of the night.
- ☐ Coridon follows Calidore closely through the caves.
- ☐ Pastorella is uncertain whether she will be rescued.

#### Notes on Scoring

This response earns full credit (1 point) because the three correct answers are selected.

### Sample Response: 0 points

Select **three** sentences that belong in an objective summary of Passage 1.

- ☒ Calidore persuades Coridon to lead him to the island to look for Pastorella.
- ☐ Pastorella feels excited and confident when she hears Calidore's voice.
- ☐ Coridon and Calidore convince the thieves to hire them as shepherds.
- ☒ Calidore leads the attack in the caverns in the middle of the night.
- ☒ Coridon follows Calidore closely through the caves.
- ☐ Pastorella is uncertain whether she will be rescued.

#### Notes on Scoring

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

### Sample Response: 0 points

Select **three** sentences that belong in an objective summary of Passage 1.

- ☐ Calidore persuades Coridon to lead him to the island to look for Pastorella.
- ☒ Pastorella feels excited and confident when she hears Calidore's voice.
- ☐ Coridon and Calidore convince the thieves to hire them as shepherds.
- ☒ Calidore leads the attack in the caverns in the middle of the night.
- ☒ Coridon follows Calidore closely through the caves.
- ☐ Pastorella is uncertain whether she will be rescued.

#### Notes on Scoring

This response earns no credit (0 points) because two of the selected answers are incorrect. In order to earn full credit for this item, all selections must be correct.

**English Language Arts II**  
**Spring 2021 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

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- Ⓐ Their relationship turns Coridon into a reluctant hero.
- Ⓑ Their relationship shows the effectiveness of an unlikely friendship.
- Ⓒ Their relationship helps Coridon appreciate the values of knighthood.
- Ⓓ Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☐ Coridon's motivations for helping Calidore
- ☐ Coridon's following Calidore into the caverns
- ☐ Coridon's and Calidore's successful collaboration
- ☐ Coridon's fearfulness about joining Calidore in battle
- ☐ Coridon's initial unwillingness to guide Calidore to the island
- ☐ Coridon's reaction to Calidore's bravery in facing the captain

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *(RL.9-10.3)*

**Depth of Knowledge:** Level 3

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

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – Coridon expresses doubt about undertaking nearly every heroic activity, and yet he does ultimately participate.

Rationale for Option B: This is incorrect. While the collaboration between the two men is effective, there is no indication that they are particularly friendly by the end of the passage.

Rationale for Option C: This is incorrect. Coridon is glad to find Pastorella, but there is no evidence that he suddenly appreciates knighthood.

Rationale for Option D: This is incorrect. Calidore's guidance pays off, but there is no evidence that Coridon becomes more self-aware.

## Part B

Rationale for First Option: This is incorrect. While this option would support the idea that Coridon begins to analyze his own actions differently, the reader is not made aware of Coridon's motivations for helping Calidore.

Rationale for Second Option: **Key** – While Coridon is depicted as cowardly, he still decides to accompany Calidore on the most dangerous part of his adventure.

Rationale for Third Option: This is incorrect. While this option would support the idea that the unlikely friendship was effective, that is not the correct response in Part A.

Rationale for Fourth Option: **Key** – In the caves, Coridon is described as “too cowardly to join boldly with him, too fearful to be left behind” (paragraph 5).

Rationale for Fifth Option: **Key** – At first Coridon does not want to take Calidore to the Island, and context suggests it is because he assumes Pastorella is dead. Calidore suggests it is a worthwhile trip regardless.

Rationale for Sixth Option: This is incorrect. While this option would support the idea that Coridon appreciates the values of knighthood, the reader is not made aware of Coridon's reaction to the bravery.

**English Language Arts II**  
**Spring 2021 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

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- ☒ A Their relationship turns Coridon into a reluctant hero.
- ☐ B Their relationship shows the effectiveness of an unlikely friendship.
- ☐ C Their relationship helps Coridon appreciate the values of knighthood.
- ☐ D Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☐ Coridon's motivations for helping Calidore
- ☒ Coridon's following Calidore into the caverns
- ☐ Coridon's and Calidore's successful collaboration
- ☒ Coridon's fearfulness about joining Calidore in battle
- ☒ Coridon's initial unwillingness to guide Calidore to the island
- ☐ Coridon's reaction to Calidore's bravery in facing the captain

### Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in Part A and all three of the correct answers are selected in Part B.

## Sample Response: 1 point

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

### Part A

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- ☒ A Their relationship turns Coridon into a reluctant hero.
- ☐ B Their relationship shows the effectiveness of an unlikely friendship.
- ☐ C Their relationship helps Coridon appreciate the values of knighthood.
- ☐ D Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☒ Coridon's motivations for helping Calidore
- ☐ Coridon's following Calidore into the caverns
- ☐ Coridon's and Calidore's successful collaboration
- ☒ Coridon's fearfulness about joining Calidore in battle
- ☐ Coridon's initial unwillingness to guide Calidore to the island
- ☒ Coridon's reaction to Calidore's bravery in facing the captain

### 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

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- ☐ Ⓐ Their relationship turns Coridon into a reluctant hero.
- ☐ Ⓑ Their relationship shows the effectiveness of an unlikely friendship.
- ☒ Ⓒ Their relationship helps Coridon appreciate the values of knighthood.
- ☐ Ⓓ Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☐ Coridon's motivations for helping Calidore
- ☒ Coridon's following Calidore into the caverns
- ☐ Coridon's and Calidore's successful collaboration
- ☒ Coridon's fearfulness about joining Calidore in battle
- ☒ Coridon's initial unwillingness to guide Calidore to the island
- ☐ Coridon's reaction to Calidore's bravery in facing the captain

### 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

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- ☐ Ⓐ Their relationship turns Coridon into a reluctant hero.
- ☐ Ⓑ Their relationship shows the effectiveness of an unlikely friendship.
- ☐ Ⓒ Their relationship helps Coridon appreciate the values of knighthood.
- ☒ Ⓓ Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☐ Coridon's motivations for helping Calidore
- ☒ Coridon's following Calidore into the caverns
- ☐ Coridon's and Calidore's successful collaboration
- ☐ Coridon's fearfulness about joining Calidore in battle
- ☒ Coridon's initial unwillingness to guide Calidore to the island
- ☒ Coridon's reaction to Calidore's bravery in facing the captain

### Notes on Scoring

This response earns no credit (0 points) because the answer selected for Part A is incorrect, and the responses selected for Part B are partially incorrect. In order to earn full credit for this item, both Part A and Part B must be correct in their entirety. In order to earn partial credit for this item, Part A must be correct.

## Sample Response: 0 points

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

### Part A

In Passage 1, how does the relationship between Calidore and Coridon affect Coridon?

- ☐ Ⓐ Their relationship turns Coridon into a reluctant hero.
- ☐ Ⓑ Their relationship shows the effectiveness of an unlikely friendship.
- ☐ Ⓒ Their relationship helps Coridon appreciate the values of knighthood.
- ☒ Ⓓ Their relationship causes Coridon to analyze his own actions differently.

### Part B

Select **three** examples from Passage 1 that support the answer in Part A.

- ☒ Coridon's motivations for helping Calidore
- ☐ Coridon's following Calidore into the caverns
- ☒ Coridon's and Calidore's successful collaboration
- ☐ Coridon's fearfulness about joining Calidore in battle
- ☐ Coridon's initial unwillingness to guide Calidore to the island
- ☒ Coridon's reaction to Calidore's bravery in facing the captain

### Notes on Scoring

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

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 13**

**Question and Scoring Guidelines**

## Question 13

Read the lines from Passage 2.

"Nor will a bee buzz round two swelling peaches,  
Before the point of his light shallop reaches  
Those marble steps that through the water dip:  
Now over them he goes with hasty trip,  
And scarcely stays to ope the folding doors:  
Anon he leaps along the oaken floors  
Of halls and corridors." (lines 7–13)

What is the impact of the pacing of these lines?

- Ⓐ It highlights Calidore's foolishness about entering unknown circumstances.
- Ⓑ It creates a sense of eager anticipation of the events to come.
- Ⓒ It emphasizes Calidore's desire to leave his former life.
- Ⓓ It suggests Calidore has grown weary of his travels.

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although he does go into unknown circumstances, the word choice and fast pace have more to do with Calidore's desire to see the castle (and all inside it).

Rationale for Option B: **Key** – The effect of the pacing in these lines is to suggest that Calidore is so excited he can hardly contain himself.

Rationale for Option C: This is incorrect. Despite Calidore's eagerness to reach the castle, there is little indication that he is giving up on a previous life.

Rationale for Option D: This is incorrect. While it is clear that Calidore is traveling to somewhere, the pacing of the lines does not suggest weariness.

### Sample Response: 1 point

Read the lines from Passage 2.

"Nor will a bee buzz round two swelling peaches,  
Before the point of his light shallop reaches  
Those marble steps that through the water dip:  
Now over them he goes with hasty trip,  
And scarcely stays to ope the folding doors:  
Anon he leaps along the oaken floors  
Of halls and corridors." (lines 7–13)

What is the impact of the pacing of these lines?

- ☐ Ⓐ It highlights Calidore's foolishness about entering unknown circumstances.
- ☒ Ⓑ It creates a sense of eager anticipation of the events to come.
- ☐ Ⓒ It emphasizes Calidore's desire to leave his former life.
- ☐ Ⓓ It suggests Calidore has grown weary of his travels.



**English Language Arts II  
Spring 2021 Item Release**

---

**Question 14**

**Question and Scoring Guidelines**

## Question 14

Which detail from Passage 2 suggests why Calidore is excited to hear the “clang / Of clattering hoofs” (lines 16–17)?

- Ⓐ “And now he turns a jutting point of land, / Whence may be seen the castle gloomy, and grand” (lines 5–6)
- Ⓑ “A hand that from the world’s bleak promontory / Had lifted Calidore for deeds of glory” (lines 26–27)
- Ⓒ “Amid the pages, and the torches’ glare, / There stood a knight” (lines 28–29)
- Ⓓ “Those smiling ladies, often turned his head / To admire the visor arched so gracefully” (lines 48–49)

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While this detail suggests that Calidore has reached his destination (by boat instead of horse), any excitement he may feel about this occurs before he hears the hooves.

Rationale for Option B: This is incorrect. Although this detail suggests that Calidore has lofty ideals about what it means to be a knight, it does not suggest why the sound of hooves might be appealing.

Rationale for Option C: **Key** – This detail connects the sound of hooves to the proximity of knights, and Calidore is excited to meet the knights.

Rationale for Option D: This is incorrect. Although the ladies admire Calidore, and this may be exciting to him once he finds himself the subject of their admiration, it is not the initial reason why hearing horse hooves excites him.

### Sample Response: 1 point

Which detail from Passage 2 suggests why Calidore is excited to hear the “clang / Of clattering hoofs” (lines 16–17)?

- ☐ Ⓐ “And now he turns a jutting point of land, / Whence may be seen the castle gloomy, and grand” (lines 5–6)
- ☐ Ⓑ “A hand that from the world’s bleak promontory / Had lifted Calidore for deeds of glory” (lines 26–27)
- ☒ Ⓒ “Amid the pages, and the torches’ glare, / There stood a knight” (lines 28–29)
- ☐ Ⓓ “Those smiling ladies, often turned his head / To admire the visor arched so gracefully” (lines 48–49)

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 15**

**Question and Scoring Guidelines**

## Question 15

Read these lines from Passage 2.

"When the kind voice of good Sir Clerimond / Came to his ear, like something from beyond / His present being:" (lines 18–20)

How do these lines contribute to a larger understanding of the passage?

- Ⓐ They depict the knights as superior to the common Calidore.
- Ⓑ They convey how much Calidore looks up to the knights as examples.
- Ⓒ They describe how encouraging the knights are upon meeting Calidore.
- Ⓓ They suggest the qualities of the knights that Calidore and the damsels are drawn to.

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although the words “beyond his present being” are used in these lines, they are used to describe how starstruck Calidore feels in the presence of the knights, not how the knights are better than Calidore (though he is no doubt humbled in their presence).

Rationale for Option B: **Key** – By describing the voice of Sir Clerimond in this way, the lines show how intense the interaction is for Calidore, who idolizes the knights.

Rationale for Option C: This is incorrect. While the impact of Sir Clerimond's voice is depicted in these lines, the content of his speech is not.

Rationale for Option D: This is incorrect. While the damsels are no doubt attracted to the knights for a variety of reasons, these lines detail a moment and a reaction that is wholly Calidore's, unshared with the damsels.

### Sample Response: 1 point

Read these lines from Passage 2.

“When the kind voice of good Sir Clerimond / Came to his ear, like something from beyond / His present being:” (lines 18–20)

How do these lines contribute to a larger understanding of the passage?

- ☐ Ⓐ They depict the knights as superior to the common Calidore.
- ☒ Ⓑ They convey how much Calidore looks up to the knights as examples.
- ☐ Ⓒ They describe how encouraging the knights are upon meeting Calidore.
- ☐ Ⓓ They suggest the qualities of the knights that Calidore and the damsels are drawn to.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 16**

**Question and Scoring Guidelines**

## Question 16

What effect do lines 66–69 have on Passage 2?

- Ⓐ They create humor by suggesting that the damsels are as awed by Calidore as he was upon meeting the knights.
- Ⓑ They build suspense by conveying Calidore's uncertainty when he interacts with the damsels for the first time.
- Ⓒ They develop a sense of doubt because Calidore seems unlikely to attract the attention of the damsels.
- Ⓓ They create a sense of surprise because Calidore was expecting to meet with knights, not damsels.

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 3

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



## Scoring Guidelines

Rationale for Option A: **Key** – The “manly ardour” that the damsels are attracted to in Calidore is the same sort of awe that Calidore feels toward the knights that he meets

Rationale for Option B: This is incorrect. While this is a description of the interaction, it does not build suspense in the passage, which largely revolves around Calidore’s expectations about and the reality of the knights.

Rationale for Option C: This is incorrect. Although we know that Calidore is young from the introduction, there is no reason readers should not expect him to be attractive to the damsels or to expect their fawning over him to be any stranger than his own fawning over the knights.

Rationale for Option D: This is incorrect. While Calidore anticipated meeting knights, there is nothing in the description of his interaction with the damsels that seems shocking or surprising.

### Sample Response: 1 point

What effect do lines 66–69 have on Passage 2?

- ☒ They create humor by suggesting that the damsels are as awed by Calidore as he was upon meeting the knights.
- ☐ They build suspense by conveying Calidore’s uncertainty when he interacts with the damsels for the first time.
- ☐ They develop a sense of doubt because Calidore seems unlikely to attract the attention of the damsels.
- ☐ They create a sense of surprise because Calidore was expecting to meet with knights, not damsels.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 17**

**Question and Scoring Guidelines**

## Question 17

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

### Part A

Read this sentence from Passage 1.

“At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb.” (paragraph 2)

How are the knights depicted differently in Passage 2?

- Ⓐ The lists of the knights’ deeds reveal that they prefer straightforward battle when helping people.
- Ⓑ The knights’ interactions with others show that they avoid spending time with the lower classes.
- Ⓒ The description of the knights’ appearance presents them as larger-than-life figures.
- Ⓓ The depiction of the knights’ arrival shows that they always travel alone.

### Part B

How does this portrayal of knighthood in Passage 2 affect Calidore?

- Ⓐ He believes that he must become more independent in order to be a knight.
- Ⓑ He holds an idealized view of what it means to be a knight.
- Ⓒ He does not yet understand why knights help people.
- Ⓓ He disregards people who are not knights.

**Points Possible:** 2

**Topic:** Literary

**Content Standard:** Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (*RL.9-10.9*)

**Depth of Knowledge:** Level 3

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

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Although Calidore is most interested in hearing about stories of valor and great deeds, this does not suggest that the knights have a preference as to how they help people.

Rationale for Option B: This is incorrect. While the various characters in Passage 2 are of the upper class, this is because they are in a particular setting and does not suggest that they avoid the lower classes.

Rationale for Option C: **Key** – Calidore thinks the knights are perfect, which is why they are depicted in such detail.

Rationale for Option D: This is incorrect. The knights are certainly the main focus of Calidore's attention, but nothing in the passage specifies whether they arrived alone or with others.

## Part B

Rationale for Option A: This is incorrect. Although Calidore is not yet traveling with others in Passage 2, and he is eager to learn from the knights, a goal of increased independence is not present in Passage 2.

Rationale for Option B: **Key** – In Passage 2 Calidore imagines knights in shining armor, or a more traditional (yet romanticized) interpretation of who knights are, and what they look like is a large part of that interpretation. This is a transformation from Passage 1, where Calidore knows that it is important to be clever to have success on missions, even if that means pretending to be a herdsman.

Rationale for Option C: This is incorrect. While Calidore has an incomplete understanding of knighthood, he still knows that knights are supposed to help the helpless and perform other good deeds.

Rationale for Option D: This is incorrect. Although Calidore is focused on the knights in Passage 2, he behaves courteously to the damsels who are present.

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 17**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Read this sentence from Passage 1.

"At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb." (paragraph 2)

How are the knights depicted differently in Passage 2?

- ☐ Ⓐ The lists of the knights' deeds reveal that they prefer straightforward battle when helping people.
- ☐ Ⓑ The knights' interactions with others show that they avoid spending time with the lower classes.
- ☒ Ⓒ The description of the knights' appearance presents them as larger-than-life figures.
- ☐ Ⓓ The depiction of the knights' arrival shows that they always travel alone.

### Part B

How does this portrayal of knighthood in Passage 2 affect Calidore?

- ☐ Ⓐ He believes that he must become more independent in order to be a knight.
- ☒ Ⓑ He holds an idealized view of what it means to be a knight.
- ☐ Ⓒ He does not yet understand why knights help people.
- ☐ Ⓓ He disregards people who are not knights.

### Notes on Scoring

This response earns full credit (2 points) because the correct answer is selected in both Part A and Part B.

## Sample Response: 1 point

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

### Part A

Read this sentence from Passage 1.

"At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb." (paragraph 2)

How are the knights depicted differently in Passage 2?

- ☐ Ⓐ The lists of the knights' deeds reveal that they prefer straightforward battle when helping people.
- ☐ Ⓑ The knights' interactions with others show that they avoid spending time with the lower classes.
- ☒ Ⓒ The description of the knights' appearance presents them as larger-than-life figures.
- ☐ Ⓓ The depiction of the knights' arrival shows that they always travel alone.

### Part B

How does this portrayal of knighthood in Passage 2 affect Calidore?

- ☒ Ⓐ He believes that he must become more independent in order to be a knight.
- ☐ Ⓑ He holds an idealized view of what it means to be a knight.
- ☐ Ⓒ He does not yet understand why knights help people.
- ☐ Ⓓ He disregards people who are not knights.

### Notes on Scoring

This response earns partial credit (1 point). Part A has the correct answer; however, the answer selected for Part B is incorrect and does not earn a point. In order to earn full credit (2 points) for this item, both Part A and Part B must be correct.



## Sample Response: 0 points

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

### Part A

Read this sentence from Passage 1.

"At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb." (paragraph 2)

How are the knights depicted differently in Passage 2?

- ☒ The lists of the knights' deeds reveal that they prefer straightforward battle when helping people.
- ☐ The knights' interactions with others show that they avoid spending time with the lower classes.
- ☐ The description of the knights' appearance presents them as larger-than-life figures.
- ☐ The depiction of the knights' arrival shows that they always travel alone.

### Part B

How does this portrayal of knighthood in Passage 2 affect Calidore?

- ☐ He believes that he must become more independent in order to be a knight.
- ☒ He holds an idealized view of what it means to be a knight.
- ☐ He does not yet understand why knights help people.
- ☐ He disregards people who are not knights.

### 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 (2 points) for this item, both Part A and Part B must be correct. In order to receive partial credit (1 point) for this item, Part A must be correct.

## Sample Response: 0 points

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

### Part A

Read this sentence from Passage 1.

"At length Calidore prevailed upon him, and they went forth dressed as shepherds, although the knight wore armour under his peaceful garb." (paragraph 2)

How are the knights depicted differently in Passage 2?

- ☒ The lists of the knights' deeds reveal that they prefer straightforward battle when helping people.
- ☐ The knights' interactions with others show that they avoid spending time with the lower classes.
- ☐ The description of the knights' appearance presents them as larger-than-life figures.
- ☐ The depiction of the knights' arrival shows that they always travel alone.

### Part B

How does this portrayal of knighthood in Passage 2 affect Calidore?

- ☒ He believes that he must become more independent in order to be a knight.
- ☐ He holds an idealized view of what it means to be a knight.
- ☐ He does not yet understand why knights help people.
- ☐ He disregards people who are not knights.

### Notes on Scoring

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

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 18**

**Question and Scoring Guidelines**

## Question 18

Construct a multi-paragraph written response in which you analyze the differences between the character development of Calidore in the story and in the poem. Your response must be based on ideas that can be found in the passages.

Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.

**Points Possible:** 10

**Topic:** Writing

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

**Depth of Knowledge:** Level 4

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

# Scoring Guidelines

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

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

**English Language Arts II**  
**Spring 2021 Item Release**

---

**Question 18**

**Sample Responses**



## Sample Response: 10 points

### People Change

Overtime, A person's character might change due to the experiences they've had or the level of maturity they are at. In the case of Calidore, his young, idealistic self contrasts with the calm, experienced knight he becomes in two stories, "Calidore and Pastorella" by Sophia H. MacLehose and "Calidore: A Fragment" by John Keats. These two stories showcase the same character, but they show different development in each of them according to the character's age. Calidore's character develops in different ways because the two stories take place in different stages of his life.

Firstly, the poem shows an idealistic and impulsive Calidore. The poem develops like this because Calidore is supposed to be much younger in the poem, a child. His immature views come with the idolization of his heroes, the knights. Calidore idolizes the knights by comparing the height of their plumes to be as "high as the berries of a wild ash tree,/ Or as the winged cap of Mercury" (Keats 33-34). Calidore is comparing the knights indirectly to gods by making the Mercury simile. The comparison showcases how much he looks up to the knight as if they were all-powerful gods. Along with his idolization, Calidore also reveals to the reader his impulsiveness by giving "...Each damsel's hand so warm a kiss,/ And has such manly ardour in his eye" (Keats 66-67). He does this with no prior action hinting at why, he just does it because he wanted to. The kisses come with no previous interactions, and his immaturity and impulsiveness comes out with them. Calidore in the poem is idealistic and impulsive because he is young.

In contrast, the Calidore in the story in the story is shown to be patient and intelligent. HE has grown up to be a knight and know more about the realities of this undertaking. While his companion, Coridon, wants to jump into things, Calidore tells him to wait while he thinks of something. When seeing the bandits who took Pastorella sleeping, it says that "Coridon would have slain them, but Sir Calidore, who had another plan, prevented him" (MacLehose 3). Calidore knows that killing the bandits is an impulsive and not very prudent idea. His maturing leads him to become more calculating by thinking up of a plan that will work better and be more successful. He is intelligent in not killing them right away because of some of the problems it could cause, and he is patient also to wait for another plan to work. In growing up, Calidore has become more patient and a more mature character in this story.

Both the story and the poem feature the same character, Calidore. However, they both tell of different times in his life, which allows for different developments of character. The personality of Calidore in the two stories are different because of the different ages Calidore is at in each selection. The poem shows Calidore's younger, more idealistic side, while the story develops him as being older, wiser, and more mature.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience and task category. A strongly maintained controlling ideas is included with little or no loosely related material. There is a logical progression of ideas from beginning to end with a satisfying introduction and conclusion.

**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 of standard English.

## Sample Response: 9 points

The Calidores presented in these passages are two very different characters, despite being the same person. In Passage One, Calidore is a calm, thoughtful and cunning knight who uses both his brain and brawn to solve problems. Meanwhile in Passage two, Calidore is depicted as an impressionable child, starry-eyed and filled with wonder at the stories of knights and their deeds. By comparing these two portrayals, the growth of Calidore into a knight can be seen.

The Calidore presented in Passage two is just a simple boy, wanting to become something greater. He sees this higher calling in the knights of his time, more specifically, Sir Clerimond and Sir Gondibert. These two knights, with their shining armor and kind dispositions convince Calidore of his goal to become a knight. By these early childhood experiences, Calidore sets in himself the ideal of a knight and this ideal will go on to shape who he becomes as an adult.

Passage One Calidore is finally grown up and has become the knight that he dreamed of being. This is apparent through his actions through the passage. By using subterfuge against the bandits instead of rushing in to battle and potentially losing any hope of saving Pastorella, Calidore shows the restraint and maturity that he learned in achieving his dream of becoming a knight. These character traits are further pronounced and brought to light through juxtaposition against the often times cowardly actions of the shepherd Coridon. This change in Calidore's personality from young boy to grown man can be attributed to the influence the older knights had on him as a child.

Even though the two Calidores present in Passages One and Two are very different, they are still the same person. Keeping this in mind, the impact and experiences the young Calidore had with the older knights, like Sir Clerimond and Sir Gondibert directly lead to this change in Calidore's Personality.

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns full credit (4 points) for Purpose, Focus, and Organization. This response is fully sustained and consistently focused within the purpose, audience, and task. In addition, there is a logical progression of ideas from beginning to end with a satisfying introduction and conclusion.

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration. The writer provides adequate support; however, references are general and imprecise (*Passage One Calidore is finally grown up and has become the knight that he dreamed of being. This is apparent through his actions through the passage*).

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions of standard English. Even though there are some minor errors, there are no patterns of errors and they do not obscure meaning.

## Sample Response: 8 points

Calidore's character is changed dramatically throughout the changing of the passages. The first passage shows Calidore's character through his actions. The second passage shows Calidore's character through his admirations of knight. Not only between both passages is the character of Calidore portrayed different but his character are also different as well. In both stories Calidore's character is developed over time in the passage which allows the reader to see his different types of character.

In the first passage Calidore is portrayed as a strong, independent leader who will do anything for love. His character constantly is compared to Coridon's character throughout the passage. Coridon is weak, and very timid constantly, which when he is compared to Calidore it makes Calidore look very radiant and brave. All of Calidore's action are done for his love of Pastorella, for he puts his life on hold and on the line just to go and rescue her even after he is told she is dead. When he realizes that the flock on the island was stolen, he shows an abundance of patients when he agrees to work for them and gather information to find Pastorella. In passage one Calidore is seen as a brave and radiant man who does anything to rescue the one he loves.

In the second passage Calidore's character is shown through his admiration of the knight. It shows the character that he wishes that he could portray. Also in this passage Calidore is a child and it shows what he wishes himself to become when he is older. Calidore is full of spirit and eagerness to the thought of the knights. This passage shows a different, and more younger side of Calidore and it shows the expectations he has for himself, and his excitement of his future.

Both passages use different method to compare Calidore's character. In passage one he is seen as a more radiant and inspiring individual. Yet in the second passage Calidore is the one who is inspired. A knight put themselves before anything else, and will do anything to rescue anyone who is in need. Calidore's character is not as fully displayed in the second passage like he is in the first. The first passage shows Calidore as someone who is strong and motivated by love but in the second passage Calidore's motivation is to impress others.

Calidore has a different character between the changing of passages. In passage one he is compared to Coridon which makes him look strong, powerful, and like a brave leader. The first passage also shows the intelligence of Calidore and his ability to be patient. In the second passage, Calidore is young and joyful, but is less interested in assisting and more interested in the approval and actions of others. There is an abundance of differences between the character development Calidore in the story as compared to as in the poem.

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 category, with an evident organizational structure. In addition, there are adequate transitions (*In the first passage, In the second passage*).

**Evidence and Elaboration** – This response earns partial credit (3 points) for Evidence and Elaboration for providing adequate support when citing evidence for the controlling idea. Additionally, the response has an adequate expression of ideas and employs a mix of precise and general language (*In passage one he is seen as a more radiant and inspiring individual. Yet in the second passage Calidore is the one who is inspired.*).

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

## Sample Response: 7 points

When thinking of a knight, somebody may think of their chivalry, their honor, or they may think of them as being heroes. Calidore's character development in the story was different than in the poem, because of his different actions and thoughts. In the story, his actions as a knight develop his character to be more of a humble hero. The poem however, is different. Calidore's character is ambitious to be a knight, but for the wrong reasons.

In the first passage, Calidore hears of Pastorella's village being attacked, and his actions that follow are what develop his character. For example, after hearing of Pastorella, passage 1 says, "...Sir Calidore's heart well-nigh broke; but after time he recovered spirit and determined to rescue Pastorella were she still alive..." Calidore's determination to save Pastorella really shows his good character. When he set out to save her, he did not try to be fancy or draw attention, but rather dressed as a shepherd as part of his plan. Not only did his actions demonstrate his determination to help somebody, but the way he did it showed his humility. By being a knight to help people, Calidore develops into a more selfless, kindhearted, and humble character.

In contrast to the first passage, Calidore in the poem has different actions, which develop a much different character. When hearing of knights arriving, he gets very excited to meet them, because he too wants to be a knight. Calidore's interest in the knights is best shown by the line, "The large-eye wonder, and ambitious hear of the aspiring boy..." This line characterizes him as ambitious, which is similar to his character in passage 1. However, he is determined for the wrong reasons. By wanting to be a knight for the status and idealized view of being a knight, his character is developed to be ignorant, as he does not understand the true meaning of being a knight.

In conclusion, the character development of Calidore in the story and poem are different because of their actions. In passage 1, he is a good role model, a selfless, humble character. On the other hand, passage 2 gives us a very different view of him by making him seem shallow and ignorant, because of his desire to be a knight for the status that comes with it.

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

### Notes on Scoring

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

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

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



### Sample Response: 6 points

In the story, Calidore is depicted as a brave and valiant man who although is very capable and strong, thinks through every situation with great detail. "Coridon would have slain them, but Sir Calidore, who had another plan, prevented him." He is shown as a person who can grasp a situation and comprehend all the different routes he can take and their possible outcomes.

In the poem, he is shown as a flashy kind of person who wants to show himself off. "Those marble step that through the water dip: Now over them he goes with hasty trip, And scarcely to open the folding doors: Anon he heaps along the oaken floors." He is said to be very hasty and thoughtless when it comes to decision making. It appears as if he doesn't want to listen to anyone besides Sir Clerimond, who I believe is his elder. he appears to be held to a higher standard, however. He seems to be acting like the captain of a college football team who make it seem like he has it all, and acts only on impulse.

I feel as if the Calidore from the first passage was more collected and would do better in most circumstances under pressure. In the second passage, he is not shown to have been doing much in terms of saving people, but he still seems to be less contained and have a little shorter of a fuse. Overall, I think in the first passage, Calidore was at his finest. And in the second, he seems to be maybe a few years younger with less experience, and is less than himself.

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. This response is somewhat sustained within the purpose, audience and task category, but includes some extraneous material (He is shown as a person who can grasp a situation and comprehend all the different routes he can take and their possible outcomes.). In addition, there is an uneven progression of ideas from beginning to end with an inadequate introduction and conclusion.

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

**Conventions** – This response earns full credit (2 points) in Conventions for demonstrating an adequate command of basic conventions. There are some minor errors in usage, but no patterns of errors.

## Sample Response: 5 points

Calidore changes between these two stories, in the first story he is motivated because he wants to find out what truly happened to Pastorella, in the second story he wants to impress the other knights. In the first story he was headstrong and didn't care about the danger that taking this journey would cause. In the second story he is much more involved in making sure the knights recognize him and he is constantly gushing over anything the knights say or do. So Caladore does change and this is the first example of how he does change.

In the first story Calidore is in love with a girl named Pastorella. When Pastorella's village is attacked Calidore doesn't know whether she is alive or not, so he sets off with someone he met to find her. This is much different compared to the second story because in the second story all he wants to do is impress the knights that he met, he isn't interested in impressing any girls. In the first story he is also much more brave and courageous because without thinking he decides he has to go and find out what happened to Pastorella without even thinking about the dangers of it. "On hearing these tidings, Sir Calidore's heart well-nigh broke; but after a time he recovered spirit and determined to rescue Pastorella were she still alive, or to avenge her, were she dead."

In the second story he seemed much more shy because he couldn't think about how the knight inspired him and how he thinks about the knight. "Amid the pages, and the torches' glare, There stood a knight, patting the flowing hair Of his proud horse's mane: he was withal A man of elegance, and stature tall: High as the berries of a wild ash tree, Or as the winged cap of Mercury." This shows just how he feels about the knight being in his presence, it also shows how much he respects the knights and strives to become one one day.

In conclusion, Calidore does change, in the first passage he's headstrong and doesn't care about danger but he'll do anything to get the woman he loves back, if possible. In the second story he doesn't care about impressing any women, all he wants to do is impress the knights. Calidore absolutely gushes over the knights because he talks about them in such respectful and kind way. These are the ways Calidore changes over the course of 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)
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 category, but includes some extraneous material. There is a focused controlling idea, but it is insufficiently sustained.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration. This response provides uneven, cursory support for the controlling idea. There is use of transitional strategies; however, the evidence from sources is erratic with inconsistent elaboration.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating a partial command of basic conventions. There is inconsistent use of correct punctuation, sentence formation and spelling.

## Sample Response: 4 points

Today passages 1 and 2 will be discussed on the reasons for Calidore helping people. In the first passage it is a story instead of a poem so that passage had more information about the main character, but from what can be seen in the 2 passages, Calidore is trying to impress the knight and save the woman, while in the poem he seems more focused on admiring the knight and woman than anything else.

In passage 1 we get many interesting details along with dialogue to show his thought, feelings, emotions and actions better than poems. We know who took her, how he's gonna get her back instead of a large amount of rhymes and "beautiful" sentences about the people in the world. This chapter is way better if you actually want to know anything about the story or the slightest details other than names and looks.

With his admiration comes motivation, in chapter 2 he focused more on being a knight than doing the right thing and getting the job done. Most of the writing in this chapter is about how much he admires every detail of the woman, the knight, and the world around him. So as you know the soft side of this story came out in passage 2, and although it was very descriptive for people and the world, you learn way more about the character in passage 1 than passage 2. In passage 1 his main goal is to get the woman back to safety, while doing this he also gets an opportunity to impress the knight and possibly get to be one while having a chance to get the girl at the same time.

So as you can see some opinions were spread throughout this essay for good reason, the poem was mostly awful rhyming sentences that don't tell any real stories at all, while the first passage was very understandable, descriptive and overall a bad read. While you be giving these passages a try. (The 1<sup>st</sup> passage is strongly recommended).

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

### Notes on Scoring

**Purpose, Focus, and Organization** – This response earns partial credit (1 point) for Purpose, Focus, and Organization. This response is related to the topic, but demonstrates little awareness of the purpose, audience and task. The controlling idea/thesis statement is limited, there are few transitional strategies and there is no discernible organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration. This response provides minimal evidence for the controlling idea and includes little use of sources, facts and details.

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

## Sample Response: 3 points

The difference between the character development of Calidore from the story and then from the poem has some differences. In the story Calidore had felt some feelings when he heard Pastorella had died "Sir Calidore's heart well-nigh broke but after time he recovered spirit and determined to rescue Pastorella were she still alive or were she dead?". He wasn't going to give up on her, at the end of the story they kissed.

In the poem he had an eager spirit, which he was determined to follow Pastorella into the woods and over the lake to fight like knights. At the end of the poem Calidore had to be kept from lonely women but before he did he gave each damsel's hand so warm a kiss.

From the story to the poem he changed his mood.

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 category, and has no discernible organizational structure.

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration. There are minimal citations from the source material, expression of ideas is vague and there are no transitional strategies.

**Conventions** – This response earns partial credit (1 point) in Conventions for demonstrating partial command of basic conventions. There are various errors in usage and inconsistent use of correct punctuation, spelling and sentence formation.

## Sample Response: 2 points

Calidore is the main character and he went on an adventure to defeat a beast and while doing that he finds a maiden named Pastorella. She was taking by outlaws while a man named Cordion seen it all happen.

Calidore is an aromoured man who has defeated many beasts but a band of outlaws is way different from him. Coridon tries to convinve him to fall in love with the girl cause she is young and needed saved. The poem connects cause its a love poem tht shares settings and themes of ech other stories. It talks about the skys and how enjoyable life can be if you make it and calidore and the maiden just wanted that in life for them. It talks about glory and how glorious it was when they found each other.

Thats why i think theres A connection in these stories because of the love theme going on in both stoeries. the poem talks more about how you can make it though they showed how they did it before they loved each other.

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

### Notes on Scoring

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

**Evidence and Elaboration** – This response earns 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: 1 point

In the poem and its telling the knight is king and caring ,he met a lady but something bad happened and she ended up dying . Once that happended he becomes upset he end up trying to slain all the men .

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

### Notes on Scoring

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

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

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

## Sample Response: 0 points

Calidore seen someing that he should not have seen, he knew that she can try to bring him back to Calidore by using the spirits to get him back but he knew that would be a difficult task so Calidore hired a Knight to protect him or to save the one he lost. They came to the island a went up a hill they saw a floch of shepherds with their flock The flock had stoleing someting from them and they had to get it back.

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 displays little awareness of the purpose, audience or task. There is no controlling idea/thesis statement or discernible organization structure.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration. This response provides no support or evidence related to a main idea or thesis statement and includes no use of sources, facts or details.

**Conventions** – This response earns no credit (0 points) in Conventions for demonstrating a lack of command of conventions, with frequent errors that often obscure meaning.

## Sample Response: 0 points

Calidore greatly desires to become a worthy knight and looks to learn from the actions of two established knights. The two established knights is looking around about him with a fong, And placid eye, calidore is burning to hear of knightly deeds, and gallant spurning of all unworthiness. His present being: so he gently drew His warm arms, thrilling now with pulses new.

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

### Notes on Scoring

This response 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

In passage 1 sir Calidore is a strong knight, who is heartbroke to here the about his beloved pastorella. "On hearing these tiding, sir calidore's heart well-nigh broke; but after a time he recovered spirit and determined to rescue pastorella were she still alive, or to avenge her, were she dead. In passage 2 sir calidore is but a calm man sho is enjoying his life and a knight who loves his friends. " Now over them he goes with hasty trip, and scarcely stays to ope the folding doors; anon he leaps along the oaken floors of halls and corridors.

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

### Notes on Scoring

This response 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

Calidore in the story changes drastically. He goes from being vengeful and full of hate to running to the woman less anger and mor distraught. "After a time he recoverd spirit and determined to rescue Pastorella were she still alive, or to avemge her, were she dead". "Like one distraught he rushed to her, and taking her in his arms kissed her a thousand times."

Calidore in the poem on the other hand went from wanting to find the woman and save her to loving her and smiling. "Before the point of his light shallop reaches those marble steps that through the water dip: Now over them he goes a lovely woman: while brimful of this, He gave each each damsel's hand so warm a kiss, and had such manly ardour in his eye, that each at their other look'd half starinly and then their featur's started into smiles."

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

### Notes on Scoring

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