

# Ohio's State Tests

**SAMPLE TEST  
SCORING GUIDE**

**ENGLISH LANGUAGE ARTS II**

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**English Language Arts II  
Sample Test Scoring Guide  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 1</b>						
1	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 2	C	1 point
2	Multi-Select 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. <i>(RI.9-10.2)</i>	Level 3	A, B, C	1 point
3	Multiple Choice Item	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	B	1 point
4	Evidence-Based Selected Response	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	A; C	2 points

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Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 1</b>						
5	Evidence-Based Selected Response	Informational	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(RI.9-10.8)</i>	Level 2	C; B	2 points
6	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	A	1 point
7	Multiple Choice Item	Literary	Analyze how a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <i>(RL.9-10.6)</i>	Level 2	A	1 point
8	Multiple Choice 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 <i>(RL.9-10.2)</i>	Level 2	C	1 point
9	Multiple Choice Item	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <i>(L.9-10.4)</i>	Level 2	D	1 point

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

Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 1</b>						
10	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	B	1 point
11	Evidence-Based Selected Response	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. <i>(RL.9-10.2)</i>	Level 2	A; D	2 points
12	Multiple Choice Item	Literary	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. <i>(RL.9-10.5)</i>	Level 2	B	1 point
13	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	D	1 point
14	Hot Text	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	---	1 point

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Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 1</b>						
15	Evidence-Based Selected Response	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	A; C	2 points
16	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	A	1 point
17	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 3	C	1 point
18	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	D	1 point
19	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 3	D	1 point

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Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 1</b>						
20	Extended Response	Writing	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.9-10.2)	Level 4	---	10 points

**English Language Arts II  
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Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 2</b>						
1	Hot Text	Literary	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RL.9-10.1)</i>	Level 1	---	1 point
2	Hot Text	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	---	2 points
3	Multi-Select Item	Literary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. <i>(L.9-10.4)</i>	Level 2	B, C	1 point
4	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
5	Multiple Choice Item	Literary	Analyze how a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. <i>(RL.9-10.6)</i>	Level 2	A	1 point

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Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 2</b>						
6	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	D	1 point
7	Hot Text	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. <i>(RL.9-10.3)</i>	Level 2	---	2 points
8	Multiple Choice Item	Informational	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. <i>(RI.9-10.8)</i>	Level 3	D	1 point
9	Evidence-Based Selected Response	Informational	Analyze informational text development. a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <i>(RI.9-10.2)</i>	Level 2	C; D	2 points

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Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 2</b>						
10	Multi-Select Item	Informational	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.9-10.1)</i>	Level 2	B, C	1 point
11	Evidence-Based Selected Response	Informational	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. <i>(RI.9-10.3)</i>	Level 3	A; B	2 points
12	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. <i>(RI.9-10.6)</i>	Level 2	C	1 point
13	Evidence-Based Selected Response	Informational	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <i>(RI.9-10.4)</i>	Level 2	D; B	2 points
14	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

**English Language Arts II  
Sample Test Scoring Guide  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
<b>Part 2</b>						
15	Extended Response	Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. <i>(W.9-10.1)</i>	Level 4	---	10 points

## **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  
Sample Test Scoring Guide**

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**Stimulus for Questions 1 – 6**

## Stimulus for Questions 1 – 6

**How Trees Calm Us Down**

by Alex Hutchinson

- 1 In 1984, a researcher named Roger Ulrich noticed a curious pattern among patients who were recovering from gallbladder surgery at a suburban hospital in Pennsylvania. Those who had been given rooms overlooking a small stand of deciduous trees were being discharged almost a day sooner, on average, than those in otherwise identical rooms whose windows faced a wall. The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling. Whatever curative property the trees possessed, how were they casting it through a pane of glass?
- 2 That is the riddle that underlies a new study in the journal *Scientific Reports* by a team of researchers in the United States, Canada, and Australia, led by the University of Chicago psychology professor Marc Berman. The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level; the first measures the distribution of green space, as determined from satellite imagery and a comprehensive list of all five hundred and thirty thousand trees planted on public land, and the second measures health, as assessed by a detailed survey of ninety-four thousand respondents. After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt. "To get an equivalent increase with money, you'd have to give each household in that neighborhood ten thousand dollars—or make people seven years younger," Berman told me.
- 3 Are such numbers fanciful? The emerald ash borer, which has killed a hundred million trees across North America in recent years, offers a grim natural experiment. A county-by-county analysis of health records by the U.S. Forest Service, between 1990 and 2007, found that deaths related to cardiovascular and respiratory illnesses rose in places where trees succumbed to the pest, contributing to more than twenty thousand additional deaths during the study period. The Toronto data shows a similar link between tree cover and cardio-metabolic conditions such as heart disease, stroke, and diabetes. For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger.
- 4 What is most interesting about this data, though, is one of its subtler details. The health benefits stem almost entirely from trees planted along streets and in front yards, where many people walk past them; trees in back yards and parks don't seem to matter as much in the analysis. It could be that roadside trees have a bigger impact on air quality along sidewalks, or that leafy avenues encourage people to walk more. But Berman is also interested in a possibility that harks back to Ulrich's hospital-window finding: perhaps it is enough simply to look at a tree.

- 5 In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between “voluntary” and “involuntary” attention. When you cross a busy intersection or pore over a spreadsheet, you are depleting finite reserves of voluntary, directed attention. The antidote is not, as one might first guess, to sit quietly in a darkened room. “The environment has to have some kind of stimulation to activate your involuntary attention—your fascination,” Berman said. Urban environments can certainly elicit involuntary attention (honking horns in Times Square), but they do so in a harsh, peremptory way that requires voluntary attention to override. Natural environments, on the other hand, provide what Berman calls “softly fascinating stimulation.” Your eye is captured by the shape of a branch, a ripple in the water; your mind follows.
- 6 As a doctoral student at the University of Michigan, a decade ago, Berman conducted a study in which he sent volunteers on a fifty-minute walk through either an arboretum or city streets, then gave his subjects a cognitive assessment. Those who had taken the nature walk performed about twenty percent better than their counterparts on tests of memory and attention. They also tended to be in a better mood, although that didn’t affect their scores. “What we’re finding is that you don’t have to *like* the interaction with nature to get the benefits,” Berman said. Some of the walks took place in June, whereas others took place in January; most people didn’t particularly enjoy trudging through the harsh Michigan winter, but their scores jumped just as much as in the summer trials. Not surprisingly, those whose directed attention is most depleted seem to get the biggest benefits: an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning, and the boost is five times bigger in people who have been diagnosed with clinical depression.
- 7 You can produce an attenuated version of the same effect simply by looking out a window, or (for experimental convenience) at a picture of a nature scene. Over the past few years, Berman and his colleagues have zeroed in on the “low-level” visual characteristics that distinguish natural from built environments. To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on. The view of an arboretum, for instance, tends to have higher color saturation than that of a street corner, indicating that “the colors in nature are more of the ‘purer’ version of those colors,” Berman said. Even when images are scrambled so that there are no recognizable features, like trees or skyscrapers, to betray what they represent, their low-level visual characteristics still predict how much people will like them.

8 It's nice to think that research like this can affect public policy. Ulrich's work has already "directly impacted the design of many billions of dollars of hospital construction," according to one health-care trade publication. Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls. Berman's aim, though, is more prosaic: he hopes that we will plant more trees. His results reveal a clear and consistent hierarchy. A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing. Something deep within us responds to the three-dimensional geometry of nature, and that is where arguments of economic equivalence, however well intentioned, fall short. If someone offers you ten thousand dollars or ten trees, take the trees.

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**English Language Arts II  
Sample Test Scoring Guide**

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**Question 1**

**Question and Scoring Guidelines**

## Question 1

How does the use of the rhetorical question "Are such numbers fanciful?" in paragraph 3 contribute to an understanding of the author's purpose?

- Ⓐ The question indicates that the author thinks there may be a different reason for Berman's results.
- Ⓑ The question acknowledges that Berman's results do not take the emerald ash borer into account.
- Ⓒ The question suggests that the author's initial skepticism made him seek out other research.
- Ⓓ The question provides an opportunity for the author to contradict Berman's findings.

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. The phrase expresses skepticism but gives no indication of an alternate explanation at this point. The author questions the numbers Berman uses, or the extent to which this is true, more so than the truth of the explanation itself.

Rationale for Option B: This is incorrect. The author begins speaking about the emerald ash borer, but he does not do it because he recognizes a flaw in Berman's findings, he does so to corroborate his own belief in the experiment (and for anyone reading the passage who thinks there is no way Berman's results could be accurate or that no one else has studied something similar before).

Rationale for Option C: **Key** – The author asks this question after initially presenting Berman's research; he acknowledges how impossible the findings sound with the question and then supports them further with other research.

Rationale for Option D: This is incorrect. Students may choose this option because they agree that the question implies skepticism, which is never resolved, but the author continues to share further research to corroborate Berman's findings.

### Sample Response: 1 point

How does the use of the rhetorical question "Are such numbers fanciful?" in paragraph 3 contribute to an understanding of the author's purpose?

- Ⓐ The question indicates that the author thinks there may be a different reason for Berman's results.
- Ⓑ The question acknowledges that Berman's results do not take the emerald ash borer into account.
- Ⓒ The question suggests that the author's initial skepticism made him seek out other research.
- Ⓓ The question provides an opportunity for the author to contradict Berman's findings.

**English Language Arts II  
Sample Test Scoring Guide**

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**Question 2**

**Question and Scoring Guidelines**

## Question 2

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

**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 First Option: **Key** – This sentence supports the central idea because it revolves around the basis for Berman’s exploration as to why trees are beneficial to people’s health.

Rationale for Second Option: **Key** – This sentence provides evidence that trees correlate to an improvement in health by those who are located nearby, which supports the central idea.

Rationale for Third Option: **Key** – This sentence describes a Toronto-based study that determined that people with cardio-metabolic conditions can benefit simply from viewing a handful of trees on their block, which supports the central idea.

Rationale for Fourth Option: This is incorrect. Although this sentence provides background information on how humans perceive trees in urban environments and trees in natural environments, it does not support the central idea of examining the correlation between trees and human health benefits.

Rationale for Fifth Option: This is incorrect. This relates to visual images, which are important to the passage; however, it does not address the central idea, which is that looking at nature can have beneficial effects on people.

Rationale for Sixth Option: This is incorrect. This sentence represents how the results of the studies could be implemented, but does not directly support the main idea.

**English Language Arts II  
Sample Test Scoring Guide**

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**Question 2**

**Sample Responses**

Sample Response: 1 point

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

**Notes on Scoring**

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

## Sample Response: 0 points

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

### Notes on Scoring

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

## Sample Response: 0 points

Which **three** sentences support the central idea of the passage?

- "The results seemed at once obvious—of course a leafy tableau is more therapeutic than a drab brick wall—and puzzling." (paragraph 1)
- "After controlling for income, education, and age, Berman and his colleagues showed that an additional ten trees on a given block corresponded to a one-per-cent increase in how healthy nearby residents felt." (paragraph 2)
- "For the people suffering from these conditions, an extra eleven trees per block corresponds to an income boost of twenty thousand dollars, or being almost one and a half years younger." (paragraph 3)
- "In the late nineteenth century, the pioneering psychologist and philosopher William James proposed a distinction between 'voluntary' and 'involuntary' attention." (paragraph 5)
- "To do this, they broke down images into their visual components: the proportion of straight to curved edges, the hue and saturation of the colors, the entropy (a statistical measure of randomness in pixel intensity), and so on." (paragraph 7)
- "Perhaps we will reconceive our cities and move toward richly hued streetscapes and buildings with fractal patterning that whispers to our nature-starved souls." (paragraph 8)

### Notes on Scoring

This response earns no credit (0 points) because the answers selected are incorrect.

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Sample Test Scoring Guide**

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**Question 3**

**Question and Scoring Guidelines**

### Question 3

What does the word cognitive mean as it is used in paragraph 6?

- Ⓐ controlled
- Ⓑ mental
- Ⓒ physical
- Ⓓ timed

**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. Although the assessments were undoubtedly administered under controlled conditions, that is not the meaning of “cognitive” in any sense.

Rationale for Option B: Key – The word “cognitive” means “relating to mental actions”, and the context clues in paragraph 6, such as “tests of memory and attention”, help readers determine this meaning.

Rationale for Option C: This is incorrect. Because the main idea of the article focuses on health, the reader may assume that the subjects were given physical exams.

Rationale for Option D: This is incorrect. Readers might think that “cognitive” means “timed” because volunteers were sent on “a fifty-minute walk” and they took tests afterward with recorded scores; however, the context clues in paragraph 6, such as “tests of memory and attention”, help readers determine the meaning of “cognitive” as “relating to mental actions”.

### Sample Response: 1 point

What does the word cognitive mean as it is used in paragraph 6?

- A controlled
- B mental
- C physical
- D timed

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**Question 4**

**Question and Scoring Guidelines**

## Question 4

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

**Part A**

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

**Part B**

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

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

**Points Possible:** 2

**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

### Part A

Rationale for Option A: **Key** – This idea is supported by evidence presented in paragraph 6.

Rationale for Option B: This is incorrect. Although the author hopes that cities might “move toward richly hued streetscapes”, and some hospitals have already spent “many billions of dollars” in new designs, readers cannot make the inference that cities will follow suit because of this recent study.

Rationale for Option C: This is incorrect. Although the passage describes a study conducted at the University of Michigan, this study was done over a decade ago and there is no implication in the passage otherwise that suggests this inference.

Rationale for Option D: This is incorrect. The article discusses the levels of saturation and hue in natural environments; however, it does not mention flowering trees in regards to saturation levels, so readers cannot make this inference based on the information.

### Part B

Rationale for Option A: This is incorrect. This quotation could support option B in Part A.

Rationale for Option B: This is incorrect. This quotation could support option B or C in Part A, or if students misunderstand the message of paragraph 5, they might think it supports why a person would rather hike in nature than on a street.

Rationale for Option C: **Key** – This quotation supports the correct answer in Part A by distinguishing the benefits of interacting with nature at different times of day.

Rationale for Option D: This is incorrect. This quotation could support options B or D in Part A.

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**Question 4**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Which inference is supported by information in the passage?

- An evening hike in the woods is better for you than a morning hike.
- Cities will soon include elaborate nature areas in their planning budgets.
- Universities invest time and money researching and developing natural cures.
- Flowering trees have higher levels of saturation and are beneficial to one's health.

### Part B

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

- "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- ". . . leafy avenues encourage people to walk more." (paragraph 4)
- ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- "It's nice to think that research like this can affect public policy." (paragraph 8)

### Notes on Scoring

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

## Sample Response: 1 point

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

**Part A**

Which inference is supported by information in the passage?

- An evening hike in the woods is better for you than a morning hike.
- Cities will soon include elaborate nature areas in their planning budgets.
- Universities invest time and money researching and developing natural cures.
- Flowering trees have higher levels of saturation and are beneficial to one's health.

**Part B**

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

- "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- ". . . leafy avenues encourage people to walk more." (paragraph 4)
- ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- "It's nice to think that research like this can affect public policy." (paragraph 8)

**Notes on Scoring**

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

Sample Response: 1 point

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

**Part A**

Which inference is supported by information in the passage?

- An evening hike in the woods is better for you than a morning hike.
- Cities will soon include elaborate nature areas in their planning budgets.
- Universities invest time and money researching and developing natural cures.
- Flowering trees have higher levels of saturation and are beneficial to one's health.

**Part B**

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

- "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- ". . . leafy avenues encourage people to walk more." (paragraph 4)
- ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- "It's nice to think that research like this can affect public policy." (paragraph 8)

**Notes on Scoring**

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

## Sample Response: 0 points

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

**Part A**

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

**Part B**

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

- Ⓐ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓑ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓒ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓓ "It's nice to think that research like this can affect public policy." (paragraph 8)

**Notes on Scoring**

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

Which inference is supported by information in the passage?

- Ⓐ An evening hike in the woods is better for you than a morning hike.
- Ⓑ Cities will soon include elaborate nature areas in their planning budgets.
- Ⓒ Universities invest time and money researching and developing natural cures.
- Ⓓ Flowering trees have higher levels of saturation and are beneficial to one's health.

### Part B

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

- Ⓒ "The study compares two large data sets from the city of Toronto, both gathered on a block-by-block level . . ." (paragraph 2)
- Ⓓ ". . . leafy avenues encourage people to walk more." (paragraph 4)
- Ⓔ ". . . an end-of-workday nature romp probably packs a greater restorative punch than one first thing in the morning . . ." (paragraph 6)
- Ⓕ "It's nice to think that research like this can affect public policy." (paragraph 8)

### Notes on Scoring

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

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**Question 5**

**Question and Scoring Guidelines**

## Question 5

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

**Part A**

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- (A) the study of voluntary and involuntary attention (paragraph 5)
- (B) the Forest Service analysis of the effect of deforestation (paragraph 3)
- (C) the study of visual characteristics of different environments (paragraph 7)
- (D) the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- (A) a means of relating tree infestations to human disease
- (B) a ranking of the restorative benefits of different environments
- (C) a rule of thumb for apartment values in different neighborhoods
- (D) a way to think about the relationship between health and forested areas

**Points Possible:** 2

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. The Toronto study focused on larger effects of trees in the city, not voluntary and involuntary attention.

Rationale for Option B: This is incorrect. Although the US Forest Service's analysis and results were important for Berman's study in Toronto, the analysis and results illustrate the effects of not having trees around, not a hierarchy.

Rationale for Option C: **Key** – The statement supports a practical ranking of ways that trees, natural images, and abstract forms affect human well-being, as discussed in paragraph 7.

Rationale for Option D: This is incorrect. Ulrich's discovery only relates to health benefits for those who have a window overlooking a tree.

### Part B

Rationale for Option A: This is incorrect. This option relates to the study by the US Forest Service, not the visual study.

Rationale for Option B: **Key** – The statement summarizes the conclusion of the visual study and adds a ranking of the effects of different visual experiences on health.

Rationale for Option C: This is incorrect. This option relates to the study by the US Forest Service and/or the Toronto study, but not the visual study.

Rationale for Option D: This is incorrect. This option relates to the study in Toronto, not the visual study.

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**Question 5**

**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 paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

**Notes on Scoring**

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

Sample Response: 1 point

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

**Part A**

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

**Notes on Scoring**

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

Sample Response: 1 point

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

**Part A**

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

**Notes on Scoring**

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

## Sample Response: 0 points

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

**Part A**

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- the study of voluntary and involuntary attention (paragraph 5)
- the Forest Service analysis of the effect of deforestation (paragraph 3)
- the study of visual characteristics of different environments (paragraph 7)
- the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- a means of relating tree infestations to human disease
- a ranking of the restorative benefits of different environments
- a rule of thumb for apartment values in different neighborhoods
- a way to think about the relationship between health and forested areas

**Notes on Scoring**

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

Sample Response: 0 points

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

**Part A**

Read this sentence from paragraph 8.

“A walk in the woods trumps a picture of a tree, which trumps an abstract image, no matter how soothing.”

This statement is relevant to the conclusions of which research project?

- Ⓐ the study of voluntary and involuntary attention (paragraph 5)
- Ⓑ the Forest Service analysis of the effect of deforestation (paragraph 3)
- Ⓒ the study of visual characteristics of different environments (paragraph 7)
- Ⓓ the study of recovery rates of patients in the suburban hospital (paragraph 1)

**Part B**

What does the statement add to the reader’s understanding of the project’s results?

- Ⓐ a means of relating tree infestations to human disease
- Ⓑ a ranking of the restorative benefits of different environments
- Ⓒ a rule of thumb for apartment values in different neighborhoods
- Ⓓ a way to think about the relationship between health and forested areas

**Notes on Scoring**

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

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**Question 6**

**Question and Scoring Guidelines**

## Question 6

How does the author develop the claim that there is a strong relationship between the number of trees nearby and how a person feels?

- Ⓐ by citing multiple studies about trees and drawing connections between them
- Ⓑ by examining studies of the process by which trees make people feel younger
- Ⓒ by asking the reader to imagine how it would feel to be several years younger
- Ⓓ by suggesting that the relationship is already believed to be true by most people

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: Key – The author points to multiple sources of expert evidence, integrating that evidence to drive home the connection to the reader.

Rationale for Option B: This is incorrect. The author alludes to the relationship between trees and a youthful feeling, but not to studies of the actual biomechanical process that causes this to take place.

Rationale for Option C: This is incorrect. The author does not explicitly ask the reader to engage in this kind of speculation, nor could this strategy be used to support his claim.

Rationale for Option D: This is incorrect. The author does not suggest that this is already a widely held belief in the population at large, nor would this be a successful strategy in developing or supporting his claim.

### Sample Response: 1 point

How does the author develop the claim that there is a strong relationship between the number of trees nearby and how a person feels?

- by citing multiple studies about trees and drawing connections between them
- by examining studies of the process by which trees make people feel younger
- by asking the reader to imagine how it would feel to be several years younger
- by suggesting that the relationship is already believed to be true by most people

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**Stimulus for Questions 7 – 13**

## Stimulus for Questions 7 – 13

**Passage 1: from *A Book of Myths***

by Jean Lang

*In Greek mythology, the Titans were a race of beings that ruled the world before the gods. A few of the Titans, such as Epimetheus and his brother Prometheus, sided with the gods in their war with the rest of the Titans. Prometheus later betrayed the gods in order to help humankind, leading the gods to seek revenge on the brothers. As part of their plan, the gods sent the maiden Pandora to Epimetheus to be his wife. Prometheus warned his brother that this was a trick, but Epimetheus was already in love with Pandora.*

- 1 For Epimetheus it was enough to look at this peerless woman, sent from the gods, for him to love her and to believe in her utterly. She was the fairest thing on earth, worthy indeed of the deathless gods who had created her. Perfect, too, was the happiness that she brought with her to Epimetheus. Before her coming, as he well knew now, the fair world had been incomplete. Since she came the fragrant flowers had grown more sweet for him, the song of the birds more full of melody. He found new life in Pandora and marvelled how his brother could ever have fancied that she could bring to the world aught but peace and joyousness.
- 2 Now when the gods had entrusted to the Titan brothers the endowment of all living things upon the earth, they had been careful to withhold everything that might bring into the world pain, sickness, anxiety, bitterness of heart, remorse, or soul-crushing sorrow. All these hurtful things were imprisoned in a coffer which was given into the care of the trusty Epimetheus.
- 3 To Pandora the world into which she came was all fresh, all new, quite full of unexpected joys and delightful surprises. It was a world of mystery, but mystery of which her great, adoring, simple Titan held the golden key. When she saw the coffer which never was opened, what then more natural than that she should ask Epimetheus what it contained? But the contents were known only to the gods. Epimetheus was unable to answer. Day by day, the curiosity of Pandora increased. To her the gods had never given anything but good. Surely there must be here gifts more precious still. What if the Olympians had destined her to be the one to open the casket, and had sent her to earth in order that she might bestow on this dear world, on the men who lived on it, and on her own magnificent Titan, happiness and blessings which only the minds of gods could have conceived? Thus did there come a day when Pandora, unconscious instrument in the hands of a vengeful Olympian, in all faith, and with the courage that is born of faith and of love, opened the lid of the prison-house of evil. And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora. Terror, doubt, misery, had all rushed straightway to attack her heart, while the evils of which she had never dreamed stung mind and soul into dismay and horror, when, by hastily shutting the lid of the coffer, she tried to undo the evil she had done.

4 And lo, she found that the gods had imprisoned one good gift only in this Inferno of horrors and of ugliness. In the world there had never been any need of Hope. What work was there for Hope to do where all was perfect, and where each creature possessed the desire of body and of heart? Therefore Hope was thrust into the chest that held the evils, a star in a black night, a lily growing on a dung-heap. And as Pandora, white-lipped and trembling, looked into the otherwise empty box, courage came back to her heart . . . . Thus, saved by Hope, the Titan and the woman faced the future, and for them the vengeance of the gods was stayed.

Excerpt from *A Book of Myths* by Jean Lang. In the public domain.

## **Passage 2: The Masque of Pandora**

by Henry Wadsworth Longfellow

1 PANDORA (coming from the house).  
O Epimetheus, I no longer dare  
To lift mine eyes to thine, nor hear thy voice,  
Being no longer worthy of thy love.

EPIMETHEUS.

5 What hast thou done?

. . .

PANDORA.

I dare not speak of it.

EPIMETHEUS.

Thy pallor and thy silence terrify me!

PANDORA.

I have brought wrath and ruin on thy house!

My heart hath braved the oracle<sup>1</sup> that guarded

10 The fatal secret from us, and my hand

Lifted the lid of the mysterious chest!

EPIMETHEUS.

Then all is lost! I am indeed undone.

PANDORA.

I pray for punishment, and not for pardon.

EPIMETHEUS.

Mine is the fault not thine. On me shall fall  
15 The vengeance of the Gods, for I betrayed  
Their secret when, in evil hour, I said  
It was a secret; when, in evil hour,  
I left thee here alone to this temptation.  
Why did I leave thee?

PANDORA.

20 Why didst thou return?  
Eternal absence would have been to me  
The greatest punishment. To be left alone  
And face to face with my own crime, had been  
Just retribution. Upon me, ye Gods,  
25 Let all your vengeance fall!

EPIMETHEUS.

On thee and me.  
I do not love thee less for what is done,  
And cannot be undone. Thy very weakness  
Hath brought thee nearer to me, and henceforth  
30 My love will have a sense of pity in it,  
Making it less a worship than before.

PANDORA.

Pity me not; pity is degradation. . . .

EPIMETHEUS.

Beautiful Pandora!  
Thou art a Goddess still!

PANDORA.

35 I am a woman;  
And the insurgent demon in my nature,  
That made me brave the oracle, revolts  
At pity and compassion. Let me die;  
What else remains for me?

EPIMETHEUS.

40 Youth, hope, and love:  
To build a new life on a ruined life,  
To make the future fairer than the past,  
And make the past appear a troubled dream.  
Even now in passing through the garden walks  
45 Upon the ground I saw a fallen nest

Ruined and full of rain; and over me  
Beheld the uncomplaining birds already  
Busy in building a new habitation.

PANDORA.  
Auspicious<sup>2</sup> omen!

EPIMETHEUS.  
50 May the Eumenides<sup>3</sup>  
Put out their torches and behold us not . . . .

<sup>1</sup>oracle: someone who predicts the future

<sup>2</sup>auspicious: favorable

<sup>3</sup>Eumenides: the Furies, goddesses of vengeance

Excerpt from "The Masque of Pandora" by Henry  
Wadsworth Longfellow. In the public domain.

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**Question 7**

**Question and Scoring Guidelines**

## Question 7

According to Passage 1, what does the myth of Pandora seek to explain about the world?

- Ⓐ how evil first came to exist
- Ⓑ how guilt first came to be realized
- Ⓒ how people began to betray one another
- Ⓓ how people learned to explore their surroundings

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: **Key** – This myth seeks to explain how the evils of the world, previously withheld by the gods, came into the world when Pandora opened the box.

Rationale for Option B: This is incorrect. Although Pandora feels guilt and wishes she could undo her action, the myth does not seek to explain the origin of guilt.

Rationale for Option C: This is incorrect. Pandora does go against the wishes of Epimetheus and the gods in opening the box, but this does not show how people began to betray one another because the two grow stronger together.

Rationale for Option D: This is incorrect. While the myth does demonstrate the possible consequences of curiosity, it is not an explanation of exploration in general.

### Sample Response: 1 point

According to Passage 1, what does the myth of Pandora seek to explain about the world?

- how evil first came to exist
- how guilt first came to be realized
- how people began to betray one another
- how people learned to explore their surroundings

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**Question 8**

**Question and Scoring Guidelines**

## Question 8

In Passage 1, how does paragraph 4 help develop a central idea about the characters' relationship with the gods?

- Ⓐ Describing how the characters must rely on each other rather than the gods creates a rift between the two groups.
- Ⓑ The idea that the characters had prior knowledge of the plans deepens the characters' connection to the gods.
- Ⓒ The fact that the characters receive some mercy shows that the characters feel that balance has been restored.
- Ⓓ Showing that the characters are upset with the gods complicates the relationship between the two groups.

**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 Option A: This is incorrect. The characters grow closer together, but they do not replace their faith in the gods with trust in each other. The last paragraph of the story restores the relationship rather than creating a deeper rift.

Rationale for Option B: This is incorrect. The characters emerge in some amount of good faith with the gods, but the passage does not suggest they knew the plans of the gods all along.

Rationale for Option C: **Key** – The gift of Hope restores Pandora's faith that the gods mean well, and the fact that the evils have been unleashed on the world shows the gods think the people have been punished enough.

Rationale for Option D: This is incorrect. The gods have wronged the characters, who feel great emotional pain for the first time. However, the characters emerge feeling courageous as they are saved by Hope.

### Sample Response: 1 point

In Passage 1, how does paragraph 4 help develop a central idea about the characters' relationship with the gods?

- Ⓐ Describing how the characters must rely on each other rather than the gods creates a rift between the two groups.
- Ⓑ The idea that the characters had prior knowledge of the plans deepens the characters' connection to the gods.
- Ⓒ The fact that the characters receive some mercy shows that the characters feel that balance has been restored.
- Ⓓ Showing that the characters are upset with the gods complicates the relationship between the two groups.

**English Language Arts II  
Sample Test Scoring Guide**

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**Question 9**

**Question and Scoring Guidelines**

## Question 9

Read the sentence from Passage 1.

"And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora." (paragraph 3)

Based on this sentence, what is the meaning of the word malignant?

- Ⓐ alarmed
- Ⓑ enormous
- Ⓒ hasty
- Ⓓ wicked

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While it may seem alarming that evils are coming out of the box, the word “malignant” is used to describe the evils themselves, not the reaction of someone who sees the evils unleashed.

Rationale for Option B: This is incorrect. The evils are a force to be reckoned with, but “malignant” does not imply size.

Rationale for Option C: This is incorrect. The evils do rush forth from the box, but “malignant” does not imply speed.

Rationale for Option D: **Key** – “Malignant” means “wicked” in this context. It fits with “ruthless, fierce, treacherous, and cruel”.

## Sample Response: 1 point

Read the sentence from Passage 1.

“And . . . the long-imprisoned evils rushed forth upon the fair earth and on the human beings who lived on it—malignant, ruthless, fierce, treacherous, and cruel . . . an ugly wolf-pack indeed was that one let loose by Pandora.” (paragraph 3)

Based on this sentence, what is the meaning of the word malignant?

- (A) alarmed
- (B) enormous
- (C) hasty
- (D) wicked

**English Language Arts II  
Sample Test Scoring Guide**

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**Question 10**

**Question and Scoring Guidelines**

## Question 10

In Passage 2, which effect do lines 1–8 create?

- Ⓐ Pandora’s change of attitude creates a sense of surprise.
- Ⓑ A delay in Pandora’s confession about her actions builds suspense.
- Ⓒ Establishing a conflict between Pandora and Epimetheus builds tension.
- Ⓓ Suggesting how Pandora and Epimetheus might solve a problem creates mystery.

**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: This is incorrect. While the lines show Pandora's distress, they do not show a change in her attitude.

Rationale for Option B: **Key** – These lines contain an unanswered question, extended descriptions of a mysterious deed, and other elements that create suspense and lead the reader to the revelation in line 11 that Pandora has opened the box.

Rationale for Option C: This is incorrect. There is tension in these lines because the reader does not understand the problem, but there is not actually a conflict between the characters.

Rationale for Option D: This is incorrect. There is some mystery as the reader does not yet know what Pandora has done, but because no problem has been introduced, there is no solution suggested.

### Sample Response: 1 point

In Passage 2, which effect do lines 1–8 create?

- Ⓐ Pandora's change of attitude creates a sense of surprise.
- Ⓑ A delay in Pandora's confession about her actions builds suspense.
- Ⓒ Establishing a conflict between Pandora and Epimetheus builds tension.
- Ⓓ Suggesting how Pandora and Epimetheus might solve a problem creates mystery.

**English Language Arts II  
Sample Test Scoring Guide**

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**Question 11**

**Question and Scoring Guidelines**

## Question 11

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

**Part A**

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

**Points Possible:** 2

**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

### Part A

Rationale for Option A: **Key** – Epimetheus feels hopeful about moving forward together. Pandora and Epimetheus learn to build a stronger relationship with each other after undergoing hardship.

Rationale for Option B: This is incorrect. Pandora and Epimetheus do eventually find a way to overcome their difficulty and confront it openly, so they do not ignore it.

Rationale for Option C: This is incorrect. Although the punishment for curiosity does seem severe here, Pandora clearly believes she deserves punishment.

Rationale for Option D: This is incorrect. Pandora and Epimetheus have a relationship that grows over the course of the text, but their love is not described as a mysterious gift that requires nurturing.

### Part B

Rationale for Option A: This is incorrect. Pandora does feel despair, but hope helps her out of this despair, which is the theme of the passage.

Rationale for Option B: This is incorrect. Epimetheus does want to share responsibility for blame with Pandora, but this detail alone does not support the main theme of hope or the idea of moving forward together.

Rationale for Option C: This is incorrect. While Pandora does describe demons, she does not do so in order to rationalize her mistake, nor does this idea relate to the main theme of hope.

Rationale for Option D: **Key** – Near line 40, Epimetheus discusses hope and describes the birds, which he feels foreshadows a way for the pair to find a better life after despair.

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**Question 11**

**Sample Responses**

Sample Response: 2 points

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

**Part A**

What theme is suggested by the events in Passage 2?

- A Together people can get over despair and find a better situation.
- B Sometimes it is easier to ignore a difficulty than to dwell on it.
- C The punishment for a crime often outweighs the offense.
- D Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- A Pandora believes that all that remains for her is anguish.
- B Epimetheus tells Pandora that he is to blame for leaving her alone.
- C Pandora describes external forces as a way to rationalize her mistake.
- D Epimetheus uses birds as a way to explain how he and Pandora will move on.

**Notes on Scoring**

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

## Sample Response: 1 point

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

**Part A**

What theme is suggested by the events in Passage 2?

- A Together people can get over despair and find a better situation.
- B Sometimes it is easier to ignore a difficulty than to dwell on it.
- C The punishment for a crime often outweighs the offense.
- D Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- A Pandora believes that all that remains for her is anguish.
- B Epimetheus tells Pandora that he is to blame for leaving her alone.
- C Pandora describes external forces as a way to rationalize her mistake.
- D Epimetheus uses birds as a way to explain how he and Pandora will move on.

**Notes on Scoring**

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

## Sample Response: 1 point

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

**Part A**

What theme is suggested by the events in Passage 2?

- A Together people can get over despair and find a better situation.
- B Sometimes it is easier to ignore a difficulty than to dwell on it.
- C The punishment for a crime often outweighs the offense.
- D Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- A Pandora believes that all that remains for her is anguish.
- B Epimetheus tells Pandora that he is to blame for leaving her alone.
- C Pandora describes external forces as a way to rationalize her mistake.
- D Epimetheus uses birds as a way to explain how he and Pandora will move on.

**Notes on Scoring**

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

## Sample Response: 0 points

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

**Part A**

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

**Notes on Scoring**

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

Sample Response: 0 points

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

**Part A**

What theme is suggested by the events in Passage 2?

- Ⓐ Together people can get over despair and find a better situation.
- Ⓑ Sometimes it is easier to ignore a difficulty than to dwell on it.
- Ⓒ The punishment for a crime often outweighs the offense.
- Ⓓ Love is a mysterious gift that must be nurtured.

**Part B**

Which detail from Passage 2 helps to develop the theme in Part A?

- Ⓐ Pandora believes that all that remains for her is anguish.
- Ⓑ Epimetheus tells Pandora that he is to blame for leaving her alone.
- Ⓒ Pandora describes external forces as a way to rationalize her mistake.
- Ⓓ Epimetheus uses birds as a way to explain how he and Pandora will move on.

**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  
Sample Test Scoring Guide**

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**Question 12**

**Question and Scoring Guidelines**

## Question 12

In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem?

- Ⓐ It increases surprise by describing related events from the past.
- Ⓑ It creates drama by introducing a conflict over who is to blame.
- Ⓒ It inspires sympathy by explaining the motivations of the characters.
- Ⓓ It builds suspense by introducing a new problem the characters must solve.

**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. While Epimetheus blames himself for the event because he left Pandora alone, the discussion does not shed light on past events, nor does it increase a sense of surprise.

Rationale for Option B: **Key** – The lines show a disagreement between the characters, who each blame themselves for the situation they find themselves in. Emotions become more heightened and the discussion more dramatic as the two characters focus on who is to blame.

Rationale for Option C: This is incorrect. The lines allow us to understand Epimetheus's self-blame, but they do not explain the characters' motivations or inspire sympathy.

Rationale for Option D: This is incorrect. The lines discuss a problem, but it is not a new one that must be solved, and the lines do not build suspense.

### Sample Response: 1 point

In Passage 2, what effect does the dialogue in lines 14 through 25 create in the poem?

- Ⓐ It increases surprise by describing related events from the past.
- Ⓑ It creates drama by introducing a conflict over who is to blame.
- Ⓒ It inspires sympathy by explaining the motivations of the characters.
- Ⓓ It builds suspense by introducing a new problem the characters must solve.

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**Question 13**

**Question and Scoring Guidelines**

## Question 13

How does Passage 2 transform the source material of Passage 1?

- (A) It judges Pandora's actions by taking a more critical position on her decision.
- (B) It highlights Epimetheus's negative attributes by showing his conflict with the gods.
- (C) It emphasizes Pandora's past by explaining how she came to be beloved by the gods.
- (D) It deepens Epimetheus's emotional struggle by making him a more active participant.

**Points Possible:** 1

**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

Rationale for Option A: This is incorrect. Passage 2 shows Pandora's anguish and guilt, but it does not take a subjective stance or provide a judgment.

Rationale for Option B: This is incorrect. Passage 2 shows Epimetheus's own feelings of guilt, and does not provide details of his quarrel with the gods as mentioned in Passage 1.

Rationale for Option C: This is incorrect. While the passage describes Pandora's "demons" and an experience with an oracle, Pandora's past and purpose with the gods is not explained as it is in Passage 1.

Rationale for Option D: **Key** – Epimetheus is only mentioned in Passage 1, but in Passage 2 he plays a role in the emotional struggle of the text through dialogue.

### Sample Response: 1 point

How does Passage 2 transform the source material of Passage 1?

- (A) It judges Pandora's actions by taking a more critical position on her decision.
- (B) It highlights Epimetheus's negative attributes by showing his conflict with the gods.
- (C) It emphasizes Pandora's past by explaining how she came to be beloved by the gods.
- (D) It deepens Epimetheus's emotional struggle by making him a more active participant.

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**Sample Test Scoring Guide**

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**Stimulus for Questions 14 – 20**

## Stimulus for Questions 14 – 20

*In 1974, President Richard Nixon resigned the U.S. presidency as a result of what was known as the Watergate scandal. His vice president, Gerald Ford, replaced him and ultimately pardoned Nixon for any crimes committed in connection with Watergate. This meant Nixon would never be charged with those crimes or be punished for them. The following excerpts are from Nixon's resignation speech and Ford's speech explaining his decision to pardon Nixon.*

**Passage 1: Address  
Announcing Resignation**

by Richard Nixon

- 1 In all the decisions I have made in my public life, I have always tried to do what was best for the Nation. Throughout the long and difficult period of Watergate, I have felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me.
- 2 In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion, that to do otherwise would be unfaithful to the spirit of that deliberately difficult process and a dangerously destabilizing precedent for the future.
- 3 But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.
- 4 I would have preferred to carry through to the finish whatever the personal agony it would have involved, and my family unanimously urged me to do so. But the interest of the Nation must always come before any personal considerations.
- 5 From the discussions I have had with Congressional and other leaders, I have concluded that because of the Watergate matter I might not have the support of the Congress that I would consider necessary to back the very difficult decisions and carry out the duties of this office in the way the interests of the Nation would require.
- 6 I have never been a quitter. To leave office before my term is completed is abhorrent to every instinct in my body. But as President, I must put the interest of America first. America needs a full-time President and a full-time Congress, particularly at this time with problems we face at home and abroad.

## Part 1

7 To continue to fight through the months ahead for my personal vindication would almost totally absorb the time and attention of both the President and the Congress in a period when our entire focus should be on the great issues of peace abroad and prosperity without inflation at home.

8 Therefore, I shall resign the Presidency effective at noon tomorrow. Vice President Ford will be sworn in as President at that hour in this office.

9 As I recall the high hopes for America with which we began this second term, I feel a great sadness that I will not be here in this office working on your behalf to achieve those hopes in the next 2 1/2 years. But in turning over direction of the Government to Vice President Ford, I know, as I told the Nation when I nominated him for that office 10 months ago, that the leadership of America will be in good hands.

10 In passing this office to the Vice President, I also do so with the profound sense of the weight of responsibility that will fall on his shoulders tomorrow and, therefore, of the understanding, the patience, the cooperation he will need from all Americans.

11 As he assumes that responsibility, he will deserve the help and the support of all of us. As we look to the future, the first essential is to begin healing the wounds of this Nation, to put the bitterness and divisions of the recent past behind us, and to rediscover those shared ideals that lie at the heart of our strength and unity as a great and as a free people.

12 By taking this action, I hope that I will have hastened the start of that process of healing which is so desperately needed in America.

Excerpt from "Address Announcing Resignation"  
by Richard Nixon. In the public domain.

## **Passage 2: Address to the Nation Pardoning Richard Nixon**

by Gerald Ford

13 As we are a nation under God, so I am sworn to uphold our laws with the help of God. And I have sought such guidance and searched my own conscience with special diligence to determine the right thing for me to do with respect to my predecessor in this place, Richard Nixon, and his loyal wife and family.

14 There is an American tragedy in which we all have played a part. It could go on and on and on, or someone must write the end to it. I have concluded that only I can do that, and if I can, I must.

15 There are no historic or legal precedents to which I can turn in this matter, none that precisely fit the circumstances of a private citizen who has resigned the Presidency of the United States. But it is common knowledge that serious allegations and accusations hang like a sword over our former President's head, threatening his health as he tries to reshape his life, a great part of which was spent in the service of this country and by the mandate of its people.

16 After years of bitter controversy and divisive national debate, I have been advised, and I am compelled to conclude that many months and perhaps more years will have to pass before Richard Nixon could obtain a fair trial by jury in any jurisdiction of the United States under governing decisions of the Supreme Court.

17 I deeply believe in equal justice for all Americans, whatever their station or former station. The law, whether human or divine, is no respecter of persons; but the law is a respecter of reality.

18 The facts, as I see them, are that a former President of the United States, instead of enjoying equal treatment with any other citizen accused of violating the law, would be cruelly and excessively penalized either in preserving the presumption of his innocence or in obtaining a speedy determination of his guilt in order to repay a legal debt to society.

## Part 1

19        During this long period of delay and potential litigation, ugly passions would again be aroused. And our people would again be polarized in their opinions. And the credibility of our free institutions of government would again be challenged at home and abroad.

20        In the end, the courts might well hold that Richard Nixon had been denied due process, and the verdict of history would even be more inconclusive with respect to those charges arising out of the period of his Presidency, of which I am presently aware.

Excerpt from "Address to the Nation Pardoning Richard Nixon" by Gerald Ford. In the public domain.

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Sample Test Scoring Guide**

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**Question 14**

**Question and Scoring Guidelines**

## Question 14

Select **two** sentences from Passage 1 that convey Nixon’s rationale for his resignation.

- 1 In all the decisions I have made in my public life, I have always tried to do what was best for the Nation. Throughout the long and difficult period of Watergate, I have felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me.
- 2 In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion, that to do otherwise would be unfaithful to the spirit of that deliberately difficult process and a dangerously destabilizing precedent for the future.
- 3 But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.

**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**

For this item, a full-credit response (1 point) includes:

- “In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort.”;

AND

- “But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.”

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**Question 14**

**Sample Responses**

## Sample Response: 1 point

Select **two** sentences from Passage 1 that convey Nixon’s rationale for his resignation.

- 1 In all the decisions I have made in my public life, I have always tried to do what was best for the Nation. Throughout the long and difficult period of Watergate, I have felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me.
- 2 In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion, that to do otherwise would be unfaithful to the spirit of that deliberately difficult process and a dangerously destabilizing precedent for the future.
- 3 But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.

### Notes on Scoring

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

Sample Response: 0 points

Select **two** sentences from Passage 1 that convey Nixon’s rationale for his resignation.

- 1 In all the decisions I have made in my public life, I have always tried to do what was best for the Nation. Throughout the long and difficult period of Watergate, I have felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me.
- 2 In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion, that to do otherwise would be unfaithful to the spirit of that deliberately difficult process and a dangerously destabilizing precedent for the future.
- 3 But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.

**Notes on Scoring**

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

## Sample Response: 0 points

Select **two** sentences from Passage 1 that convey Nixon's rationale for his resignation.

- 1 In all the decisions I have made in my public life, I have always tried to do what was best for the Nation. Throughout the long and difficult period of Watergate, I have felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me.
- 2 In the past few days, however, it has become evident to me that I no longer have a strong enough political base in the Congress to justify continuing that effort. As long as there was such a base, I felt strongly that it was necessary to see the constitutional process through to its conclusion, that to do otherwise would be unfaithful to the spirit of that deliberately difficult process and a dangerously destabilizing precedent for the future.
- 3 But with the disappearance of that base, I now believe that the constitutional purpose has been served, and there is no longer a need for the process to be prolonged.

### Notes on Scoring

This response earns no credit (0 points) because the choices selected are incorrect.

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Sample Test Scoring Guide**

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**Question 15**

**Question and Scoring Guidelines**

## Question 15

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

**Part A**

In Passage 1, what does Nixon suggest he would rather do?

- (A) remain in office
- (B) return to private life
- (C) negotiate with Congress
- (D) seek a pardon from Ford

**Part B**

Which quotation supports the answer to Part A?

- (A) “. . . I have always tried to do what was best for the Nation.” (paragraph 1)
- (B) “. . . there is no longer a need for the process to be prolonged.” (paragraph 3)
- (C) “I would have preferred to carry through to the finish whatever the personal agony it would have involved . . .” (paragraph 4)
- (D) “But as President, I must put the interest of America first.” (paragraph 6)

**Points Possible:** 2

**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

### Part A

Rationale for Option A: **Key** – Nixon would clearly prefer to remain in office.

Rationale for Option B: This is incorrect. While he ultimately returned to private life, Nixon does not suggest here that this is his preference.

Rationale for Option C: This is incorrect. While he mentions Congress and his congressional support, Nixon does not suggest negotiating with Congress.

Rationale for Option D: This is incorrect. While he ultimately received one, Nixon does not mention a pardon from Ford.

### Part B

Rationale for Option A: This is incorrect. This quotation supports Nixon's commitment to the nation but not his desire to remain in office.

Rationale for Option B: This is incorrect. This quotation supports his decision to leave office, not to stay in office.

Rationale for Option C: **Key** – This quotation supports Nixon's preference to remain in office and endure the personal consequences.

Rationale for Option D: This is incorrect. This quotation supports Nixon's commitment to the nation but not his desire to remain in office.

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Sample Test Scoring Guide**

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**Question 15**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

In Passage 1, what does Nixon suggest he would rather do?

- remain in office
- return to private life
- negotiate with Congress
- seek a pardon from Ford

### Part B

Which quotation supports the answer to Part A?

- ". . . I have always tried to do what was best for the Nation." (paragraph 1)
- ". . . there is no longer a need for the process to be prolonged." (paragraph 3)
- "I would have preferred to carry through to the finish whatever the personal agony it would have involved . . ." (paragraph 4)
- "But as President, I must put the interest of America first." (paragraph 6)

### Notes on Scoring

This response earns full credit (2 points) because it identifies the correct response 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

In Passage 1, what does Nixon suggest he would rather do?

- remain in office
- return to private life
- negotiate with Congress
- seek a pardon from Ford

### Part B

Which quotation supports the answer to Part A?

- " . . . I have always tried to do what was best for the Nation." (paragraph 1)
- ". . . there is no longer a need for the process to be prolonged." (paragraph 3)
- "I would have preferred to carry through to the finish whatever the personal agony it would have involved . . ." (paragraph 4)
- "But as President, I must put the interest of America first." (paragraph 6)

### Notes on Scoring

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

Sample Response: 1 point

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

**Part A**

In Passage 1, what does Nixon suggest he would rather do?

- remain in office
- return to private life
- negotiate with Congress
- seek a pardon from Ford

**Part B**

Which quotation supports the answer to Part A?

- ". . . I have always tried to do what was best for the Nation." (paragraph 1)
- ". . . there is no longer a need for the process to be prolonged." (paragraph 3)
- "I would have preferred to carry through to the finish whatever the personal agony it would have involved . . ." (paragraph 4)
- "But as President, I must put the interest of America first." (paragraph 6)

**Notes on Scoring**

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

## Sample Response: 0 points

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

**Part A**

In Passage 1, what does Nixon suggest he would rather do?

- Ⓐ remain in office
- Ⓑ return to private life
- Ⓒ negotiate with Congress
- Ⓓ seek a pardon from Ford

**Part B**

Which quotation supports the answer to Part A?

- Ⓐ “. . . I have always tried to do what was best for the Nation.” (paragraph 1)
- Ⓑ “. . . there is no longer a need for the process to be prolonged.” (paragraph 3)
- Ⓒ “I would have preferred to carry through to the finish whatever the personal agony it would have involved . . .” (paragraph 4)
- Ⓓ “But as President, I must put the interest of America first.” (paragraph 6)

**Notes on Scoring**

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

## Sample Response: 0 points

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

### Part A

In Passage 1, what does Nixon suggest he would rather do?

- Ⓐ remain in office
- Ⓑ return to private life
- Ⓒ negotiate with Congress
- Ⓓ seek a pardon from Ford

### Part B

Which quotation supports the answer to Part A?

- Ⓐ “. . . I have always tried to do what was best for the Nation.” (paragraph 1)
- Ⓑ “. . . there is no longer a need for the process to be prolonged.” (paragraph 3)
- Ⓒ “I would have preferred to carry through to the finish whatever the personal agony it would have involved . . .” (paragraph 4)
- Ⓓ “But as President, I must put the interest of America first.” (paragraph 6)

### Notes on Scoring

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

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**Question 16**

**Question and Scoring Guidelines**

## Question 16

In paragraph 11, how does Nixon bring his speech to an end?

- Ⓐ by calling on his fellow citizens to support his successor and look to the future
- Ⓑ by apologizing for his wrongdoings and calling on his listeners to move forward
- Ⓒ by praising his successor and then warning his successor against the dangers of office
- Ⓓ by scolding his listeners for forcing him from office and making him return to private life

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Scoring Guidelines

Rationale for Option A: Key – Nixon asks for support for his successor and calls on Americans to put the past behind them.

Rationale for Option B: This is incorrect. Nixon calls on people to move forward, but he does not apologize.

Rationale for Option C: This is incorrect. Nixon praises his successor, but he does not warn him of dangers.

Rationale for Option D: This is incorrect. Nixon speaks with regret, but he does not scold his listeners.

### Sample Response: 1 point

In paragraph 11, how does Nixon bring his speech to an end?

- by calling on his fellow citizens to support his successor and look to the future
- by apologizing for his wrongdoings and calling on his listeners to move forward
- by praising his successor and then warning his successor against the dangers of office
- by scolding his listeners for forcing him from office and making him return to private life

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**Question 17**

**Question and Scoring Guidelines**

## Question 17

How does Ford develop his argument in paragraph 15?

- Ⓐ He speculates about the future, then recalls the past.
- Ⓑ He recalls a personal experience from his early career.
- Ⓒ He states an uncertainty and follows it with a certainty.
- Ⓓ He asks a rhetorical question, then poses possible answers.

**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

Rationale for Option A: This is incorrect. While the paragraph is speculative, Ford isn't really speculating about the future nor is he recalling the past.

Rationale for Option B: This is incorrect. Ford is thinking about his current predicament, not his early career.

Rationale for Option C: **Key** – Ford states an uncertainty (the lack of precedent), then a certainty (that Nixon faces many accusations).

Rationale for Option D: This is incorrect. Ford is questioning certain things, but he isn't asking rhetorical questions.

### Sample Response: 1 point

How does Ford develop his argument in paragraph 15?

- Ⓐ He speculates about the future, then recalls the past.
- Ⓑ He recalls a personal experience from his early career.
- Ⓒ He states an uncertainty and follows it with a certainty.
- Ⓓ He asks a rhetorical question, then poses possible answers.

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**Question 18**

**Question and Scoring Guidelines**

## Question 18

Read this excerpt from paragraph 16 of Passage 2.

"After years of bitter controversy and divisive national debate, I have been advised, and I am compelled to conclude that many months and perhaps more years will have to pass before Richard Nixon could obtain a fair trial by jury"

What does Ford mean by "bitter controversy and divisive national debate"?

- Ⓐ misunderstandings between the two political parties
- Ⓑ arguments between Ford supporters and Nixon supporters
- Ⓒ Congressional debate over the meaning of the Constitution
- Ⓓ public dispute and disagreement over the Watergate scandal

**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. While the two political parties almost certainly disagreed, this is not the specific kind of debate to which Ford is referring.

Rationale for Option B: This is incorrect. There is no indication in the passage of disagreements between Ford's and Nixon's supporters.

Rationale for Option C: This is incorrect. While this sort of debate almost certainly happened, this is not the specific kind of debate to which Ford is referring.

Rationale for Option D: **Key** – Ford is directly referring to the Watergate scandal when he refers to a controversy and debate.

## Sample Response: 1 point

Read this excerpt from paragraph 16 of Passage 2.

"After years of bitter controversy and divisive national debate, I have been advised, and I am compelled to conclude that many months and perhaps more years will have to pass before Richard Nixon could obtain a fair trial by jury"

What does Ford mean by "bitter controversy and divisive national debate"?

- (A) misunderstandings between the two political parties
- (B) arguments between Ford supporters and Nixon supporters
- (C) Congressional debate over the meaning of the Constitution
- (D) public dispute and disagreement over the Watergate scandal

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**Question 19**

**Question and Scoring Guidelines**

## Question 19

Which statement explains how Nixon and Ford begin their speeches in Passages 1 and 2?

- Ⓐ Nixon begins by appealing to expert testimony, while Ford begins by citing the law.
- Ⓑ Nixon begins with a forecast of what he expects to happen in the future, while Ford recounts recent events.
- Ⓒ Nixon begins by appealing to values he thinks a citizen should have, while Ford begins with an emotional appeal.
- Ⓓ Nixon begins by talking about his past political career, while Ford begins by reminding the audience of a solemn vow.

**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 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 Ford might be said to begin by citing the law (or his responsibility to uphold it), Nixon does not really appeal anywhere to expert testimony.

Rationale for Option B: This is incorrect. Nixon speaks of the future, but not at the beginning of the passage; Ford alludes to recent events, but not at the beginning of the passage.

Rationale for Option C: This is incorrect. Nixon addresses the audience in terms of what he has done and tried to accomplish while in office as president, but he does not discuss his idea of citizenship or what it means to be a citizen; Ford's introduction cannot be said to be truly or primarily emotional in its appeal.

Rationale for Option D: **Key** – Nixon begins by going back to the beginning of his political career, then focuses on recent events; Ford begins by reminding listeners of his oath as president.

### Sample Response: 1 point

Which statement explains how Nixon and Ford begin their speeches in Passages 1 and 2?

- Ⓐ Nixon begins by appealing to expert testimony, while Ford begins by citing the law.
- Ⓑ Nixon begins with a forecast of what he expects to happen in the future, while Ford recounts recent events.
- Ⓒ Nixon begins by appealing to values he thinks a citizen should have, while Ford begins with an emotional appeal.
- Ⓓ Nixon begins by talking about his past political career, while Ford begins by reminding the audience of a solemn vow.

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**Question 20**

**Question and Scoring Guidelines**

## Question 20

Construct a multi-paragraph written response in which you determine a shared purpose in the speeches of Richard Nixon and Gerald Ford, and compare the way that each develops that purpose. Your response must be based on ideas that can be found in the speeches.

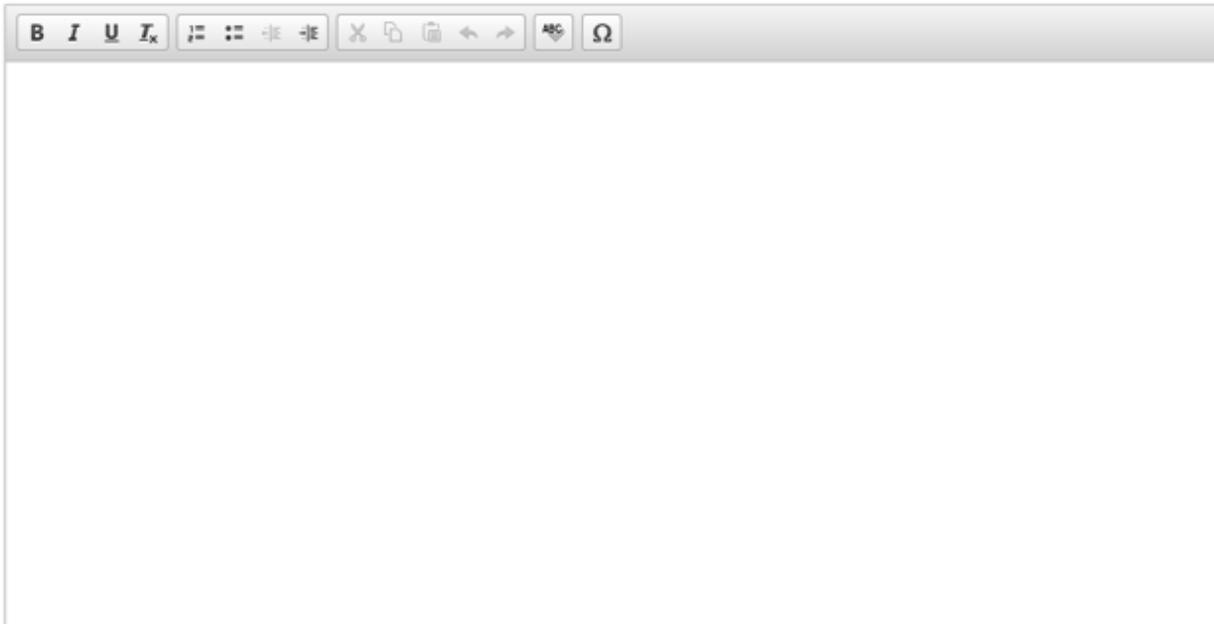
Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



The image shows a text editor window with a toolbar at the top. The toolbar contains icons for bold (B), italic (I), underline (U), strikethrough (I<sub>x</sub>), bulleted list, numbered list, indent, outdent, undo, redo, link, unlink, and a search icon (Ω). Below the toolbar is a large, empty white text area for writing the response.

**Points Possible:** 10

**Topic:** Writing

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

**Depth of Knowledge:** Level 4

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

# Scoring Guidelines

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

# Part 1

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

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**Question 20**

**Sample Responses**

## Sample Response: 10 points

The Watergate Scandal and the weeks following represented a particular bitter and divided point in American history. Political espionage against the Democrats by Richard Nixon enflamed tensions. Investigations of the issue had the whole country and even the world watching. And finally, for the first point in American history, a President resigned the office of the Presidency. Say what you will about Richard Nixon and Gerald Ford, but their speeches that they made during this time, effective or not, sought to heal the nation and focused on moving on from the scandal. Nixon and Ford sought to heal the divisions in the nation by speaking to the American people as a whole, talking about what the nation needs at that time, and telling of the damage that a trial of former-President Nixon could do to national unity.

Firstly, both speeches by Nixon and Ford had a common thread in the language that was used by them. In Passage 1, Paragraph 1, Nixon says that he felt it was his duty to persevere so he could complete the term that the people elected him to. Instead of addressing political differences or calling out those who seek to impeach him, he decides to address the American people as a singular unit. Throughout all of Passage 1, Nixon, instead of speaking indirectly to the people watching, Nixon addresses the people watching as “you”. This personal touch makes the American people united in the fact that they are being addressed as a whole. Finally, in Passage 1, Paragraph 12, Nixon says that he hopes this action will start the process of healing which is needed in America. This unites the American people in the common goal of healing and unification. Ford, in Passage 2, Paragraph 13, invokes the Pledge of Allegiance when he says, “As we are a nation under God, so I am sworn to uphold our laws with the help of God.” At this point in American history, the Pledge of Allegiance was known by practically everyone. This use of nostalgia in his language is one way that Ford is seeking to heal the country and have them move on from this ugly period in American history. In Paragraph 14, Ford speaks of an “American tragedy” and he says that they have all played a part in it. This unites the nation in what has happened, further promoting how Ford wants America to begin healing.

Secondly, both Nixon and Ford seek to begin the healing of the nation by putting an emphasis not on political discourse but instead on the wants and needs of the United States. In Passage 1, Paragraph 4, Nixon says that while he wishes to stay in office, the needs of the nation must come before any personal desires. In Paragraph 6 Nixon says “...as President, I must put the interest of America first. America needs a full-time President and a full-time Congress, particularly at this time with problems we face at home and abroad.” Nixon saying that the US needs full-time leaders is no accident. It is done so that the American people can see that long-term stability at the federal level is needed to move on from this divisive point in US history. In Passage 2, Paragraph 17, Ford emphasizes the needs of America by highlighting the fact that the law is above all else. This respect of the law emphasizes a need for order, which helps develop the point that the nation’s needs must be addressed in order for healing to begin.

Finally, Nixon and Ford both address why the resignation and pardoning of Nixon was necessary. The addressing of the damage that could be done if this course of action was not taken helps the American people to accept that the right thing was done for healing to begin. In Passage 1, Paragraph 2, Nixon says that the continuation of his Presidency would be “a dangerously destabilizing precedent for the future.” In Paragraph 7 he says that if he does not resign, the months ahead would “almost totally absorb the time and attention of both the President and the Congress in a period when our entire focus should be on the great issues of peace abroad and prosperity without inflation at home.” Saying this lets Nixon show the American people that the Watergate Scandal must be put to rest, and the fastest way to do that is to resign the Presidency. In Passage 2, Paragraph 19, Ford says, “During this long period of delay and potential litigation, ugly passions would again be aroused. And our people would again be polarized in their opinions. And the credibility of our free institutions of government would again be challenged at home and abroad.” This quote emphasizes the political firestorm that would embroil the Nixon trial. Speaking of ugly passions being aroused, and the polarization of the American people, Ford makes it clear that the pardoning of Nixon must be done, not just for Nixon’s sake but for the sake of the nation. Ford says that if Nixon is not pardoned, the credibility of America would face both domestic and international scrutiny.

The Watergate Scandal represented a time of political polarization and divisiveness that may not have been seen since the Civil War. However, despite all of the political scandal at the time, Richard Nixon and Gerald Ford did everything they could to promote healing, even if it was in different ways. They both spoke to the American people not as many but instead as a whole. Both Nixon and Ford emphasized the placing of the needs of the nation above the needs of political parties or ideologies. Finally, both men justified the course of action as necessary to prevent further damage being done to America, her people, and her institutions. That is how both Richard Nixon and Gerald Ford supported the healing of the nation.

## Part 1

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

### Notes on Scoring

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

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

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

## Sample Response: 9 points

Richard Nixon and Gerald Ford had the priorities of the nation before their own personal gains. Both decided to commit a controversial action that will plague their own personal careers yet both realized that this would be the best course of action. Nixon and Ford's speeches have the shared purpose of the Nation's well-being but both have structured their speeches to acknowledge their separate issues.

Richard Nixon had only one plan in mind. He needed to let the nation know what he planned to do by noon the next day. The Watergate scandal became so criticized and controversial that the American citizens were turning on each other. This scandal was at the federal level in that Nixon stated that "the President and the Congress in a period when our entire focus should be on the great issues of peace abroad and prosperity without inflation at home," (Nixon, 7). The Congress was so at odds with the President that he believed that due to his inability to serve the nation; another capable man should take his place. Very similar to Nixon was Gerald Ford's purpose in his speech. Both men decided on an action best suited for the nation instead of selfish reasons. Ford didn't have to pardon Nixon. In fact he may have let Nixon's trial become front page news for the duration of an impeachment trial of the President of the United States. Instead he saved the country and Nixon from having to go through the possibly unjust public trial that would have caused major controversy. "...former President of the United States, instead of enjoying equal treatment with any other citizen accused of violating the law, would be cruelly and excessively penalized," (Ford, 18). Their speeches share a purpose in putting the American citizens first.

However similar their speeches there are differences. Nixon structured his speech in a way that began with his accomplishments and ended with his resignation. He wanted to start his speech positive because he knew by the end of the speech that the news will become negative. "I [Nixon] have always tried to do what was best for the Nation," (Nixon, 1). Nixon gives his reasoning on why resignation should happen and said that this is the only possible solution to the scandal. Ford however didn't have to apologize for his crimes; he only had to explain why Nixon was being pardoned. Ford began his speech with a solemn vow to the Nation saying that he is upholding the Constitutional law. "As we are a nation under God, so I am sworn to uphold our laws with the help of God," (Ford, 13). Ford wants to make the public know that pardoning Nixon is in no way a selfish get-out-of-jail-free card that he is handing to his former running mate. Instead he goes on to explain his reasoning behind his decision. The idea is that Nixon will never get a just and speedy trial. To save Nixon and the public Ford must pardon him.

Richard Nixon and Gerald Ford have spoken wise words in their speeches on the Watergate Scandal. Both Presidents have explained their reasoning of their actions to be for the benefit of the general public. Their purpose of their actions may be similar but the structure of their speeches are crafted to better suit their topic. Nixon is sharing a negative news so he began with the positive side of his term while Ford said his decision and explained.

## Part 1

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. The response is fully sustained and consistently focused within the purpose, audience and task with effective organizational structure.

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

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

## Sample Response: 8 points

In both speeches, Richard Nixon and Gerald Ford express a shared purpose, to express to the Americans that all actions that were taken at that time by President Nixon were in the interest of the people and that the nation will rise from the pain it had recently gone through. Although they both express the same purpose they each have unique ways to express this point.

Richard Nixon expresses that he took action based on the interest of the people in the beginning of the speech. He states, "In all the decisions I have made in my public life, I have always tried to do what was best for the Nation." He later tries to prove this by expressing that his best interest is to finish his term in office but when he considers the people's stance on the issue, he finds it best that he should resign just as the people requested. "The interest of the Nation must always come before any personal considerations... as President I must put the interest of America first." He assures Americans that Gerald Ford will prove to be beneficial to America and encourages citizens to support Vice President Ford as the vice president attempts to mend America.

Gerald Ford had a very similar approach to his speech. He starts by giving respect toward President Nixon. He states, "I have sought such guidance and searched my own conscience with special diligence to determine the right thing for me to do with my predecessor in this place, Richard Nixon, and his loyal wife and family." Later he goes on to say "accusations hang like a sword over our former President's head, threatening his health as he tries to reshape his life, a great part of which was spent in the service of this country and by the mandate of its people." After defending for President Nixon, Ford also goes on to assure America that he will make his best effort to put an end to America's suffering that resulted from the accusations. "There is an American tragedy in which we all have played a part. It could go on and on and on, or someone must write the end to it. I have concluded that only I can do that, and if I can, I must."

In conclusion, both speeches express that all grievances toward President Nixon were a result of his attempt to benefit America and any problems that arose by doing so will soon come to an end and that America will be restored to its grand state. Both Nixon and Ford express this point multiple times during their speech and stress these points greatly. It is easy to conclude that they were on the same side of the controversy that they were experiencing during that time and agree with each other on this stance.

## Part 1

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. The response is adequately sustained and generally focused within the purpose, audience and task with evident organizational structure.

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

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

## Sample Response: 8 points

Nixon and Ford are both obviously overwhelmed with everything to this point. The two of them have been battling with circumstance and timing. Nixon is too involved, too wrapped up in the scandal. This calls the people of the United States as well as lower level politicians to question the president's actions and understandably so. Ford has been tossed around not really knowing what to do. He has a duty to protect the people, but also his commander and chief, the president. Both of these men write addresses after Nixon decides to resign the presidency and Ford takes over. They shared a purpose in writing these addresses. Each of their purpose was to calm the American people, the very people they had sworn to protect, as they were doing now through the resignation of Nixon.

Nixon apologizes to the public. Nixon resigns as president and states the "constitutional purpose has been served, and there is no longer a need for the process to be prolonged." He offers this as the reasoning for his resignation. Americans have long been taught to question authority and to calm them, Nixon wants to explain before they can even ask. Nixon further passifies citizens by stating that with Ford the "leadership in America will be in good hands." The seeming unrealness of this event is easier to accept with Nixon's explanation.

Ford addresses the people to assert his view and distance himself from the Watergate Scandal, so Americans need not worry. He could have simply denounced Nixon; however, he points out the reason he should not be prosecuted because he would not receive an equal treatment, but would be "cruelly and excessively penalized." This demonstrates to the people how Ford is acknowledging that what Nixon did was wrong and that he doesn't agree, but that it is just not to prosecute him for it. In an attempt to assure people he will do what is right by them Ford states "I am sworn to uphold our laws" to explain that he will still follow what is right.

Nixon and Ford both wanted to calm and assure the people of the United States and this was their purpose in writing their respective addresses. Nixon apologizes for his involvement in the scandal. The citizens began to question him, as did congress. As free people in this country, rights are protected under the Constitution to express any concerns and question everything. It is understandable that Nixon would want to assure people of his deepest apology and of his trust in Ford. Ford now has the weight of the country to balance on his shoulders and needs to assure the public that he will not just follow the same path as Nixon. Ford explains how he uphold his oathly values and serve this nation. Both men attempt to sooth the raging masses and write their addresses, one as a farewell, the other as a new beginning.

## Part 1

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. The response is adequately sustained and generally focused within the purpose, audience and task with evident organizational structure.

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

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

## Sample Response: 7 points

A scandal of an immense magnitude in American history shook the entirety of the nation, making citizens of all statures question their nation and the future. President Richard Nixon became involved in the Watergate Scandal, and made a huge mistake for his career by allowing the crimes to happen despite his knowledge. Nixon's address announcing his resignation held the purpose of appealing to not only members of Congress, but to all citizens of America. President Henry Ford attempted an appeal to the American citizens in his address to the nation regarding his decision to pardon Nixon. Nixon and Ford both spoke in a manner to win the opinions of American citizens.

President Nixon made sure that he conveyed his apologies thoroughly to the nation, while simultaneously wishing for America's future prosperity. While not directly apologizing, Nixon honestly believes that "to fight through the months ahead for [his] personal vindication would almost totally absorb the time and attention of both the President and the Congress", and this prediction of events centered around him showed that he truly did not want this to happen. Nixon's honesty stood in relation to his ultimate belief that

America deserved better than him in following times. Instead, Nixon believed that "the leadership of America will be in good hands" when Henry Ford eventually replaced him in office. Although Nixon may not have been the same leader that Americans previously placed their faith in, he still did his job of raising the hopes of the masses during uncertainty and struggle. What many Americans understandably wanted from Nixon was an apology, and by way of his address, one could say that he had humbled himself in the spotlight in order to accomplish this.

As President Ford gave his address to the nation, he highlighted his concerns that found strength in traditional American values. Ford begins his address by stating that he had been thinking thoroughly about "the right thing for [himself] to do", in terms of justice for Nixon. He reminds American citizens that he has "sworn to uphold our laws" as current Vice President, and all of his statements regarding Nixon's pardon had been made with respect to the fastheld beliefs of the nation and of its judicial system. Ford proclaimed that he "deeply believe[s] in equal justice for all Americans". His greatest fear was that, "instead of enjoying equal treatment with any other citizen accused of violating the law, [Nixon] would be cruelly and excessively penalized". Not all Americans can be spoken for, but for the citizens who upheld these same beliefs, Ford spoke the truth, which should satisfy many. Ford spoke with confidence, as he began with the notion that his choice was the best. While not everybody may have felt the same way, this was attractive for citizens who had just experienced political turmoil at the highest level, and wanted a sense of hope and security with the coming inauguration.

Both Nixon and Ford spoke to millions in a time of national unrest in a way that would capture their hearts. Nixon humbled himself and wished for America's future prosperity, while Ford spoke with the aid of traditional American values to display his competence, abilities, and confidence of making the right decisions, might they be difficult. As role models and the prime voice of the nation, it is wise to observe how they both handled themselves during their respective addresses. Under such stress and exhaustion, both found it wise to speak directly to the hearts of American citizens to achieve success. Nixon and Ford are wonderful examples of people who found success in verbal leadership.

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. The response is adequately sustained and generally focused within the purpose, audience and task category, with evident organizational structure. The thesis statement is sustained (*Nixon and Ford both spoke in a manner to win the opinions of American citizens.*), but there is also loosely related material.

**Evidence and Elaboration** – This response earns partial credit (2 points) for Evidence and Elaboration for providing uneven evidence and support for the writer's thesis statement. There is weakly integrated evidence and ineffective use of elaborative techniques (*"instead of enjoying equal treatment with any other citizen accused of violating the law, [Nixon] would be cruelly and excessively penalized". Not all Americans can be spoken for, but for the citizens who upheld these same beliefs, Ford spoke the truth, which should satisfy many.*)

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

Sample Response: 6 points

In the excerpts from both Richard Nixon and Gerald Ford both have something very important in common and it is shown through out each passage. They both clearly care very much about the needs of the country as well as equality. They both made desicions based on knowledge and support from American citizens for the both of them to make important decisions pertaining to the country.

In several different sentences, Nixon has mentioned things about the nation and what the people want rather than what he believes would be correct. For example, when Nixon said “but the interest of the Nation must always come before any personal considerations,” he would rather shove aside any of his own wants for needs in order to satisfy whatever needs the American people would want.

Gerald Ford also made several references towards the American people. Ford stated “I deeply believe in equal justice for all Americans, whatever their station or former station,” with that, he’s putting the Americans first and thinks no matter their political position or being a simple citizen, that they should be treated equal no matter the case.

Richard Nixon and Gerald Ford are both looking out for the countries needs rather than their own. They both believe that no matter what the Cuntry should be first as well as have equality to each and every citizen.

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 Elaboration** – This response earns partial credit (2 points) for Purpose, Focus, and Organization. The response is somewhat sustained within the purpose, audience and task, but it includes some extraneous material. Likewise, its organization is inconsistent.

**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) for Conventions for demonstrating an adequate command of basic conventions.

## Sample Response: 5 points

### Nixon's Resignation

Did you know that there was only one president to ever resign from office? The man is Richard Nixon. Though he did resign, it was not completely voluntary. A scandal he was involved in now known as Watergate left him no choice. The day before he officially resigned from office, he gave a speech called "Address Announcing Resignation". Later, former vice president and then President Gerald Ford wrote an address which pardoned Richard Nixon. Throughout Nixon's "Address Announcing Resignation" and Ford's "Address to the Nation Pardoning Richard Nixon" a common goal was shared. That shared purpose was to heal any anger American held toward Nixon and to bring the nation together, instead of separating it.

In Nixon's "Address Announcing Resignation", there are many examples where he expressed that he was trying to do the best thing for the country. In paragraph one of his speech he states, "I felt it was my duty to persevere, to make every possible effort to complete the term of office to which you elected me." He later says he does not have the congressional support to do so. In the closing of his address, Nixon demands that the Nation "put the bitterness and divisions of the past behind us" so they can move forward and heal.

In Gerald Ford's "Address to the Nation Pardoning Richard Nixon", he makes it very clear that though there is much controversy, he feels the right thing to do is pardon Nixon. He also states how necessary it is for the United States needs to treat the former president with justice that all men deserve. In these two documents of this time in history, a common goal to bring America together is shared.

## Part 1

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. The response is somewhat sustained within the purpose, audience and task, but it includes some extraneous material. Likewise, its organization is inconsistent, earning 2 out of 4 possible points for this category.

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

## Sample Response: 4 points

After the Watergate matter, Richard Nixon, the president at the time, makes a speech on how he has to resign to ensure that American will be safe and sound. Once he resigns he puts his Vice President, Gerald Ford, in his place to make sure that America kept its' glory. Gerald Ford and Nixon's speeches have many similarities and differences in how they are worded, what they say, adn what their views are. This is about what in those two speeches come out similar.

Both, Nixon and Ford were good friends. I could tell that they got along together very well because in both of their speeches they talk about each other very respectfully, wether it's from how their family is or it is to how they are in politics in general. They both enjoyed each other's company very well. One quote from both passages to support this is when Nixon says "I feel a great sadness that I will not be here in this office working on your behalf to achieve these hopes in the next 2 1/2 years" (Paragraph 9). A quote from Ford's speech is "...to determine the right thing for me to do with respect to my predecessor i nthis place, Richard Nixon, and his loyal wife and family. (Paragraph 13.) Also, both of their speeches talk about how America would be a much greater place if Nixon retired from office and Ford took his place. A quote from Nixon's speech is "But in turning over direction of the Government to Vice President Ford, I know, as I told the Nation when I nominated him for that office 10 months ago, that the leadership of America will be in good hands." (Paragraph 9).

Gerald Ford, and Richard Nixon both respected each other very much. In office, out of office, they even talked about how each other's families were great. Nixon put a lot of trust into Ford if he let him take over his position as President halfway through his term. That's why I think that Nixon and Ford were both very good friends.

## Part 1

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

### Notes on Scoring

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

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

Sample Response: 3 points

In Richard Nixon’s speech he started off with not saying he was going to resign, he said he always tries to do what is best for the nation. He also said he makes every effort possible to complete the terms that he was elected into. Then he goes and says how he can no longer be our president. It is a gradual movement into some disappointing news. I believe the purpose of his speech was to say goodbye to the nation and give it to the hands of Ford.

In Gerald Ford’s speech he starts off with saying how he is going to do the right thing in the name of God. He doesn’t start off slow like Nixon did. He is very blunt. I believe the purpose of his speech was to thank Nixon for his term and welcome the nation into his hands.

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

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

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

Sample Response: 2 points

I as a citizen of the united states of America have a opinion on both speeches that were targeted toward our nation and its people. Nixon speech was targeted towards all citzens of the united states but mostly the ones that voted for him. Nixon speech goal in my opion was to resalvage hiswrong doing in his carrer. He wanted to take responablity but no really admit what he had done. He said he had tried to make the best decisons for himself and the nation. He wanted to resign becasue of the wants to reshape his personal life. Also he had thought he had givin all of his political views and effort to our country and that it was time for someone else to take office.

Genral Ford Vice president of Nixon also had a speech after Nixon resigned of his term. Had had sworn to oth of not only our country but to the God. He had taken and handled the American tragedy and said he realizes it on him to fix it. He is the fist vice president ot take offic do to a resign of office by the president himself. He had witnessed the years of controversy between Nixon and the citizens of are nation and he was willing to let that slide and not worry about that but worry on whats truly important.

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

**Notes on Scoring**

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

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

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

Sample Response: 2 points

The two passages about Richard Nixon and Gerald Ford, are about how their time in the government and how Richard Nixon handed over power to Gerald Ford when he could not be in the office no more after his term. This shows that Richard Nixon is a good man when it came to his presidency. Many of his voters were not happy that he left office but its ok.

The two passages are between how they got in the white house with vice president Gerald Ford and how he tried to make lots of things people wanted to get done but he could not because he had to hand over his term and stop being president. Then Genald Ford became the president and he belived that all americans deserve justice what ever their station of former station is. Whether human or divine, is no respector of persons; but laws is a respector of reality.

In the end, the courts might well hold that Richard Nixon had been denied due process, and the verdict of history would even be more inconclusive with respect to those charges arising out of his presidency, of which I am presently aware.

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

**Notes on Scoring**

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

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

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

## Sample Response: 1 point

Richard Nixon's purpose was to do whats best for the nation , Because in paragraph 1 it states that "In all the desisions Ihave made in my public life I have always tried to do whats best for the nation.

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

**Notes on Scoring**

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

**Evidence and Elaboration** – This response earns partial credit (1 point) for Evidence and Elaboration. This response provides minimal support for the writer's thesis statement. There is one citation from the source, but there is no elaboration.

**Conventions** – This response earns no credit (0 points) for Conventions for demonstrating a lack of command of basic conventions, with frequent and severe errors often obscuring meaning.

Sample Response: 0 points

In passage number one where Nixon speaks, he tells about the water gate scandle and his role in the scandle and what he would much rather do then have to be impeached or ask for a resign by president ford which would be the next president in office since Nixon took a role and burned the evedence for the scandlebut nixon would much rather stay in office and continue his presedency for the united states of america. In the secon passage where Ford talks abot the whole scandle and abot president nixon he pretty much summs it up to be yes the presidebt is guilty and yes ill take the presadency and yes i will pardon nixon for all crimes committed against the government.

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. The response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task, and it has no discernible organizational structure.

**Evidence and Elaboration** – This response earns no credit (0 points) for Evidence and Elaboration as the response 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**

you shuld not be bad.

President Richard Nixon resigned the U.S. presidency as a result of what was known as the Watergate scandal. Ford replaced him and ultimatly pardon Nixon for any crimes committed in connection with Watergate.

Many months and perhaps more years will have to pass before Richard Nixon could obtain a fair trial by jury in any jurasdictun of the United States under governing decisions of the Supreme Court.

I would have preferred to carry through to the finish.

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**

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

**Sample Response: 0 points**

nixon and ford talk about president. nixon said is to begin healing the wounds of this nation, to put the bitterness and divisions of the recent past behind us which is so desperately needed in America. ford says our entire focus should be on the great issues of peace abroad and prosperity without inflation at home.

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**

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Stimulus for Questions 1 – 7

## Part 2

### Stimulus for Questions 1 – 7

*This passage is an excerpt from a book containing 12 stories, eight that center around "The Man Who Knew Too Much," or the narrator Horne Fisher. In this story, Fisher talks about a man who is quite skilled at escaping sticky situations.*

**from *The Man Who Knew  
Too Much***

by G. K. Chesterton

#### **II. THE VANISHING PRINCE**

- 1 This tale begins among a tangle of tales round a name that is at once recent and legendary. The name is that of Michael O'Neill, popularly called Prince Michael, partly because he claimed descent from ancient Fenian princes, and partly because he was credited with a plan to make himself prince president of Ireland, as the last Napoleon did of France. He was undoubtedly a gentleman of honorable pedigree and of many accomplishments, but two of his accomplishments emerged from all the rest. He had a talent for appearing when he was not wanted and a talent for disappearing when he was wanted, especially when he was wanted by the police. It may be added that his disappearances were more dangerous than his appearances. In the latter he seldom went beyond the sensational—pasting up seditious placards, tearing down official placards, making flamboyant speeches, or unfurling forbidden flags. But in order to effect the former he would sometimes fight for his freedom with startling energy, from which men were sometimes lucky to escape with a broken head instead of a broken neck. His most famous feats of escape, however, were due to dexterity and not to violence. On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, "Do you want me to hide you?" Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, "Thank you, I have generally been quite capable of hiding myself." In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom.

## Part 2

- 2 While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone. The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope. The girl described the scene later, with all the passionate realism of her race, and, whether or no the policemen had a similar eye for the picturesque, they had at least an eye for the facts of the case, and were compelled to give up the chase and retire from the scene. Bridget Royce remained as if in a trance, staring at the sunlit garden in which a man had just vanished like a fairy. She was still in a sinister mood, and the miracle took in her mind a character of unfriendliness and fear, as if the fairy were decidedly a bad fairy. The sun upon the glittering garden depressed her more than the darkness, but she continued to stare at it. Then the world itself went half-witted and she screamed. The scarecrow moved in the sun light. It had stood with its back to her in a battered old black hat and a tattered garment, and with all its tatters flying, it strode away across the hill.
- 3 She did not analyze the audacious trick by which the man had turned to his advantage the subtle effects of the expected and the obvious; she was still under the cloud of more individual complexities, and she noticed most of all that the vanishing scarecrow did not even turn to look at the farm. And the fates that were running so adverse to his fantastic career of freedom ruled that his next adventure, though it had the same success in another quarter, should increase the danger in this quarter. Among the many similar adventures related of him in this manner it is also said that some days afterward another girl, named Mary Cregan, found him concealed on the farm where she worked; and if the story is true, she must also have had the shock of an uncanny experience, for when she was busy at some lonely task in the yard she heard a voice speaking out of the well, and found that the eccentric had managed to drop himself into the bucket which was some little way below, the well only partly full of water. In this case, however, he had to appeal to the woman to wind up the rope. And men say it was when this news was told to the other woman that her soul walked over the border line of treason.

## Part 2

4        Such, at least, were the stories told of him in the countryside, and there were many more—as that he had stood insolently in a splendid green dressing gown on the steps of a great hotel, and then led the police a chase through a long suite of grand apartments, and finally through his own bedroom on to a balcony that overhung the river. The moment the pursuers stepped on to the balcony it broke under them, and they dropped pell-mell<sup>1</sup> into the eddying waters, while Michael, who had thrown off his gown and dived, was able to swim away.

<sup>1</sup>pell-mell: in a confused, disorderly manner

Excerpt from "The Man Who Knew Too Much" by  
G. K. Chesterton. In the public domain.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 1

### Question and Scoring Guidelines

## Part 2

### Question 1

Select **two** details that reveal that Michael O'Neill is arrogant.

"On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?' Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, 'Thank you, I have generally been quite capable of hiding myself.' In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom." (paragraph 1)

**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 1

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

## Part 2

### Scoring Guidelines

For this item, a full-credit (1 point) response includes:

- “had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him.”;

AND/OR

- “Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm,”;

AND/OR

- “merely throwing over his shoulder the remark, ‘Thank you, I have generally been quite capable of hiding myself.’”

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 1

## Sample Responses

## Part 2

### Sample Response: 1 point

Select **two** details that reveal that Michael O'Neill is arrogant.

"On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?' Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, 'Thank you, I have generally been quite capable of hiding myself.' In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom." (paragraph 1)

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

Select **two** details that reveal that Michael O'Neill is arrogant.

"On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?' Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, 'Thank you, I have generally been quite capable of hiding myself.' In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom." (paragraph 1)

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

Select **two** details that reveal that Michael O'Neill is arrogant.

"On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?' Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, 'Thank you, I have generally been quite capable of hiding myself.' In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom." (paragraph 1)

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

Select **two** details that reveal that Michael O'Neill is arrogant.

"On a cloudless summer morning he had come down a country road white with dust, and, pausing outside a farmhouse, had told the farmer's daughter, with elegant indifference, that the local police were in pursuit of him. The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?' Upon which he only laughed, leaped lightly over the stone wall, and strode toward the farm, merely throwing over his shoulder the remark, 'Thank you, I have generally been quite capable of hiding myself.' In which proceeding he acted with a tragic ignorance of the nature of women; and there fell on his path in that sunshine a shadow of doom." (paragraph 1)

#### Notes on Scoring

This response earns no credit (0 points) because the two choices selected are incorrect.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 2

### Question and Scoring Guidelines

## Part 2

### Question 2

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

**Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

**Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

## Part 2

**Points Possible:** 2

**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

For this item, a full-credit (2 points) response includes:

- D) It creates a sense of mystery.
- AND
- "and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field" (2 points)

For this item, a partial-credit (1 point) response includes:

- D) It creates a sense of mystery.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 2

## Sample Responses

## Part 2

### Sample Response: 2 points

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

#### **Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

#### **Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

#### **Notes on Scoring**

This response earns full credit (2 points) because it identifies the correct responses in both Part A and Part B.

## Part 2

### Sample Response: 1 point

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

#### **Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

#### **Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

#### **Notes on Scoring**

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

## Part 2

### Sample Response: 1 point

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

#### **Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

#### **Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

#### **Notes on Scoring**

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

## Part 2

### Sample Response: 0 points

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

#### **Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

#### **Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

#### **Notes on Scoring**

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

## Part 2

### Sample Response: 0 points

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

#### **Part A**

In paragraph 2, the author describes the farmyard as being normal with everything in place. What effect does this description have on the passage?

- A) It creates a sense of peace.
- B) It creates a sense of gloom.
- C) It creates a sense of victory.
- D) It creates a sense of mystery.

#### **Part B**

Select the phrase that foreshadows what the farmer's daughter discovers about Michael at the end of paragraph 2.

"The kitchen garden was inclosed by a very low wall, and the cornfield beyond lay aslant like a square patch on a great green hill on which he could still have been seen even as a dot in the distance. Everything stood solid in its familiar place; the apple tree was too small to support or hide a climber; the only shed stood open and obviously empty; there was no sound save the droning of summer flies and the occasional flutter of a bird unfamiliar enough to be surprised by the scarecrow in the field; there was scarcely a shadow save a few blue lines that fell from the thin tree; every detail was picked out by the brilliant day light as if in a microscope." (paragraph 2)

#### **Notes on Scoring**

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 3

### Question and Scoring Guidelines

## Part 2

### Question 3

Read the sentence from the passage.

"His most famous feats of escape, however, were due to dexterity and not to violence."  
(paragraph 1)

Which **two** actions demonstrate Michael O'Neill's dexterity?

- He leads the police to a farm.
- He hides from the police in a well.
- He disguises himself as a scarecrow.
- He asks Mary to help him out of the well.
- He persuades Bridget to let him hide on the farm.

**Points Possible:** 1

**Topic:** Literary

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

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

Rationale for the First Option: This is incorrect. This is not an example of O'Neill's dexterity.

Rationale for the Second Option: **Key** – O'Neill is able to hide from the police in a well because he is dexterous.

Rationale for the Third Option: **Key** – O'Neill is able to hide from the police as a scarecrow because he is dexterous.

Rationale for the Fourth Option: This is incorrect. This is not an example of O'Neill's dexterity.

Rationale for the Fifth Option: This is incorrect. This is not an example of O'Neill's dexterity.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 3

## Sample Responses

## Part 2

### Sample Response: 1 point

Read the sentence from the passage.

"His most famous feats of escape, however, were due to dexterity and not to violence."  
(paragraph 1)

Which **two** actions demonstrate Michael O'Neill's dexterity?

- He leads the police to a farm.
- He hides from the police in a well.
- He disguises himself as a scarecrow.
- He asks Mary to help him out of the well.
- He persuades Bridget to let him hide on the farm.

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

Read the sentence from the passage.

"His most famous feats of escape, however, were due to dexterity and not to violence."  
(paragraph 1)

Which **two** actions demonstrate Michael O'Neill's dexterity?

- He leads the police to a farm.
- He hides from the police in a well.
- He disguises himself as a scarecrow.
- He asks Mary to help him out of the well.
- He persuades Bridget to let him hide on the farm.

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

Read the sentence from the passage.

"His most famous feats of escape, however, were due to dexterity and not to violence."  
(paragraph 1)

Which **two** actions demonstrate Michael O'Neill's dexterity?

- He leads the police to a farm.
- He hides from the police in a well.
- He disguises himself as a scarecrow.
- He asks Mary to help him out of the well.
- He persuades Bridget to let him hide on the farm.

#### Notes on Scoring

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 4

### Question and Scoring Guidelines

## Part 2

### Question 4

Read this sentence from the passage.

"The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?'" (paragraph 1)

What does the word somber suggest about Bridget?

- Ⓐ She is a helpful person.
- Ⓑ She is a serious person.
- Ⓒ She is an agreeable person.
- Ⓓ She is an indecisive person.

**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.

## Part 2

### Scoring Guidelines

Rationale for Option A: This is incorrect. Although Bridget offers to help O'Neill in this sentence, the word "somber" does not suggest that she is helpful.

Rationale for Option B: Key – The word "somber" suggests that Bridget is a serious type of person and is unlikely to participate in anything ridiculous. This is clued by the use of "sullen", and even "darkly" and "in doubt".

Rationale for Option C: This is incorrect. Although Bridget agrees to let O'Neill hide on her farm, the word "somber" does not suggest that she is agreeable.

Rationale for Option D: This is incorrect. Although Bridget looks at O'Neill "in doubt", the word "somber" does not suggest that she is indecisive.

### Sample Response: 1 point

Read this sentence from the passage.

"The girl's name was Bridget Royce, a somber and even sullen type of beauty, and she looked at him darkly, as if in doubt, and said, 'Do you want me to hide you?'" (paragraph 1)

What does the word somber suggest about Bridget?

- A She is a helpful person.
- B She is a serious person.
- C She is an agreeable person.
- D She is an indecisive person.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 5

### Question and Scoring Guidelines

## Part 2

### Question 5

What is the author's point of view about Michael O'Neill?

- Ⓐ He is unusual and crafty.
- Ⓑ He is stubborn and foolish.
- Ⓒ He is angry and dangerous.
- Ⓓ He is reliable and thoughtful.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how a particular point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (RL.9-10.6)

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

Rationale for Option A: Key – The author suggests that O'Neill is legendary because he is famous for an unusual reason—he is good at appearing when he is not wanted, and disappearing when he is wanted. Also, the ways in which he disappears are described as being very crafty and clever.

Rationale for Option B: This is incorrect. Readers may find Michael stubborn and foolish, but that is not how the author portrays or intends to portray him, and certainly is not the author's point of view in the passage.

Rationale for Option C: This is incorrect. Although there may be an argument that he is dangerous because he is fleeing the police, there is nothing in the text to suggest that he is angry.

Rationale for Option D: This is incorrect. While Michael reliably avoids the police and being caught, there is nothing in the passage to suggest that he is thoughtful.

### Sample Response: 1 point

What is the author's point of view about Michael O'Neill?

- He is unusual and crafty.
- B He is stubborn and foolish.
- C He is angry and dangerous.
- D He is reliable and thoughtful.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 6

### Question and Scoring Guidelines

## Part 2

### Question 6

Read this sentence from the passage.

"He was undoubtedly a gentleman of honorable pedigree and of many accomplishments, but two of his accomplishments emerged from all the rest." (paragraph 1)

What does the phrase undoubtedly a gentleman of honorable pedigree suggest about Michael O'Neill?

- Ⓐ He acts confidently.
- Ⓑ He is a trustworthy person.
- Ⓒ He has refined social behaviors.
- Ⓓ He comes from a respected family.

**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.

## Part 2

### Scoring Guidelines

Rationale for Option A: This is incorrect. The use of "undoubtedly" may lead students to this answer; however, this phrase does not focus on how O'Neill acts but on where he comes from.

Rationale for Option B: This is incorrect. The use of "honorable" may lead students to this answer; however, this phrase does not focus on O'Neill's character but on where he comes from.

Rationale for Option C: This is incorrect. The use of "gentleman" may lead students to this answer; however, this phrase does not focus on how O'Neill acts but on where he comes from. In addition, his actions in the passage might seem to contradict such a reading here.

Rationale for Option D: **Key** – Suggesting that he is a gentleman of "honorable pedigree" means that he comes from a well-respected family. The author mentions this as a counterpoint to the events he then describes.

### Sample Response: 1 point

Read this sentence from the passage.

"He was undoubtedly a gentleman of honorable pedigree and of many accomplishments, but two of his accomplishments emerged from all the rest." (paragraph 1)

What does the phrase undoubtedly a gentleman of honorable pedigree suggest about Michael O'Neill?

- Ⓐ He acts confidently.
- Ⓑ He is a trustworthy person.
- Ⓒ He has refined social behaviors.
- Ⓓ He comes from a respected family.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 7

### Question and Scoring Guidelines

## Part 2

### Question 7

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

**Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

**Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

**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 2

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

## Part 2

### Scoring Guidelines

For this item, a full-credit (2 points) response includes:

- A) She becomes irritated with him.

AND

- “Though still angry, she was still silent,”

AND

- “In the ugly reaction of her mood she might have been tempted even to point out the fugitive,”

For this item, a partial-credit (1 point) response includes:

- A) She becomes irritated with him.

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 7

## Sample Responses

## Part 2

### Sample Response: 2 points

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

#### **Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

#### **Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

#### **Notes on Scoring**

This response earns full credit (2 points) because it identifies the correct responses in both Part A and Part B.

## Part 2

### Sample Response: 1 point

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

#### **Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

#### **Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

#### **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.

## Part 2

### Sample Response: 1 point

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

#### **Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

#### **Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

#### **Notes on Scoring**

This response earns partial credit (1 point). Part A has the correct answer; however, the responses selected for Part B are 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.

## Part 2

### Sample Response: 0 points

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

#### **Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

#### **Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

#### **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.

## Part 2

### Sample Response: 0 points

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

#### **Part A**

How does Bridget's disposition change after her first interaction with Michael O'Neill in paragraph 1?

- A) She becomes irritated with him.
- B) She becomes suspicious of him.
- C) She becomes worried for his safety.
- D) She becomes comfortable in his presence.

#### **Part B**

Which **two** details from the passage support the answer in Part A?

"While he disappeared through the farmhouse the girl remained for a few moments looking up the road, and two perspiring policemen came plowing up to the door where she stood. Though still angry, she was still silent, and a quarter of an hour later the officers had searched the house and were already inspecting the kitchen garden and cornfield behind it. In the ugly reaction of her mood she might have been tempted even to point out the fugitive, but for a small difficulty that she had no more notion than the policemen had of where he could possibly have gone." (paragraph 2)

#### **Notes on Scoring**

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

**Part 2**

**English Language Arts II  
Sample Test Scoring Guide**

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**Stimulus for Questions 8 – 15**

## Part 2

### Stimulus for Questions 8 – 15

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

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

## Part 2

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

This text has been used with the permission of the British Council. The text is taken from the British Council website for teenage learners, LearnEnglish Teens:  
[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

## Part 2

### Passage 2: Do We Need Zoos?

by J. Weston Phippen

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

8 So zoos teach. Or do they?

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

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

## Part 2

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

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

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

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

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

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

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Sample Test Scoring Guide**

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**Question 8**

**Question and Scoring Guidelines**

## Part 2

### Question 8

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

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

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 3

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

## Part 2

### Scoring Guidelines

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

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

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

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

### Sample Response: 1 point

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

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 9

### Question and Scoring Guidelines

## Part 2

### Question 9

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

## Part 2

**Points Possible:** 2

**Topic:** Informational

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

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

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

*(RI.9-10.2)*

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

#### Part A

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

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

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

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

#### Part B

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

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

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

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

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**Question 9**

**Sample Responses**

## Part 2

### Sample Response: 2 points

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

What is the central idea of Passage 1?

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 10

### Question and Scoring Guidelines

## Part 2

### Question 10

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

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

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

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

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

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

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

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

**English Language Arts II  
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**Question 10**

**Sample Responses**

## Part 2

### Sample Response: 1 point

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

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

#### Notes on Scoring

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 11

### Question and Scoring Guidelines

## Part 2

### Question 11

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

#### Part A

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

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

#### Part B

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

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

## Part 2

**Points Possible:** 2

**Topic:** Informational

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

**Depth of Knowledge:** Level 3

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

## Part 2

### Scoring Guidelines

#### Part A

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

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

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

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

#### Part B

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

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

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

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

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**Question 11**

**Sample Responses**

## Part 2

### Sample Response: 2 points

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

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

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

#### Part B

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

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

#### Notes on Scoring

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

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**Question 12**

**Question and Scoring Guidelines**

## Part 2

### Question 12

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

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

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

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

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

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

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

### Sample Response: 1 point

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

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 13

### Question and Scoring Guidelines

## Part 2

### Question 13

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

**Points Possible:** 2

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

#### Part A

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

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

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

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

#### Part B

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

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

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

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

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**Question 13**

**Sample Responses**

## Part 2

### Sample Response: 2 points

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 1 point

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

#### Part A

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

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

#### Part B

How does this phrase impact the meaning of the passage?

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

#### Notes on Scoring

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

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**Question 14**

**Question and Scoring Guidelines**

## Part 2

### Question 14

Read this sentence from paragraph 10 in Passage 2.

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

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

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

**Points Possible:** 1

**Topic:** Informational

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

**Depth of Knowledge:** Level 2

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

## Part 2

### Scoring Guidelines

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

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

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

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

### Sample Response: 1 point

Read this sentence from paragraph 10 in Passage 2.

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

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

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

## Part 2

# English Language Arts II Sample Test Scoring Guide

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## Question 15

### Question and Scoring Guidelines

## Part 2

### Question 15

Should animals be kept in zoos?

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

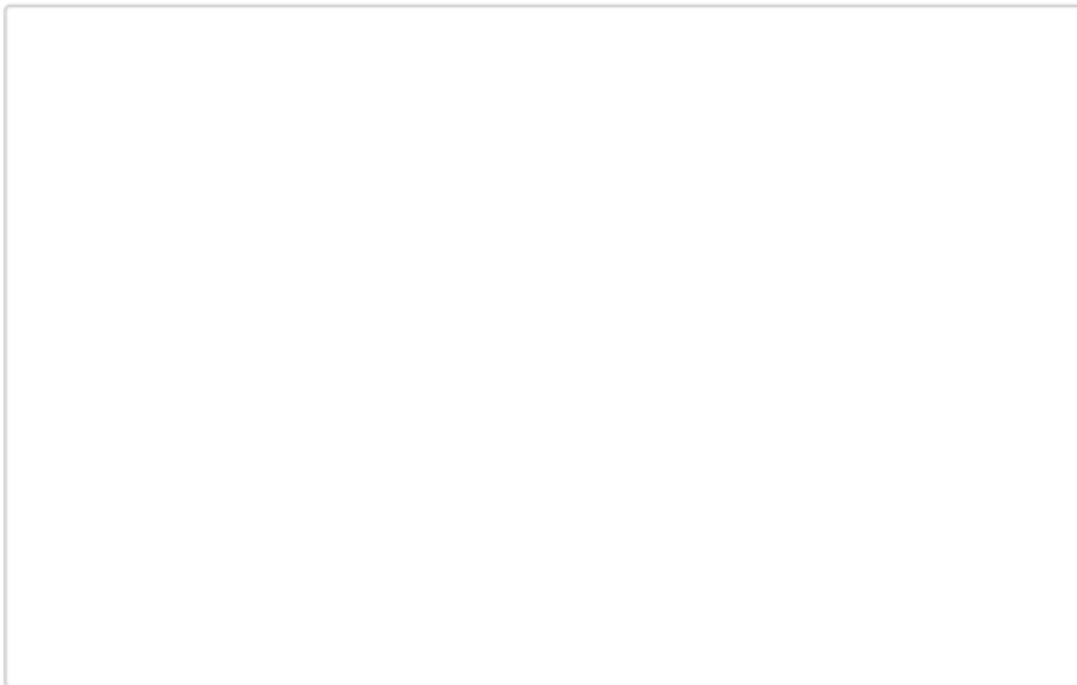
Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



## Part 2

**Points Possible:** 10

**Topic:** Writing

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

**Depth of Knowledge:** Level 4

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

# Part 2

## Scoring Guidelines

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

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

\*Not applicable at grade 6

## Part 2

**English Language Arts II  
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**Question 15**

**Sample Responses**

## Part 2

### Sample Response: 10 points

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

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

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 9 points

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

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

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

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

## Part 2

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

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

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 8 points

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

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

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

## Part 2

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 7 points

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

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

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

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 6 points

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

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

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

## Part 2

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 5 points

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

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

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

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 4 points

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

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

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

## Part 2

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

### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 3 points

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

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

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

#### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 2 points

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

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

#### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 1 point

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

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

#### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 0 points

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

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

#### Notes on Scoring

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

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

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

## Part 2

### Sample Response: 0 points

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

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

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

#### **Notes on Scoring**

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

## Part 2

### Sample Response: 0 points

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

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

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

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

#### Notes on Scoring

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

## Part 2

### Sample Response: 0 points

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

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 is not enough original student work in comparison to text directly copied from the prompt/passages.