



Department  
of Education

# Ohio's State Tests

**PRACTICE TEST ANSWER KEY  
& SCORING GUIDELINES**

**ENGLISH LANGUAGE ARTS I**

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**ELA I  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
1	Multiple Choice	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.	C	1 point
2	Multiple Choice	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).	D	1 point
3	Multiple Choice	Informational	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	B	1 point
4	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.	C; D	2 points

**ELA I**  
**Practice Test**  
**Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
5	Multiple Choice	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).	D	1 point
6	Multiple Choice	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).	C	1 point
7	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.	B; D	2 points

**ELA I  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
8	Hot Text 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).	---	2 points
9	Hot Text 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.	---	2 points
10	Extended Response	Writing	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	---	10 points
11	Multiple Choice	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.	B	1 point

**ELA I  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
12	Multiple Choice	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.	A	1 point
13	Multiple Choice	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).	A	1 point
14	Multiple Choice	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).	C	1 point

**ELA I  
Practice Test  
Content Summary and Answer Key**

Question No.	Item Type	Topic	Content Standard	Answer Key	Points
15	Multiple Choice	Literary	Analyze how a 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.	D	1 point
16	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.	A; C, E	2 points
17	Multi-Select 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).	A, E	1 point



**English Language Arts I**  
**Practice Test**

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**Stimulus for Questions 1 – 10**

## Stimulus for Questions 1 – 10

### Who Owns the Past?

#### Passage 1: Returning Antiquities to Their Countries of Origin

by Joyce Mortimer

- 1 *Antiquities* are ancient objects and artworks. Many people visit museums to view antiquities. They enjoy seeing these relics of the ancient world as a way of understanding past cultures and sometimes connecting with their own heritage.
- 2 Museums acquire works to display from many different sources. Sometimes they purchase them. Other times they receive donations. Today there are strict ethical guidelines forbidding art that has been stolen or looted from other countries. However, artifacts that have been at museums for decades or even centuries may have arrived there by dubious<sup>1</sup> means. Now, some countries claim that museums have an obligation to restore these artifacts to their original location.
- 3 There are many examples of this debate. Perhaps the most famous is the controversy between Greece and the United Kingdom (UK) over the Elgin marbles. In the early 19th century, the Earl of Elgin had numerous sculptures taken from Greece to the UK. These included half of the surviving sculptures from the Parthenon in Athens. When Elgin did this, Greece was still a part of the Ottoman Empire. He claimed that he had received a permit to export the sculptures. Today the marbles are on display in the British Museum. However, Greece wants them to be restored to their original locations.
- 4 This issue also affects people in the United States. Many Native American tribes' antiquities are on display in museums. The museums may have acquired them at a time when Native American sites were often denigrated<sup>2</sup> and looted. Some museums have objects that were made for private Native American religious ceremonies and were never meant to be seen by the public. These include masks, shields, and objects used in funeral and medicinal rites. Since 1990 the U.S. government has, in some instances, facilitated the return of these unique cultural items from institutions that receive federal funding.
- 5 Should museums return these antiquities? Experts disagree. Malcolm Bell III says yes. Bell is a professor emeritus<sup>3</sup> of art at the University of Virginia. He says, "Many artifacts and works of art have special cultural value for a particular community or nation. When these works are removed from their original cultural setting they lose their context and the culture loses a part of its history."
- 6 According to Bell, a country's request for the return of an antiquity "usually has a strong legal basis." It "was exported illegally, probably also excavated illegally, and . . . is now . . . stolen property." He called the return of antiquities "an expression of justice."

7 James Cuno says not always. Cuno is the president of the J. Paul Getty Trust, an art museum in Los Angeles. He is also past president of the Art Institute of Chicago and the author of the book *Who Owns Antiquity?* Cuno agrees that museums have "an ethical and legal obligation" to return illegally exported antiquities. However, he doesn't support the return of legally acquired works.

8 "Territory held today by a given nation-state in the past likely belonged to a different political entity . . . even if one wanted to reunite dispersed works of art, where would one do so? Which among the many countries, cities, and museums in possession of parts of a work of art . . . should be the designated 'home' of the reunited work?" Cuno believes that museums should collect art from the world's diverse cultures. This should be done "through purchase or long-term loan and working in collaboration with museums and nations around the world."

9 This debate is far from over. As a complex question with no easy answer, the issue requires more study.

<sup>1</sup>dubious: questionable

<sup>2</sup>denigrated: belittled, looked down upon

<sup>3</sup>professor emeritus: retired professor

"Returning Antiquities to Their Countries of Origin"  
by Joyce Mortimer. Written for educational  
purposes.

## **Passage 2: A Case in Antiquities for 'Finders Keepers'**

by John Tierney

- 10 Zahi Hawass regards the Rosetta Stone . . . as stolen property languishing in exile. "We own that stone," he told Al Jazeera,<sup>1</sup> speaking as the secretary general of Egypt's Supreme Council of Antiquities.
- 11 The British Museum does not agree—at least not yet. But never underestimate Dr. Hawass when it comes to this sort of custody dispute. He has prevailed so often in getting pieces returned to what he calls their "motherland" that museum curators are scrambling to appease him.
- 12 Last month, after Dr. Hawass suspended the Louvre's excavation in Egypt, the museum promptly returned the ancient fresco fragments he sought. Then the Metropolitan Museum of Art made a pre-emptive display of its "appreciation" and "deep respect" by buying a piece of a shrine from a private collector so that it could be donated to Egypt.
- 13 Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass's demand for its star attraction, a bust of Nefertiti.
- 14 These gestures may make immediate pragmatic sense for museum curators worried about getting excavation permits and avoiding legal problems. But is this trend ultimately good for archaeology?
- 15 Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient "cultural property" discovered within their borders. But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade in antiquities.
- 16 In some cases, it makes aesthetic or archaeological sense to keep artifacts grouped together where they were found, but it can also be risky to leave everything in one place, particularly if the country is in turmoil or can't afford to excavate or guard all its treasures. After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen several years ago from its new home in Turkey.

- 17 Restricting the export of artifacts hasn't ended their theft and looting any more than the war on drugs has ended narcotics smuggling. Instead, the restrictions promote the black market and discourage the kind of open research that would benefit everyone except criminals.
- 18 Legitimate dealers, museums and private collectors have a financial incentive to pay for expert excavation and analysis of artifacts, because that kind of documentation makes the objects more valuable. A nation could maintain a public registry of discoveries and require collectors to give scholars access to the artifacts, but that can be accomplished without making everything the property of the national government.
- 19 The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners who helped prevent an Egyptian from becoming the leader of Unesco, the United Nation's cultural agency. But whatever the particular motivation, there is no doubt that the cultural-property laws have turned archaeological discoveries into political weapons.

<sup>1</sup>Al Jazeera: a media network that seeks to report unbiased, diverse accounts of global issues

Excerpt from "A Case in Antiquities for 'Finders Keepers'" by John Tierney. Copyright © 2009 by The New York Times Company. Reprinted by permission of The New York Times Company via Copyright Clearance Center.

**Passage 3: Vision of Home:  
Repatriated Works Back in  
Their Countries of Origin**

by Rachel Donadio

- 20 In recent years, museums across the United States and Europe have begun returning objects to their countries of origin. Each case tells its own story. While much attention has focused on the act of repatriation,<sup>1</sup> The New York Times looked at what happened to several objects after they went back. Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign<sup>2</sup> neglect, or are not always easy to reach.
- 21 Most Western museums now acknowledge a strong ethical case for returning objects, especially if they have been found to have left their countries of origin under dubious circumstances, as in the case of the goddess of Morgantina. The Getty, which had bought the statue in 1988 for \$18 million, returned it to Italy in 2011 after Italian prosecutors found that it had been looted, illegally exported and sold by dealers who very likely dissembled about its provenance.<sup>3</sup> . . .
- 22 The goddess of Morgantina is now on display in the archaeological museum of Aidone. The idea was to spread Italy's treasures around the country and to allow viewers to see the work in the context in which it was found. The statue, returned to the music of police bands, now stands proudly on a metal stand in the museum. . . .

- 23        These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24        Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.
- 25        Across-the-board public budget cuts have left the museum with few resources for maintenance, guards and publicity, said Laura Maniscalco, an archaeologist who has been director of the Aidone museum since fall. "I don't think it's up to me to create tourist itineraries," Ms. Maniscalco said. "But I can complain about the closed roads. Why aren't they fixed? These are political problems."

<sup>1</sup>repatriation: bringing or sending back to a country or one's place of citizenship

<sup>2</sup>benign: not trying to harm

<sup>3</sup>dissembled about its provenance: lied about its origin or how they got it

Excerpt from "Vision of Home: Repatriated Works Back in Their Countries of Origin" by Rachel Donadio. Copyright © 2014 by The New York Times Company. Reprinted by permission of The New York Times Company via Copyright Clearance Center.





**English Language Arts I  
Practice Test**

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**Question 1**

**Question and Scoring Guidelines**

## Question 1

How does the author of Passage 1 present the idea that there are different perspectives on the topic of returning antiquities?

- Ⓐ through a series of statements that demonstrate which view is most popular
- Ⓑ through a series of examples that demonstrate the influence of economics on opinions
- Ⓒ through a series of quotes that first present those who agree and then those who disagree
- Ⓓ through a series of questions that first make the reader doubt and then believe in a new idea

**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.

## Scoring Guidelines

Rationale for Option A: This is incorrect. The passage is very neutral on the topic and presents statements related to the issue, but it is not supportive of one view being more popular.

Rationale for Option B: This is incorrect. The passage does present examples of potential impacts to both sides of the debate, but they are related to the loss and theft of objects and the impact that restrictions would place on future excavation and research, and not the idea of how economics has influenced opinions.

Rationale for Option C: **Key** – The author ends with a series of quotes that are supportive of both sides of the topic.

Rationale for Option D: This is incorrect. The author does incorporate a question, but uses it to transition between ideas, not to cause doubt or belief.

## Sample Response: 1 point

How does the author of Passage 1 present the idea that there are different perspectives on the topic of returning antiquities?

- Ⓐ through a series of statements that demonstrate which view is most popular
- Ⓑ through a series of examples that demonstrate the influence of economics on opinions
- Ⓒ through a series of quotes that first present those who agree and then those who disagree
- Ⓓ through a series of questions that first make the reader doubt and then believe in a new idea



**English Language Arts I  
Practice Test**

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**Question 2**

**Question and Scoring Guidelines**

## Question 2

How does paragraph 3 develop the author's ideas in Passage 1?

- Ⓐ It explains why artifacts should sometimes be maintained outside the country of origin.
- Ⓑ It presents reasons why people may be unclear on the proper process for handling artifacts.
- Ⓒ It demonstrates how guidelines can be established to ease disputes about an artifact's origins.
- Ⓓ It illustrates how it can be difficult to determine which country has legal rights to some artifacts.

**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).

## Scoring Guidelines

Rationale for Option A: This is incorrect. The paragraph does mention that a number of countries are involved with the sculptures, but it does not express an opinion about where they should be maintained.

Rationale for Option B: This is incorrect. The paragraph does mention that there was a claim that a proper permit was received, but the paragraph as a whole does not support the idea that people are confused about how to properly process artifacts.

Rationale for Option C: This is incorrect. The paragraph does mention the dispute about where a particular set of artifacts should be maintained, but it does not mention establishing guidelines.

Rationale for Option D: **Key** – The paragraph presents a situation that illustrates how difficult it sometimes can be to determine which country has a legal right to an artifact.

## Sample Response: 1 point

How does paragraph 3 develop the author's ideas in Passage 1?

- Ⓐ It explains why artifacts should sometimes be maintained outside the country of origin.
- Ⓑ It presents reasons why people may be unclear on the proper process for handling artifacts.
- Ⓒ It demonstrates how guidelines can be established to ease disputes about an artifact's origins.
- Ⓓ It illustrates how it can be difficult to determine which country has legal rights to some artifacts.





**English Language Arts I  
Practice Test**

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**Question 3**

**Question and Scoring Guidelines**

## Question 3

Read this sentence from Passage 1.

“Territory held today by a given nation-state in the past likely belonged to a different political entity . . . even if one wanted to reunite dispersed works of art, where would one do so?” (paragraph 8)

What is the meaning of dispersed as used in paragraph 8?

- Ⓐ borrowed
- Ⓑ scattered
- Ⓒ unclaimed
- Ⓓ uncovered

**Points Possible:** 1

**Topic:** Informational

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While the idea that having an artifact belonging to another country may imply borrowing, this is not the correct meaning of the word as suggested by the context of the passage.

Rationale for Option B: **Key** – The context of the sentence and passage indicates that the meaning of the word suggests that these artifacts are found in many locations other than their country of origin.

Rationale for Option C: This is incorrect. While the idea that the country of origin sometimes may be difficult to determine, these artifacts do not generally go unclaimed.

Rationale for Option D: This is incorrect. Although the artifacts were uncovered, the meaning of “dispersed” is not discovery.

## Sample Response: 1 point

Read this sentence from Passage 1.

“Territory held today by a given nation-state in the past likely belonged to a different political entity . . . even if one wanted to reunite dispersed works of art, where would one do so?” (paragraph 8)

What is the meaning of dispersed as used in paragraph 8?

- Ⓐ borrowed
- Ⓑ scattered
- Ⓒ unclaimed
- Ⓓ uncovered



**English Language Arts I  
Practice Test**

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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

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- Ⓐ He uses Dr. Hawass's experience with the Rosetta Stone to introduce a special case in private ownership.
- Ⓑ He uses Dr. Hawass's approach as an example to show how countries can work together to determine custody of antiquities.
- Ⓒ He uses Dr. Hawass's approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- Ⓓ He uses Dr. Hawass's experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- Ⓐ "But never underestimate Dr. Hawass when it comes to this sort of custody dispute." (paragraph 11)
- Ⓑ "He has prevailed so often in getting pieces returned to what he calls their 'motherland' that museum curators are scrambling to appease him." (paragraph 11)
- Ⓒ "Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass's demand for its star attraction, a bust of Nefertiti." (paragraph 13)
- Ⓓ "But is this trend ultimately good for archeology?" (paragraph 14)

**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.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Zahi Hawass's experiences in general and with the Rosetta Stone do not present that this is a special case, but rather introduce that he may be using a questionable approach in this instance.

Rationale for Option B: This is incorrect. Zahi Hawass is not used as an example of how countries work together; in fact, the author clearly has a negative view of Hawass.

Rationale for Option C: **Key** – Zahi Hawass's approach is used to introduce the issue of how to address the custody of artifacts in archaeological sites and in museums.

Rationale for Option D: This is incorrect. Zahi Hawass has found his own solutions, but it is clear that the author is not in agreement that his approach is the best one or that institutions are supportive.

## Part B

Rationale for Option A: This is incorrect. This quote may be seen to support reasons behind the problems surrounding “cultural property”. However, it actually raises concerns around political retribution.

Rationale for Option B: This is incorrect. This quote may be seen to support the idea that Dr. Hawass is finding solutions to the issue of “cultural property”. However, it actually supports the idea that not all artifacts should be returned to their countries of origin, especially if political issues are a motivating factor.

Rationale for Option C: This is incorrect. While this quote is an example of two countries working together, it does not speak to a long-term solution around open research for archaeological discoveries.

Rationale for Option D: **Key** – This quote supports the idea introduced by the example of the Rosetta Stone—that cultural-property laws have unfortunately become a foundation for the use of artifacts as political weapons.





**English Language Arts I  
Practice Test**

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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

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- A He uses Dr. Hawass’s experience with the Rosetta Stone to introduce a special case in private ownership.
- B He uses Dr. Hawass’s approach as an example to show how countries can work together to determine custody of antiquities.
- C He uses Dr. Hawass’s approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- D He uses Dr. Hawass’s experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- A “But never underestimate Dr. Hawass when it comes to this sort of custody dispute.” (paragraph 11)
- B “He has prevailed so often in getting pieces returned to what he calls their ‘motherland’ that museum curators are scrambling to appease him.” (paragraph 11)
- C “Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass’s demand for its star attraction, a bust of Nefertiti.” (paragraph 13)
- D “But is this trend ultimately good for archeology?” (paragraph 14)

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- Ⓐ He uses Dr. Hawass’s experience with the Rosetta Stone to introduce a special case in private ownership.
- Ⓑ He uses Dr. Hawass’s approach as an example to show how countries can work together to determine custody of antiquities.
- Ⓒ He uses Dr. Hawass’s approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- Ⓓ He uses Dr. Hawass’s experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- Ⓐ “But never underestimate Dr. Hawass when it comes to this sort of custody dispute.” (paragraph 11)
- Ⓑ “He has prevailed so often in getting pieces returned to what he calls their ‘motherland’ that museum curators are scrambling to appease him.” (paragraph 11)
- Ⓒ “Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass’s demand for its star attraction, a bust of Nefertiti.” (paragraph 13)
- Ⓓ “But is this trend ultimately good for archeology?” (paragraph 14)

### Notes on Scoring

This response earns partial credit (1 point). The student identified the correct answer in Part A; 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.

## Sample Response: 1 point

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

### Part A

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- A He uses Dr. Hawass’s experience with the Rosetta Stone to introduce a special case in private ownership.
- B He uses Dr. Hawass’s approach as an example to show how countries can work together to determine custody of antiquities.
- C He uses Dr. Hawass’s approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- D He uses Dr. Hawass’s experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- A “But never underestimate Dr. Hawass when it comes to this sort of custody dispute.” (paragraph 11)
- B “He has prevailed so often in getting pieces returned to what he calls their ‘motherland’ that museum curators are scrambling to appease him.” (paragraph 11)
- C “Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass’s demand for its star attraction, a bust of Nefertiti.” (paragraph 13)
- D “But is this trend ultimately good for archeology?” (paragraph 14)

### Notes on Scoring

This response earns partial credit (1 point). The student identified the correct answer in Part A; 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.

## Sample Response: 1 point

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

### Part A

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- Ⓐ He uses Dr. Hawass’s experience with the Rosetta Stone to introduce a special case in private ownership.
- Ⓑ He uses Dr. Hawass’s approach as an example to show how countries can work together to determine custody of antiquities.
- Ⓒ He uses Dr. Hawass’s approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- Ⓓ He uses Dr. Hawass’s experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- Ⓐ “But never underestimate Dr. Hawass when it comes to this sort of custody dispute.” (paragraph 11)
- Ⓑ “He has prevailed so often in getting pieces returned to what he calls their ‘motherland’ that museum curators are scrambling to appease him.” (paragraph 11)
- Ⓒ “Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass’s demand for its star attraction, a bust of Nefertiti.” (paragraph 13)
- Ⓓ “But is this trend ultimately good for archeology?” (paragraph 14)

### Notes on Scoring

This response earns partial credit (1 point). The student identified the correct answer in Part A; 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.

## Sample Response: 0 points

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

### Part A

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- A He uses Dr. Hawass's experience with the Rosetta Stone to introduce a special case in private ownership.
- B He uses Dr. Hawass's approach as an example to show how countries can work together to determine custody of antiquities.
- C He uses Dr. Hawass's approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- D He uses Dr. Hawass's experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- A "But never underestimate Dr. Hawass when it comes to this sort of custody dispute." (paragraph 11)
- B "He has prevailed so often in getting pieces returned to what he calls their 'motherland' that museum curators are scrambling to appease him." (paragraph 11)
- C "Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass's demand for its star attraction, a bust of Nefertiti." (paragraph 13)
- D "But is this trend ultimately good for archeology?" (paragraph 14)

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

In Passage 2, how does the author use the information about Zahi Hawass to develop an idea about ownership of cultural items?

- A He uses Dr. Hawass's experience with the Rosetta Stone to introduce a special case in private ownership.
- B He uses Dr. Hawass's approach as an example to show how countries can work together to determine custody of antiquities.
- C He uses Dr. Hawass's approach to reclaiming artifacts to introduce the drawbacks of placing restrictions on where artifacts are kept.
- D He uses Dr. Hawass's experience with the Metropolitan Museum of Art as an example of how supportive institutions are in finding solutions.

### Part B

Select the sentence from Passage 2 that supports the answer in Part A.

- A "But never underestimate Dr. Hawass when it comes to this sort of custody dispute." (paragraph 11)
- B "He has prevailed so often in getting pieces returned to what he calls their 'motherland' that museum curators are scrambling to appease him." (paragraph 11)
- C "Now an official from the Neues Museum in Berlin is headed to Egypt to discuss Dr. Hawass's demand for its star attraction, a bust of Nefertiti." (paragraph 13)
- D "But is this trend ultimately good for archeology?" (paragraph 14)

### Notes on Scoring

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





**English Language Arts I  
Practice Test**

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**Question 5**

**Question and Scoring Guidelines**

## Question 5

What does the phrase “immediate pragmatic sense” in paragraph 14 express about the museum’s actions?

- Ⓐ They are idealistic and rash.
- Ⓑ They are questionable and suspicious.
- Ⓒ They are based on unpredictable emotions.
- Ⓓ They are logical for achieving a quick resolution.

**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).

## Scoring Guidelines

Rationale for Option A: This is incorrect. The paragraph may be misunderstood as the museum curators feeling idealistic about the decisions, but context suggests that these actions are not rash, but quite practical.

Rationale for Option B: This is incorrect. The reference to avoiding legal problems could be misunderstood as the actions being questionable or suspicious, but this is not a proper understanding of the phrase based on context.

Rationale for Option C: This is incorrect. The word “sense” could be misunderstood as referencing emotions, and “unpredictable” might seem to have the same sense of urgency as “immediate”, but this is not a proper understanding of the phrase based on context.

Rationale for Option D: **Key** – The actions are based on the logic that they want quick resolutions so that their museums are not hindered in completing their work.

## Sample Response: 1 point

What does the phrase “immediate pragmatic sense” in paragraph 14 express about the museum's actions?

- (A) They are idealistic and rash.
- (B) They are questionable and suspicious.
- (C) They are based on unpredictable emotions.
- (D) They are logical for achieving a quick resolution.



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**Question 6**

**Question and Scoring Guidelines**

## Question 6

How does paragraph 17 refine the author's ideas about laws limiting the trade of artifacts?

- (A) It explains why the laws are necessary and how strictly they should be followed.
- (B) It describes how the laws tend to increase the value of products on the black market.
- (C) It presents a comparison to show how the laws are ineffective and do not actually reduce crime.
- (D) It provides an example of how the laws are not immediately effective and cause hardships for museums.

**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).

## Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraph 17 does not suggest the laws are necessary, nor does it advocate following them strictly.

Rationale for Option B: This is incorrect. Paragraph 17 mentions that the laws promote the black market through theft and looting since people cannot export artifacts legitimately, but it does not suggest the laws cause the value of items to increase on the black market.

Rationale for Option C: **Key** – Paragraph 17 compares laws about artifacts to laws restricting narcotics to show how laws that prohibit things do not necessarily function to discourage them, but cause criminals to seek alternate channels for the same actions.

Rationale for Option D: This is incorrect. While it does mention research, Paragraph 17 does not discuss the effect these laws have on museums, nor does it imply the laws are not immediately effective; instead, it suggests that they are simply ineffective.

## Sample Response: 1 point

How does paragraph 17 refine the author's ideas about laws limiting the trade of artifacts?

- Ⓐ It explains why the laws are necessary and how strictly they should be followed.
- Ⓑ It describes how the laws tend to increase the value of products on the black market.
- Ⓒ It presents a comparison to show how the laws are ineffective and do not actually reduce crime.
- Ⓓ It provides an example of how the laws are not immediately effective and cause hardships for museums.





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**Question 7**

**Question and Scoring Guidelines**

## Question 7

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

### Part A

Which claim does the author make in Passage 2?

- Ⓐ Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- Ⓑ Some countries may be misusing the right to have artifacts returned to their country of origin.
- Ⓒ The issue of which artifacts belong to which country has caused unnecessary violence.
- Ⓓ The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- Ⓐ "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- Ⓑ "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- Ⓒ "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- Ⓓ "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

**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.

# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. Although the passage references laws that monitor cultural artifacts and ownership, it does not suggest that laws need to change.

Rationale for Option B: **Key** – Paragraph 19 suggests that Hawass is demanding to have artifacts returned to Egypt for political gain, not to do what is right.

Rationale for Option C: This is incorrect. Although the passage references disagreements and Paragraph 19 mentions “weapons”, there is no reference to violence.

Rationale for Option D: This is incorrect. Although Paragraph 19 mentions the “United Nations”, it does not say that they need to get involved in the issue of the country of origin of artifacts.

## Part B

Rationale for Option A: This is incorrect. While this might seem to tie in with the cultural ownership mentioned in option A, it does not relate to the claim the author makes.

Rationale for Option B: This is incorrect. While this mentions the laws and suggests they might be questioned, it does not relate to a claim the author actually makes, nor does it truly suggest that the laws should be changed.

Rationale for Option C: This is incorrect. While this mentions a transfer of artifacts from a museum to a country followed by a theft, it does not suggest that determining ownership of artifacts has led to unnecessary violence, nor does it support a claim the author actually makes.

Rationale for Option D: **Key** – This suggests that Dr. Hawass might be misusing his political power in order to get what he wants or using the transfer of artifacts as punishment for those who do not cooperate with him.



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**Question 7**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Which claim does the author make in Passage 2?

- A Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- B Some countries may be misusing the right to have artifacts returned to their country of origin.
- C The issue of which artifacts belong to which country has caused unnecessary violence.
- D The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- A "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- B "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- C "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- D "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

This response earns full credit (2 points) because the student correctly identified 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 claim does the author make in Passage 2?

- A Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- B Some countries may be misusing the right to have artifacts returned to their country of origin.
- C The issue of which artifacts belong to which country has caused unnecessary violence.
- D The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- A "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- B "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- C "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- D "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; 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.

## Sample Response: 1 point

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

### Part A

Which claim does the author make in Passage 2?

- Ⓐ Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- Ⓑ Some countries may be misusing the right to have artifacts returned to their country of origin.
- Ⓒ The issue of which artifacts belong to which country has caused unnecessary violence.
- Ⓓ The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- Ⓐ "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property'. . ." (paragraph 15)
- Ⓑ "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- Ⓒ "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- Ⓓ "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; 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.



## Sample Response: 1 point

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

### Part A

Which claim does the author make in Passage 2?

- Ⓐ Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- Ⓑ Some countries may be misusing the right to have artifacts returned to their country of origin.
- Ⓒ The issue of which artifacts belong to which country has caused unnecessary violence.
- Ⓓ The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- Ⓐ "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- Ⓑ "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- Ⓒ "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- Ⓓ "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; 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.

## Sample Response: 0 points

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

### Part A

Which claim does the author make in Passage 2?

- A Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- B Some countries may be misusing the right to have artifacts returned to their country of origin.
- C The issue of which artifacts belong to which country has caused unnecessary violence.
- D The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- A "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- B "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- C "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- D "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

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

## Sample Response: 0 points

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

### Part A

Which claim does the author make in Passage 2?

- A Laws need to be rewritten to reflect the issues with determining the country of origin for artifacts.
- B Some countries may be misusing the right to have artifacts returned to their country of origin.
- C The issue of which artifacts belong to which country has caused unnecessary violence.
- D The United Nations needs to define which countries can claim artifacts as their own.

### Part B

Which detail from the passage is used as relevant support for this claim?

- A "Scientists and curators have generally supported the laws passed in recent decades giving countries ownership of ancient 'cultural property' . . ." (paragraph 15)
- B "But these laws rest on a couple of highly debatable assumptions: that artifacts should remain in whatever country they were found, and that the best way to protect archaeological sites is to restrict the international trade . . ." (paragraph 15)
- C "After the Metropolitan Museum was pressured to hand over a collection called the Lydian Hoard, one of the most valuable pieces was stolen . . ." (paragraph 16)
- D "The timing of Dr. Hawass's current offensive, as my colleague Michael Kimmelman reported, makes it look like retribution against the Westerners . . ." (paragraph 19)

### Notes on Scoring

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



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**Question 8**

**Question and Scoring Guidelines**

## Question 8

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

**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).

## Scoring Guidelines

For this item, a full-credit response includes:

- Selection of B) a feeling of superiority;

AND

- Selection of "returned with great fanfare," (2 points).

For this item, a partial-credit response includes:

- Selection of B) a feeling of superiority (1 point).





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**Question 8**

**Sample Responses**

## Sample Response: 2 points

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 1 point

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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

## Sample Response: 0 points

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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



## Sample Response: 0 points

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

### **Part A**

Read these sentences from Passage 3.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them. Other times, after the triumphalism fades, they fall victim to benign neglect, or are not always easy to reach." (paragraph 20)

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

- A) careless treatment
- B) a feeling of superiority
- C) initial commitment to a cause
- D) a force used to achieve a goal

### **Part B**

Select one phrase that supports the answer in Part A.

"Some works, returned with great fanfare, have taken on greater meaning back on view in the countries or cultures that produced them." (paragraph 20)

### **Notes on Scoring**

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



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**Question 9**

**Question and Scoring Guidelines**

## Question 9

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

### **Part A**

Which inference can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

**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.

## Scoring Guidelines

For this item, a full-credit response includes:

- Selection of D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

AND

- Selection of "Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there." (2 points).

For this item, a partial-credit response includes:

- Selection of D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin. (1 point).



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**Question 9**

**Sample Responses**

## Sample Response: 2 points

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

### **Part A**

Which inference can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily’s poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

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



## Sample Response: 1 point

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

### **Part A**

Which inference can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23 **These treasures await those who make the sometimes difficult journey.** About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24 Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the sentence 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 can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
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### **Notes on Scoring**

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the sentence 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.

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

### **Part A**

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- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the sentence 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 can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. **Local roads are sometimes closed.**
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the phrase 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 can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

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

## Sample Response: 0 points

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

### **Part A**

Which inference can be drawn based on paragraphs 23 and 24 in Passage 3?

- A) Some countries cannot afford to secure precious artifacts and keep them safe.
- B) Tourists are given restricted access to cultural artifacts after the artifacts are relocated.
- C) Museums often experience economic hardships due to the cost of relocating cultural artifacts.
- D) Sometimes fewer people are able to view artifacts after the artifacts are returned to their country of origin.

### **Part B**

Select one sentence that supports the inference in Part A.

- 23      These treasures await those who make the sometimes difficult journey. About a 90-minute drive west of Catania, Aidone is in the province of Enna, Sicily's poorest, and is less than 15 miles from Piazza Armerina, whose Roman-era mosaics, part of a Unesco World Heritage site, are among the most visited spots in Sicily. But the island, renowned for political corruption, lacks reliable public transportation. Local roads are sometimes closed.
- 24      Last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, compared with 400,000 people who visited the Getty Villa in 2010, the last year the statue was on display there.

### **Notes on Scoring**

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

**English Language Arts I  
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**Question 10**

**Question and Scoring Guidelines**

## Question 10

Should cultural artifacts be returned to their regions of origin?

Construct a multi-paragraph, written response in which you make and support a claim about whether cultural artifacts should be returned to their regions of origin. Your response must be based on ideas and information that can be found in the source set.

Manage your time carefully so that you can:

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

Be sure to:

- include a claim/thesis statement;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Write your multi-paragraph response in the space provided.

**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.



# 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 claim/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 claim/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 claim/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 claim/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 claim/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 claim/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 claim/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 claim/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>A focused claim/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 claim/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 claim/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 claim/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 claim/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 claim/counterclaim</li> </ul>	<p>The response provides no evidence related to the argument, claim/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

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**Question 10**

**Sample Responses**

## Sample Response: 10 points

A thief hides in the shadows, waiting to steal a priceless golden necklace from its display case in the dark of night. Every day, antiquities like this object are at risk of being looted and sold off by smugglers. Scholars, museum curators, politicians and scientists have been debating whether or not antiquities should be kept in the countries where they are found. Some believe this builds a country's national identity. Others believe it is unsafe to return these artifacts to their countries and would rather see the objects housed in museums. Antiquities such as the golden necklace, link us to a culture and history that would otherwise be forgotten. Thus, these ancient objects should not be returned to their countries; instead, they should be displayed in large museums where they can be secure and accessible to the entire world.

Returning ancient objects to the countries where they were discovered would be difficult, as Joyce Mortimer's interview with James Cuno notes, "territory held today by a given nation-state likely belonged to a different political entity." Antiquities unearthed in recent history are products of long-lost or long-forgotten civilizations that no longer exist. If museums were to return these ancient objects to the countries where they were found, to whom should they be returned – the current community living in the region, the current political entity governing the area? In such cases, when the civilization that produced the artifacts no longer exists, the objects should be collected by large international museums that can purchase or make long-term loan agreements to display these antiquities for the world to see.

Furthermore, many countries and regions do not have the funding to properly protect their antiquities. John Tierney states that, "it can also be risky to leave everything in one place, particularly if the country is in turmoil or can't afford to excavate or guard all its treasures." Tierney describes the case of the Metropolitan Museum handing over a collection called the Lydian Hoard, and how one of the most valuable pieces within that collection was stolen several years after it was established in its new home in Turkey. Priceless artifacts like the Lydian Hoard can be better preserved for future generations in well-established museums that have the resources to secure such antiquities.

John Tierney points out that it is a valid sentiment that countries be given ownership of their ancient "cultural property" that is discovered within their borders. Returning antiquities to their countries of origin give greater meaning to the objects in the regions where they were produced. Rachel Donadio wrote of an instance where the statue of the goddess of Morgantina was returned to Italy after it had been discovered that the statue had been looted and illegally exported. The statue is now proudly displayed in the archaeological museum of Aidone. Rachel Donadio notes that the idea was to spread Italy's treasures around the country and to allow viewers to see the work in the context in which it was found. Yet, treasures such as the goddess of Morgantina are accessible to those who can make the difficult journey to view the work. Regions like Aidone suffer from political corruption, poor civil engineering and unreliable public transportation. Limited budgets leave such regions with few resources for maintenance and security. Therefore, many regions of origin can be physically inaccessible and limit the ability of tourists to view ancient artifacts when they are returned to their countries and regions of origin.

It is wiser to place antiquities in large-scale museums rather than the object's country of origin. Excavated objects and artwork are remnants of civilizations long-passed and can be unrelated to the current political leadership governing the region of origin. Many regions and countries are impoverished and do not have the funding for ensuring the safety of antiquities. Additionally, the artifacts are found in remote locations that are inaccessible to visitors. If antiquities are continually returned to their regions of origin, they are at risk of being stolen, neglected and out of reach of current and future global citizens.

Points for Purpose, Focus, and Organization (4-point Rubric)	Points for Evidence and Elaboration (4-point Rubric)	Points for Conventions of Standard English (2-point Rubric)
<b>4</b>	<b>4</b>	<b>2</b>

### Notes on Scoring

This response earns full credit (10 points).

**Purpose, Focus, and Organization** – It is fully sustained and consistently focused within the purpose, audience and task category, with effective organizational structure, earning the maximum 4 points in the assigned category.

**Evidence and Elaboration** – The response also earns the maximum 4 points for providing thorough, convincing and credible support while citing evidence for the writer’s claim.

**Conventions** – Finally, this response earns the maximum 2 points for demonstrating an adequate command of basic conventions of standard English.

## Sample Response: 8 points

Never take something that doesn't belong to you that's what my parents always tell me. People have been arguing for years whether or not artifacts should remain in museums or be returned to the countries where they came from. Cultural artifacts do not belong to museums, they belong to the community where they were found. This why I believe cultural artifacts should be returned to their regions of origin.

Joyce Mortimer interviewed Michael Bell, an art professor at the University of Virginia. He stated that "many artifacts and works of art have special cultural value for a particular community or nation." Academics should understand that such antiquities are invaluable to a given community. When antiquities are taken away from their country of origin, the people living there lose a piece of their identity. Michael Bell states "when these works are removed from their original cultural setting they lose their context and the culture loses a part of its history." This is why cultural artifacts should stay in their original locations; in order to protect and maintain the history and identity of the civilization that passed and the community that will live there in the future.

It is difficult to know what community an artifact belongs to since many territories today belonged to a different country in the past. It is difficult to return an object to its home country if that country doesn't exist anymore. But, there are many cases where antiquities have been stolen and illegally exported to art sellers. As Michael Bell points out returning a work of art "has a strong legal basis. It was exported illegally, probably also excavated illegally, and ... is now ... stolen property." In these instances, it is justice to return such antiquities to their home countries.

Another reason why it's important to return antiquities to their home countries is to allow visitors and community members to enjoy an object in the surroundings it was found. Rachel Donadio tells in her article how some objects go back to their home countries and take on greater meaning when they are put on view in the culture that produced them. One object she highlights is the goddess of Morgantina which was returned to Italy and now on display in the museum of Aidone. The return of this object helped to spread Italy's treasures around their country and allow viewers to see the work in the context in which it was found. Rachel Dondaio continues to describe how the statue now stands proudly on a metal stand in the museum, where last year, 30,767 people visited the Aidone museum, and about 26,000 visited Morgantina, This is probably a much higher number of visitors than those that had visited the museum before the goddess had been returned to Italy.

In conclusion I believe cultural artifacts should be returned to their regions of origin. These artifacts have a special value to their particular community and nation. It is justice to return stolen, illegally exported artifacts to their home countries. And when objects are returned to their regions of origin, it allows visitors and residents to view and enjoy the artifacts in the culture where it was produced. All of these are reasons why cultural artifacts should be returned and not kept in museums far from their origins.

Points for Purpose, Focus, and Organization (4-point Rubric)	Points for Evidence and Elaboration (4-point Rubric)	Points for Conventions of Standard English (2-point Rubric)
<b>3</b>	<b>3</b>	<b>2</b>

### Notes on Scoring

This response earns partial credit (8 points).

**Purpose, Focus, and Organization** – The response is adequately sustained and generally focused within the purpose, audience and task category, with evident organizational structure, earning 3 out of the 4 points in the assigned category.

**Evidence and Elaboration** – The response also earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the writer’s claim.

**Conventions** – Finally, this response earns the maximum 2 points allowed for demonstrating an adequate command of basic conventions of standard English.

## Sample Response: 5 points

This essay is about whether cultural artefacts should be returned to their regions of origin. All the articles bring up advantages and disadvantages about the value of keeping the artefacts in their culture of origin. However, the opinion I agree with the most is that they should be returned to their country of origin.

The artefacts should be returned to their country of origin because these objects are important to the descendants of the people who created them. It is like Malcolm Bell III says: "When these works are removed from their original cultural setting they lose their context and the culture loses a part of its history." In addition, the artefacts have meaning to the culture that they come from. It is almost like a society having proof that their ancestors made these great things. This would make the society really proud of their peoples contribution to history. Also, if you don't return the artefacts to their regions of origin, it would be almost like stealing.

In addition, John Tierny's article says "that the artefacts should remain in whatever country they were found." This supports the argument that the artefacts should be given to the people or the country that they came from. Rachel Donadio's article also backs this up. This is important because sometimes the artefacts take "on greater meaning back on view in the countries or cultures that produced them." For example, the statue of the goddess of Morgantina was returned to Italy and now it is on display in a museum there.

In conclusion, there are advantages and disadvantages to returning the artefacts to their region of origin. But, the advantages outnumber the disadvantages. Archaeologists, museums, and private collectors should do their best to give back the artefacts to the people who ancestors produced them.



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

### Notes on Scoring

This response earns partial credit (5 points).

**Purpose, Focus, and Organization** – The response is somewhat sustained within the purpose, audience and task category, but includes some extraneous material. Likewise, its organization is inconsistent, so it earns only 2 out of the 4 possible points for this category.

**Evidence and Elaboration** – The response also earns 2 out of 4 possible points for evidence and elaboration, as it provides uneven support for the writer’s claim.

**Conventions** – Finally, the response earns 1 out of 2 possible points for demonstrating a partial command of basic conventions of standard English.

## Sample Response: 3 points

I don't think this is the right thing to do. I've seen Egyptian antiques in museums. They were things from someone called King Tut, from his tomb. They are really interesting. Because they are old, and they came from far away. I'm glad I didn't have to go all the way to Egypt to see them. It's nice to be able to see things from history when you don't have to travel. Sometimes you can't travel, either. It can be pricey.

I agree with James Cuno. He basically is saying that he supports what I said in the paragraph above. I think I'm right because if these things called antiques aren't put in museums all over the world then how can we know that these people or things even exist?

Points for Purpose, Focus, and Organization (4-point Rubric)	Points for Evidence and Elaboration (4-point Rubric)	Points for Conventions of Standard English (2-point Rubric)
1	1	1

### Notes on Scoring

This response earns partial credit (3 points).

**Purpose, Focus, and Organization** – The response is related to the topic, but demonstrates little awareness of the purpose, audience and task, and has no discernible organizational structure, earning only 1 out of the 4 possible points for this category.

**Evidence and Elaboration** – The response also earns 1 out of 4 possible points for evidence and elaboration, as it provides cursory support for the writer's claim.

**Conventions** – Finally, the response earns 1 out of 2 points for demonstrating a partial command of basic conventions of standard English.

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**Stimulus for Questions 11 – 17**

## Stimulus for Questions 11 – 17

### Passage 1: The Tragedy of Cordelia

adapted from a work by John  
Higgins

*John Higgins's The Mirror for Magistrates was a poetic history of England first published in 1555. It was one of the sources Shakespeare used to write King Lear. In this section, Cordelia tells the story of what happened when her father divides his kingdom between his daughters.*

1 He thought to wed us unto nobles three, or Peers:<sup>1</sup>  
And unto them and theirs, divide and part the land:  
For both my sisters first he sent as first their years  
Required their minds, and love, and favor to understand.

5 (Quoth he) "All doubts of duty to aband',  
I must determine and also your friendships prove:  
Now tell me each how much you do me love."

Which when they answered, they loved him well and more  
Than they themselves did love, or any worldly wight:<sup>2</sup>

10 He praised them and said he would again therefore,  
The loving kindness they deserved in fine requite:<sup>3</sup>  
So found my sisters favor in his sight,  
By flattery fair they won their father's heart:  
Which after turned, him and me to smart.

15 But not content with this he minded me to prove,  
Because his custom was to love me wondrous well:  
"How much dost thou" (quoth he) "Cordelia thy father love?"  
"I will" (said I) "at once my love declare and tell:  
I loved you ever as my father well,  
20 No otherwise, if more to know you crave:  
We love you chiefly for the good you have."

Thus much I said, the more their flattery to detect,  
But he me answered thereunto again with ire,  
"Because thou dost thy father's aged years neglect,  
25 That loved thee more of late than thy deserts require,  
Thou never shalt, to any part aspire  
Of this my realm, among thy sisters twain,  
But ever shall disinherited remain."

Then to the king of Albany for wife he gave  
30 My sister Goneril, the eldest of us all:  
And eke my sister Regan for Hinnine to have,  
Who then was Prince of Cambria and Cornwall:  
These after him should have his kingdom all  
Between them both, he gave it frank and free:  
35 But naught at all, he gave of dowry me.

<sup>1</sup>Peers: people of high rank and quality

<sup>2</sup>wight: person

<sup>3</sup>requite: return

Adapted from *The Mirror for Magistrates* by John  
Higgins. In the public domain.

## Passage 2: from *King Lear*

by William Shakespeare

*In this excerpt from Act I, scene I of Shakespeare's King Lear, the king is about to divide up his kingdom as wedding gifts to his daughters and their new husbands. In return, he asks each of his three daughters to describe how much she loves him.*

1 KING LEAR

. . . . Our son of Cornwall,  
And you, our no less loving son of Albany,  
We have this hour a constant will to publish  
Our daughters' several dowers,<sup>1</sup> that future strife  
May be prevented now. The princes, France and Burgundy,  
Great rivals in our youngest daughter's love,  
Long in our court have made their amorous sojourn,  
And here are to be answer'd. Tell me, my daughters,—  
Since now we will divest us both of rule,  
Interest of territory, cares of state,—  
Which of you shall we say doth love us most?  
That we our largest bounty may extend  
Where nature doth with merit challenge. Goneril,  
Our eldest-born, speak first.

6 CORDELIA

[Aside] Then poor Cordelia!  
And yet not so; since I am sure my love's  
More richer than my tongue.

7 KING LEAR

To thee and thine hereditary ever  
Remain this ample third of our fair kingdom;  
No less in space, validity, and pleasure,  
Than that conferr'd on Goneril. Now, our joy,  
Although the last, not least; to whose young love  
The vines of France and milk of Burgundy  
Strive to be interest'd; what can you say to draw  
A third more opulent than your sisters? Speak.

2 GONERIL

Sir, I love you more than words can wield the matter;  
Dearer than eyesight, space, and liberty;  
Beyond what can be valued, rich or rare;  
No less than life, with grace, health, beauty, honour;  
As much as child e'er lov'd, or father found;  
A love that makes breath poor, and speech unable.  
Beyond all manner of so much I love you.

3 CORDELIA

[Aside] What shall Cordelia speak?  
Love, and be silent.

4 KING LEAR

Of all these bounds, even from this line to this,  
With shadowy forests and with champains rich'd,  
With plenteous rivers and wide-skirted meads,  
We make thee lady. To thine and Albany's issue  
Be this perpetual. What says our second daughter,  
Our dearest Regan, wife to Cornwall? Speak.

5 REGAN

Sir, I am made  
Of the selfsame metal that my sister is,  
And prize me at her worth. In my true heart  
I find she names my very deed of love;  
Only she comes too short: that I profess  
Myself an enemy to all other joys,  
Which the most precious square of sense possesses;  
And find I am alone felicitate<sup>2</sup>  
In your dear highness' love.

6 CORDELIA

[Aside] Then poor Cordelia!  
And yet not so; since I am sure my love's  
More richer than my tongue.

7 KING LEAR

To thee and thine hereditary ever  
Remain this ample third of our fair kingdom;  
No less in space, validity, and pleasure,  
Than that conferr'd on Goneril. Now, our joy,  
Although the last, not least; to whose young love  
The vines of France and milk of Burgundy  
Strive to be interest'd; what can you say to draw  
A third more opulent than your sisters? Speak.

8 CORDELIA

Nothing, my lord.

9 KING LEAR

Nothing!

10 CORDELIA

Nothing.

11 KING LEAR

Nothing can come of nothing: speak again.

12 CORDELIA

Unhappy that I am, I cannot heave  
My heart into my mouth: I love your Majesty  
According to my bond; no more nor less.

13 KING LEAR

How, how, Cordelia! mend your speech a little,  
Lest it may mar your fortunes.

14 CORDELIA

Good my lord,  
You have begot me, bred me, lov'd me: I  
Return those duties back as are right fit,  
Obey you, love you, and most honour you.  
Why have my sisters husbands, if they say  
They love you all? Haply, when I shall wed,  
That lord whose hand must take my plight shall carry  
Half my love with him, half my care and duty:  
Sure I shall never marry like my sisters,  
To love my father all.

15 KING LEAR

But goes thy heart with this?

16 CORDELIA

Ay, good my lord.

17 KING LEAR

So young, and so untender?

18 CORDELIA

So young, my lord, and true.

19 KING LEAR

Let it be so! thy truth then be thy dower:  
For, by the sacred radiance of the sun,  
The mysteries of Hecate<sup>3</sup> and the night;  
By all the operation of the orbs  
From whom we do exist and cease to be;  
Here I disclaim all my paternal care,  
Propinquity<sup>4</sup> and property of blood,  
And as a stranger to my heart and me  
Hold thee from this for ever.

<sup>1</sup>dowers: dowries; a dowry was a wedding gift  
given by the father of the bride to the new  
husband

<sup>2</sup>felicitate: made happy

<sup>3</sup>Hecate: Greek goddess associated with the moon

<sup>4</sup>propinquity: kinship, relation to someone

Excerpt from *King Lear* by William Shakespeare. In  
the public domain.



**English Language Arts I  
Practice Test**

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**Question 11**

**Question and Scoring Guidelines**

## Question 11

In Passage 2, what is a clue that King Lear should recognize that Goneril's speech may be dishonest?

- Ⓐ She lists the qualities of love, yet possesses none of these qualities.
- Ⓑ She claims that her love overpowers her words, yet she is able to speak.
- Ⓒ She claims that her love is greater than material things, yet demands payment for it.
- Ⓓ She claims to love her father more than any other child does, but her sister states the same.

**Points Possible:** 1

**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.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Goneril does list the qualities of her love, and states that she loves with “grace, health, beauty, honour”. Although Goneril is clearly calculating and insincere, the reader does not have enough information about her to know if she has any of these qualities.

Rationale for Option B: Key – Goneril begins by stating, “I love you more than words can wield the matter”, and later states that her love “makes breath poor, and speech unable”. Yet she speaks in eloquent, flowery, exaggerated language that makes it clear she has no problem with words. It’s a clue that she is being insincere in her professions of love.

Rationale for Option C: This is incorrect. Goneril states that her love is “[b]eyond what can be valued, rich or rare”. Although she plays along with King Lear’s demands in order to get her inheritance, she does not make any demands of her own.

Rationale for Option D: This is incorrect. Although Regan does claim to have the same feelings as Goneril, this would not be a clue that Goneril is being insincere.

### Sample Response: 1 point

In Passage 2, what is a clue that King Lear should recognize that Goneril’s speech may be dishonest?

- Ⓐ She lists the qualities of love, yet possesses none of these qualities.
- Ⓑ She claims that her love overpowers her words, yet she is able to speak.
- Ⓒ She claims that her love is greater than material things, yet demands payment for it.
- Ⓓ She claims to love her father more than any other child does, but her sister states the same.



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**Question 12**

**Question and Scoring Guidelines**

## Question 12

In paragraphs 3 and 6 of Passage 2, Cordelia shares her thoughts through asides. What is the effect of these asides?

- Ⓐ They create a sense of foreboding that foreshadows Cordelia's fate.
- Ⓑ They validate King Lear's decision by showing Cordelia's true feelings.
- Ⓒ They enhance the conflict by allowing Cordelia to directly confront her sisters.
- Ⓓ They provide a contrast between the sisters' certainty and Cordelia's confusion.

**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.

## Scoring Guidelines

Rationale for Option A: Key – In the asides, Cordelia struggles with what to say when it is her turn to speak. By questioning herself and what to say, she creates a sense of tension and foreboding that foreshadows her disinheritance at the end of the excerpt.

Rationale for Option B: This is incorrect. Although a student might misinterpret Cordelia's asides as reflecting an uncertainty about her love for her father, she is wrestling not with her feelings, but with her reluctance at flattery and the need to prove her love.

Rationale for Option C: This is incorrect. Although a student might misunderstand the aside as Cordelia directly confronting her sisters, she is talking to herself. Even if a student doesn't understand the definition of an aside, the content of each of Cordelia's asides in the excerpt is clearly directed inward, not outward to her sisters.

Rationale for Option D: This is incorrect. Although Cordelia does ask, "What shall Cordelia speak?", she is not confused, but quite reluctant to prove her love. By saying "poor Cordelia!", she resigns herself to potentially upsetting her father, but she doesn't waver in the fact that she shouldn't have to prove her love with flattery.

### Sample Response: 1 point

In paragraphs 3 and 6 of Passage 2, Cordelia shares her thoughts through asides. What is the effect of these asides?

- They create a sense of foreboding that foreshadows Cordelia's fate.
- They validate King Lear's decision by showing Cordelia's true feelings.
- They enhance the conflict by allowing Cordelia to directly confront her sisters.
- They provide a contrast between the sisters' certainty and Cordelia's confusion.





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**Question 13**

**Question and Scoring Guidelines**

## Question 13

In paragraph 5 of Passage 2, what does Regan mean by saying that she is “an enemy to all other joys”?

- (A) She loves her father above all else.
- (B) She feels a bond with her two sisters.
- (C) She is disappointed with her father’s decision.
- (D) She is angry about her sister’s statements to her father.

**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).

## Scoring Guidelines

Rationale for Option A: Key – Regan describes herself as “an enemy to all other joys” to emphasize the depth of her love for her father.

Rationale for Option B: This is incorrect. A bond with Regan’s sisters would imply that all three sisters feel the same way about their father (that they all love him above all else), which is not true.

Rationale for Option C: This is incorrect. The word “enemy” might imply disappointment with her father’s decision, but Regan is pleased with his decision.

Rationale for Option D: This is incorrect. The word “enemy” might imply anger, but Regan has not heard Cordelia’s comments about her father yet.

## Sample Response: 1 point

In paragraph 5 of Passage 2, what does Regan mean by saying that she is "an enemy to all other joys"?

- She loves her father above all else.
- She feels a bond with her two sisters.
- She is disappointed with her father's decision.
- She is angry about her sister's statements to her father.



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**Question 14**

**Question and Scoring Guidelines**

## Question 14

In paragraph 19 of Passage 2, what does Shakespeare mean by the phrase “property of blood”?

- Ⓐ wealth
- Ⓑ expanses of land
- Ⓒ family connection
- Ⓓ physical condition

**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).

## Scoring Guidelines

Rationale for Option A: This is incorrect. While part of disowning Cordelia involves not providing a dowry for her, the phrase does not refer to material wealth.

Rationale for Option B: This is incorrect. Although the word “property” typically refers to physical land, in the context of this excerpt of the poem, it refers to “blood” or lineage.

Rationale for Option C: **Key** – The word “blood” refers to family lineage.

Rationale for Option D: This is incorrect. Despite the use of the term “blood”, the phrase does not mean a physical condition.

## Sample Response: 1 point

In paragraph 19 of Passage 2, what does Shakespeare mean by the phrase "property of blood"?

- Ⓐ wealth
- Ⓑ expanses of land
- Ⓒ family connection
- Ⓓ physical condition





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**Question 15**

**Question and Scoring Guidelines**

## Question 15

In Shakespeare's time, it was very unusual for a king to decide to give up power before death. To avoid conflict between potential heirs, rulers planned for a clear transfer of power to a single heir. Based on this information, what do the passages reveal about King Lear?

- Ⓐ He believes that dividing up his kingdom is his only option.
- Ⓑ He prioritizes the people of his kingdom over his daughters.
- Ⓒ He plans to give the most land to the daughter who loves him least.
- Ⓓ He is making decisions that could lead to instability within the country.

**Points Possible:** 1

**Topic:** Literary

**Content Standard:** Analyze how a 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.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Lear does not state that he feels this method of division is his only choice. Although he is clearly dividing his kingdom, he gives no indication of his reason for doing so. Because he divides the kingdom in such an arbitrary manner, it is clear he is not concerned with investigating other options.

Rationale for Option B: This is incorrect. The passage shows that Lear is dividing the kingdom among his daughters based on a test of who loves him best and not based on their leadership. He does not have a clear strategy for the transfer of power in mind, which shows that he is prioritizing his daughters over the people of his kingdom, not the other way around.

Rationale for Option C: This is incorrect. Although Lear does discuss that he will give the largest part of his kingdom (his “largest bounty”) to one particular daughter, he states that that portion will go to the daughter who has the most merit, or who loves him most.

Rationale for Option D: Key – King Lear is giving up his rule for no clear reason. He has no clear strategy for transferring power. Rather than thinking in terms of who would make the best leader and ensure stability for his kingdom, Lear uses an arbitrary test that has no relationship to what makes a good leader. He is also dividing his kingdom, which could lead to instability and chaos.

### Sample Response: 1 point

In Shakespeare’s time, it was very unusual for a king to decide to give up power before death. To avoid conflict between potential heirs, rulers planned for a clear transfer of power to a single heir. Based on this information, what do the passages reveal about King Lear?

- Ⓐ He believes that dividing up his kingdom is his only option.
- Ⓑ He prioritizes the people of his kingdom over his daughters.
- Ⓒ He plans to give the most land to the daughter who loves him least.
- Ⓓ He is making decisions that could lead to instability within the country.



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**Question 16**

**Question and Scoring Guidelines**

## Question 16

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

### Part A

Which theme is shared by both passages?

- (A) Flattery has its rewards.
- (B) Families must join together.
- (C) Love should be expressed rather than hidden.
- (D) A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

**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.

# Scoring Guidelines

## Part A

Rationale for Option A: **Key** – King Lear makes a capricious, self-serving decision to base the division of his kingdom on his daughters' love, rather than their intelligence or capacity to govern. He then falls for obvious flattery while failing to see the sincerity behind the words of Cordelia, his favorite daughter.

Rationale for Option B: This is incorrect. Although students may feel that the family should have joined together, this is not the theme. King Lear makes unwise decisions, and Goneril and Regan are manipulative. It would not be possible for this family to bond given their personalities.

Rationale for Option C: This is incorrect. Although students may feel that Cordelia should have expressed her love aloud and humored her father, Cordelia is clearly the most sympathetic and sincere character.

Rationale for Option D: This is incorrect. Although a literal student may think that this is the theme because King Lear does demand obedience to his whims, Lear is clearly making poor choices.

## Part B

Rationale for First Option: This is incorrect. Although Goneril and Regan are both prone to flattery, and Regan mimics Goneril's speech in Passage 2, there is no indication that they are close—just equally manipulative.

Rationale for Second Option: This is incorrect. Although King Lear does discuss the fact that the sisters will marry nobility, this is not evidence of unwise governance.

Rationale for Third Option: **Key** – The reader clearly understands the motivations of each sister through her response to King Lear's request. Goneril and Regan are obviously manipulative and insincere, while Cordelia is honest. The fact that King Lear fails to see these characters for who they really are makes him an unwise ruler who rewarded flattery over sincerity.

Rationale for Fourth Option: This is incorrect. Although references to age and wisdom might indicate Lear is making good decisions, the passage does not emphasize his wisdom, and it is clear that, despite his age, his decisions are misguided.

Rationale for Fifth Option: **Key** – The fact that Lear is so sure of his decisions indicates that he is not making wise decisions as a ruler. His insistence on dividing his land according to his daughters' expressions of love lead him to value flattery over sincerity, and his absolute rejection of Cordelia is an exaggerated overreaction.





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**Question 16**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Which theme is shared by both passages?

- A Flattery has its rewards.
- B Families must join together.
- C Love should be expressed rather than hidden.
- D A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns full credit (2 points) because the student correctly identified 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 theme is shared by both passages?

- A Flattery has its rewards.
- B Families must join together.
- C Love should be expressed rather than hidden.
- D A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the response for Part B is incorrect because it is not complete. In order to receive credit for Part B, students must select both correct answers, so this response does not earn a point for Part B. In order to earn full credit for this item, both Part A and Part B must be complete and correct.

## Sample Response: 1 point

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

### Part A

Which theme is shared by both passages?

- A Flattery has its rewards.
- B Families must join together.
- C Love should be expressed rather than hidden.
- D A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the response for Part B is incorrect because it is not complete. In order to receive credit for Part B, students must select both correct answers, so this response does not earn a point for Part B. In order to earn full credit for this item, both Part A and Part B must be complete and correct.

## Sample Response: 1 point

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

### Part A

Which theme is shared by both passages?

- A Flattery has its rewards.
- B Families must join together.
- C Love should be expressed rather than hidden.
- D A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the response for Part B is only partially correct, so this response does not earn a point for Part B. 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 theme is shared by both passages?

- A Flattery has its rewards.
- B Families must join together.
- C Love should be expressed rather than hidden.
- D A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns partial credit (1 point) because the student selected the correct answer in Part A; however, the response for Part B is incorrect, so this response does not earn a point for Part B. 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 theme is shared by both passages?

- Ⓐ Flattery has its rewards.
- Ⓑ Families must join together.
- Ⓒ Love should be expressed rather than hidden.
- Ⓓ A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### Notes on Scoring

This response earns no credit (0 points). The student selected the correct answers in Part B; however, the student did not select the correct answer in Part A. In order to receive partial credit for this item, Part A must be correct. In order to receive 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 theme is shared by both passages?

- (A) Flattery has its rewards.
- (B) Families must join together.
- (C) Love should be expressed rather than hidden.
- (D) A king must demand obedience from his subjects.

### Part B

Select **two** ways the passages develop the theme.

- Goneril and Regan develop a close relationship.
- King Lear selects noble spouses for his daughters.
- The older sisters emphasize their feelings in order to achieve a goal.
- King Lear makes intelligent decisions because of his age and wisdom.
- Cordelia is punished when she does not explain how much she loves her father.

### 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 17**

**Question and Scoring Guidelines**

## Question 17

What are **two** ways that Shakespeare modifies the material from Passage 1?

- He adds depth to the portrayals of the sisters.
- He makes King Lear a more sympathetic figure.
- He makes the setting more detailed and complex.
- He changes the outcome of King Lear's decision.
- He extends the interaction between King Lear and Cordelia.

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).

## Scoring Guidelines

Rationale for First Option: **Key** – The poem is narrated by Cordelia, so the sisters do not speak for themselves. In Shakespeare's play, the sisters speak for themselves, allowing for added depth and nuance to their characters.

Rationale for Second Option: This is incorrect. Lear is not a sympathetic figure in either passage. His motivations are unexplained, and his animosity toward Cordelia seems to be a gross overreaction.

Rationale for Third Option: This is incorrect. The setting does not play a large role in either passage.

Rationale for Fourth Option: This is incorrect. Although Shakespeare shows a greater level of interaction between Lear and the sisters (especially Cordelia), the ultimate outcome of both passages is that Cordelia is disinherited.

Rationale for Fifth Option: **Key** – In the poem, Lear responds "with ire" to Cordelia's initial speech (which is much more flattering than the speech she provides in the play). Shakespeare extends the interaction, as Lear gives Cordelia several chances to correct herself before making his final decision.

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**Question 17**

**Sample Responses**

## Sample Response: 1 point

What are **two** ways that Shakespeare modifies the material from Passage 1?

- He adds depth to the portrayals of the sisters.
- He makes King Lear a more sympathetic figure.
- He makes the setting more detailed and complex.
- He changes the outcome of King Lear's decision.
- He extends the interaction between King Lear and Cordelia.

### Notes on Scoring

This response earns full credit (1 point) because the student selected both correct answers.

## Sample Response: 0 points

What are **two** ways that Shakespeare modifies the material from Passage 1?

- He adds depth to the portrayals of the sisters.
- He makes King Lear a more sympathetic figure.
- He makes the setting more detailed and complex.
- He changes the outcome of King Lear's decision.
- He extends the interaction between King Lear and Cordelia.

### 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 choices must be correct.

## Sample Response: 0 points

What are **two** ways that Shakespeare modifies the material from Passage 1?

- He adds depth to the portrayals of the sisters.
- He makes King Lear a more sympathetic figure.
- He makes the setting more detailed and complex.
- He changes the outcome of King Lear's decision.
- He extends the interaction between King Lear and Cordelia.

### Notes on Scoring

This response earns no credit (0 points) because it is incomplete. While the one selected option is correct, in order to receive full credit for this item, both choices must be selected and correct.

## Sample Response: 0 points

What are **two** ways that Shakespeare modifies the material from Passage 1?

- He adds depth to the portrayals of the sisters.
- He makes King Lear a more sympathetic figure.
- He makes the setting more detailed and complex.
- He changes the outcome of King Lear's decision.
- He extends the interaction between King Lear and Cordelia.

### Notes on Scoring

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

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