

# Ohio's State Tests

**PRACTICE TEST ANSWER KEY &  
SCORING GUIDELINES**

**GRADE 6  
ENGLISH LANGUAGE ARTS**

## **Table of Contents**

Questions 1 – 17: Content Summary and Answer Key .....	iii
Stimulus for Questions 1 – 7 .....	1
Question 1: Question and Scoring Guidelines.....	5
Question 1: Sample Responses .....	7
Question 2: Question and Scoring Guidelines.....	17
Question 2: Sample Responses .....	21
Question 3: Question and Scoring Guidelines .....	25
Question 3: Sample Response .....	27
Question 4: Question and Scoring Guidelines.....	29
Question 4: Sample Response .....	31
Question 5: Question and Scoring Guidelines.....	33
Question 5: Sample Response .....	35
Question 6: Question and Scoring Guidelines .....	37
Question 6: Sample Response .....	39
Question 7: Question and Scoring Guidelines.....	41
Question 7: Sample Responses .....	45
Stimulus for Questions 8 – 17 .....	53
Question 8: Question and Scoring Guidelines.....	57
Question 8: Sample Response .....	59
Question 9: Question and Scoring Guidelines.....	61
Question 9: Sample Responses .....	65
Question 10: Question and Scoring Guidelines.....	73
Question 10: Sample Response .....	75
Question 11: Question and Scoring Guidelines.....	77
Question 11: Sample Responses .....	79

Question 12: Question and Scoring Guidelines.....	83
Question 12: Sample Responses .....	87
Question 13: Question and Scoring Guidelines.....	95
Question 13: Sample Response .....	97
Question 14: Question and Scoring Guidelines.....	99
Question 14: Sample Response .....	101
Question 15: Question and Scoring Guidelines.....	103
Question 15: Sample Response .....	105
Question 16: Question and Scoring Guidelines.....	107
Question 16: Sample Responses .....	109
Question 17: Question and Scoring Guidelines.....	113
Question 17: Sample Responses .....	117

**Grade 6 ELA  
Practice Test  
Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
1	Evidence-Based Selected Response	Vocabulary	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	---	2 points
2	Multi-Select Item	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	D, E	1 point
3	Multiple Choice	Craft and Structure	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	A	1 point
4	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	D	1 point
5	Multiple Choice	Key Ideas and Details	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	C	1 point

**Grade 6 ELA  
Practice Test  
Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
6	Multiple Choice	Craft and Structure	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	A	1 point
7	Evidence-Based Selected Response	Key Ideas and Details	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	C; A	2 points
8	Multiple Choice	Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	C	1 point
9	Evidence-Based Selected Response	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	C; B	2 points
10	Multiple Choice	Key Ideas and Details	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	D	1 point
11	Hot Text Item	Key Ideas and Details	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	---	1 point

**Grade 6 ELA  
Practice Test  
Content Summary and Answer Key**

<b>Question No.</b>	<b>Item Type</b>	<b>Content Strand</b>	<b>Content Standard</b>	<b>Answer Key</b>	<b>Points</b>
12	Evidence-Based Selected Response	Key Ideas and Details	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	D; D	2 points
13	Multiple Choice	Craft and Structure	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	B	1 point
14	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	D	1 point
15	Multiple Choice	Vocabulary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	B	1 point
16	Matching Item	Integration of Knowledge and Ideas	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	---	1 point
17	Extended Response	Explanatory	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	---	10 points

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Stimulus for Questions 1 – 7**

## Stimulus for Questions 1 – 7

*In this excerpt from "Beauty and the Beast," the Beast allows his captive Beauty to visit her family for a short while. After staying with her family past the time limit, Beauty returns to find the castle and its grounds empty.*

### **Beauty and the Beast** edited by Andrew Lang

- 1        So everything went on for a long time, until at last, happy as she was, Beauty began to long for the sight of her father and her brothers and sisters; and one night, seeing her look very sad, the Beast asked her what was the matter. Beauty had quite ceased to be afraid of him. Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice. So she answered that she was longing to see her home once more. Upon hearing this the Beast seemed sadly distressed, and cried miserably.
- 2        "Ah! Beauty, have you the heart to desert an unhappy Beast like this? What more do you want to make you happy? Is it because you hate me that you want to escape?"
- 3        "No, dear Beast," answered Beauty softly, "I do not hate you, and I should be very sorry never to see you any more, but I long to see my father again. Only let me go for two months, and I promise to come back to you and stay for the rest of my life."
- 4        The Beast, who had been sighing dolefully while she spoke, now replied:
- 5        "I cannot refuse you anything you ask, even though it should cost me my life. Take the four boxes you will find in the room next to your own, and fill them with everything you wish to take with you. But remember your promise and come back when the two months are over, or you may have cause to repent it, for if you do not come in good time you will find your faithful Beast dead. You will not need any chariot to bring you back. Only say good-by to all your brothers and sisters the night before you come away, and when you have gone to bed turn this ring round upon your finger and say firmly: 'I wish to go back to my palace and see my Beast again.' Good-night, Beauty. Fear nothing, sleep peacefully, and before long you shall see your father once more."  
  
    ...
- 6        Then her sisters seemed to have got quite used to being without her, and even found her rather in the way, so she would not have been sorry when the two months were over but for her father and brothers, who begged her to stay, and seemed so grieved at the thought of her departure that she had not the courage to say good-by to them. Every day when she got up she meant to say it at night, and when night came she put it off again, until at last she had a dismal dream which helped her to make up her mind.  
  
    ...
- 7        Beauty was so terrified by this dream that the next morning she announced her intention of going back at once, and that very night she said good-by to her father and all her brothers and sisters, and as soon as she was in bed she turned her ring round upon her finger, and said firmly, "I wish to go back to my palace and see my Beast again," as she had been told to do.
- 8        Then she fell asleep instantly, and only woke up to hear the clock saying "Beauty, Beauty" twelve times in its musical voice, which told her at once that she was really in the palace once more. Everything was just as before, and her birds were so glad to see her! But Beauty thought she had never known such a long day, for she was so anxious to see the Beast again that she felt as if supertime would never come.
- 9        But when it did come and no Beast appeared she was really frightened; so, after listening and waiting for a long time, she ran down into the garden to search for him.
- 10        Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream. She rushed down it, and, sure enough, there was the cave, and in it lay the Beast—asleep, as Beauty thought. Quite glad to have found him, she ran up and stroked his head, but, to her horror, he did not move or open his eyes.



- 11 "Oh! he is dead; and it is all my fault," said Beauty, crying bitterly.
- 12 But then, looking at him again, she fancied he still breathed, and, hastily fetching some water from the nearest fountain, she sprinkled it over his face, and, to her great delight, he began to revive.
- 13 "Oh! Beast, how you frightened me!" she cried. "I never knew how much I loved you until just now, when I feared I was too late to save your life."
- 14 "Can you really love such an ugly creature as I am?" said the Beast faintly. "Ah! Beauty, you only came just in time. I was dying because I thought you had forgotten your promise. But go back now and rest, I shall see you again by and by."
- 15 Beauty, who had half expected that he would be angry with her, was reassured by his gentle voice, and went back to the palace, where supper was awaiting her; and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her.
- 16 Beauty answered politely, and quite enjoyed telling him all that had happened to her. And when at last the time came for him to go, and he asked, as he had so often asked before, "Beauty, will you marry me?"
- 17 She answered softly, "Yes, dear Beast."
- 18 As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled . . . , and across the avenue of orange trees, in letters all made of fire-flies, was written: "Long live the Prince and his Bride."
- 19 Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!

Excerpt from "Beauty and the Beast" from *The Blue Fairy Book*, edited by Andrew Lang. In the public domain.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 1**

**Question and Scoring Guidelines**

# Question 1

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

**Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

**Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

**Points Possible:** 2

**Content Strand:** Vocabulary

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

## Scoring Guidelines

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

- "calling unsuccessfully" selected in Part A;  
AND
- "for no one answered," OR "and not a trace of him could she find;"  
selected in Part B (2 points).

Note: No credit will be given for a correct response in Part B if Part A is incorrect.

**Grade 6  
English Language Arts  
Practice Test**

---

**Question 1**

**Sample Responses**

## Sample Response: 2 points

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives full credit (2 points) because the correct answer for Part A was selected, and one of the correct answers for Part B ("for no one answered,") was selected.

## Sample Response: 2 points

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully**

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives full credit (2 points) because the correct answer for Part A was selected, and one of the correct answers for Part B ("and not a trace of him could she find;") was selected.

## Sample Response: 1 point

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully**

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives partial credit (1 point) because the correct answer was selected in Part A, but the answer selected in Part B ("Up and down the paths and avenues ran poor Beauty,") is incorrect.



## Sample Response: 1 point

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives partial credit (1 point) because the correct answer was selected in Part A, but the answer selected in Part B ("until at last, quite tired, she stopped for a minute's rest,") is incorrect.

## Sample Response: 1 point

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives partial credit (1 point) because the correct answer was selected in Part A, but the answer selected in Part B ("and saw that she was standing opposite the shady path she had seen in her dream.") is incorrect.

## Sample Response: 1 point

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

### **Part B**

Select the phrase that supports the meaning selected in Part A.

"Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute's rest, and saw that she was standing opposite the shady path she had seen in her dream." (paragraph 10)

### **Notes on Scoring**

This response receives partial credit (1 point) because the correct answer was selected in Part A, but no answer was selected in Part B.

## Sample Response: 0 points

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

### **Part A**

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly**
- D) calling unsuccessfully

### **Part B**

Select the phrase that supports the meaning selected in Part A.

“Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute’s rest, and saw that she was standing opposite the shady path she had seen in her dream.” (paragraph 10)

### **Notes on Scoring**

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B (“Up and down the paths and avenues ran poor Beauty,”) is incorrect.

## Sample Response: 0 points

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

### Part A

Based on the context of paragraph 10, what is the meaning of the phrase calling him in vain?

- A) calling loudly
- B) calling self-centeredly
- C) calling soft-spokenly
- D) calling unsuccessfully

### Part B

Select the phrase that supports the meaning selected in Part A.

“Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find; until at last, quite tired, she stopped for a minute’s rest, and saw that she was standing opposite the shady path she had seen in her dream.” (paragraph 10)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B (“and saw that she was standing opposite the shady path she had seen in her dream.”) is incorrect.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 2**

**Question and Scoring Guidelines**

## Question 2

Select **two** quotations from the passage that show that the Beast acts courteously toward Beauty.

- "Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find . . ." (paragraph 10)
- "I never knew how much I loved you until just now, when I feared I was too late to save your life." (paragraph 13)
- "I was dying because I thought you had forgotten your promise." (paragraph 14)
- "But go back now and rest, I shall see you again by and by." (paragraph 14)
- ". . . and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her." (paragraph 15)
- "Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!" (paragraph 19)

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

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



## Scoring Guidelines

Rationale for First Option: This is incorrect. This quotation shows that Beauty is concerned for the Beast's well-being, but it does not show the Beast acting courteously toward Beauty.

Rationale for Second Option: This is incorrect. This quotation shows that Beauty has fallen in love with the Beast, but it does not show the Beast acting courteously.

Rationale for Third Option: This is incorrect. This quotation shows the Beast speaking to Beauty, but it does not show the Beast acting courteously.

Rationale for Fourth Option: **Key** – This quotation shows the Beast acting courteously by speaking politely and telling Beauty to rest after a great ordeal; Beauty is relieved that the Beast is courteous rather than mean to her.

Rationale for Fifth Option: **Key** – This quotation shows the Beast acting courteously by being concerned for Beauty's comfort and time spent with her family.

Rationale for Sixth Option: This is incorrect. This quotation shows the result of Beauty's compassion toward the Beast, but it does not show the Beast acting courteously toward Beauty.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 2**

**Sample Responses**

## Sample Response: 1 point

Select **two** quotations from the passage that show that the Beast acts courteously toward Beauty.

- "Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find . . ." (paragraph 10)
- "I never knew how much I loved you until just now, when I feared I was too late to save your life." (paragraph 13)
- "I was dying because I thought you had forgotten your promise." (paragraph 14)
- "But go back now and rest, I shall see you again by and by." (paragraph 14)
- ". . . and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her." (paragraph 15)
- "Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!" (paragraph 19)

### Notes on Scoring

This response receives full credit (1 point) because both correct answers are selected. For this item, a full-credit (1 point) response includes:

- "But go back now and rest, I shall see you again by and by." (paragraph 14)
- AND
- "...and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her." (paragraph 15)

## Sample Response: 0 points

Select **two** quotations from the passage that show that the Beast acts courteously toward Beauty.

- "Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find . . ." (paragraph 10)
- "I never knew how much I loved you until just now, when I feared I was too late to save your life." (paragraph 13)
- "I was dying because I thought you had forgotten your promise." (paragraph 14)
- "But go back now and rest, I shall see you again by and by." (paragraph 14)
- ". . . and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her." (paragraph 15)
- "Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!" (paragraph 19)

### Notes on Scoring

This response receives no credit (0 points) because the first answer selected is incorrect. Although the second answer selected is correct, in order to receive credit for this item, students must select both correct answer options. No partial credit is awarded for this item type.

## Sample Response: 0 points

Select **two** quotations from the passage that show that the Beast acts courteously toward Beauty.

- "Up and down the paths and avenues ran poor Beauty, calling him in vain, for no one answered, and not a trace of him could she find . . ." (paragraph 10)
- "I never knew how much I loved you until just now, when I feared I was too late to save your life." (paragraph 13)
- "I was dying because I thought you had forgotten your promise." (paragraph 14)
- "But go back now and rest, I shall see you again by and by." (paragraph 14)
- ". . . and afterward the Beast came in as usual, and talked about the time she had spent with her father, asking if she had enjoyed herself, and if they had all been very glad to see her." (paragraph 15)
- "Turning to ask the Beast what it could all mean, Beauty found that he had disappeared, and in his place stood her long-loved Prince!" (paragraph 19)

### Notes on Scoring

This response receives no credit (0 points) because only one of the correct answers is selected. In order to receive credit for this item, students must select both correct answer options.

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 3**

**Question and Scoring Guidelines**

### Question 3

How does paragraph 19 contribute to the overall passage?

- Ⓐ It shows the results of Beauty's true love.
- Ⓑ It reverses one of Beauty's earlier decisions.
- Ⓒ It builds mystery about where the Beast goes.
- Ⓓ It introduces a character to compete with the Beast.

**Points Possible:** 1

**Content Strand:** Craft and Structure

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



## Scoring Guidelines

Rationale for Option A: Key – The last paragraph shows that Beauty's acceptance of the Beast turns him into the Prince. This supports the theme that true love goes beyond looks.

Rationale for Option B: This is incorrect. Beauty agrees to marry the Beast in paragraph 17, and this decision is not reversed by the events of paragraph 19.

Rationale for Option C: This is incorrect. The last paragraph refers to the Beast's disappearance, but it implies that he turns into the Prince, so the end does not add a new mystery about where the Beast went; rather, it explains it.

Rationale for Option D: This is incorrect. The last paragraph comes just after Beauty agrees to marry the Beast, and the Prince is introduced, but Beauty is not forced to choose between them. The Beast turns into the Prince, so they are not in competition with each other.

### Sample Response: 1 point

How does paragraph 19 contribute to the overall passage?

- A It shows the results of Beauty's true love.
- B It reverses one of Beauty's earlier decisions.
- C It builds mystery about where the Beast goes.
- D It introduces a character to compete with the Beast.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 4**

**Question and Scoring Guidelines**

## Question 4

How are the phrases "reassured by his gentle voice" and "came in as usual" important in paragraph 15?

- Ⓐ They suggest the Beast's attempt to deceive Beauty.
- Ⓑ They emphasize Beauty's feeling of isolation at the palace.
- Ⓒ They introduce the Beast's point of view for the first time in the passage.
- Ⓓ They develop a sense of routine in the relationship between Beauty and the Beast.

**Points Possible:** 1

**Content Strand:** Craft and Structure

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

## Scoring Guidelines

Rationale for Option A: This is incorrect. While “reassured” may suggest deception, and the Beast wants to convince Beauty to marry him, that is not the focus of these phrases or this paragraph.

Rationale for Option B: This is incorrect. While Beauty feels “reassured”, and she may miss her family after visiting them, these phrases do not emphasize a sense or feeling of isolation in Beauty.

Rationale for Option C: This is incorrect. While the first phrase especially reveals the Beast’s kindness, as do his questions in the rest of paragraph 15, the passage has already established his point of view in earlier paragraphs.

Rationale for Option D: **Key** – These phrases and the entire paragraph serve to suggest normalcy and routine in the relationship between Beauty and the Beast, which supports the happy ending when they get engaged.

### Sample Response: 1 point

How are the phrases “reassured by his gentle voice” and “came in as usual” important in paragraph 15?

- (A) They suggest the Beast’s attempt to deceive Beauty.
- (B) They emphasize Beauty’s feeling of isolation at the palace.
- (C) They introduce the Beast’s point of view for the first time in the passage.
- (D) They develop a sense of routine in the relationship between Beauty and the Beast.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 5**

**Question and Scoring Guidelines**

## Question 5

Why is Beauty's encounter with the Beast in the cave significant?

- Ⓐ She remembers to be fearful of the Beast.
- Ⓑ She realizes the Beast will die without her.
- Ⓒ She realizes how much she loves the Beast.
- Ⓓ She understands how bad captivity is for the Beast.

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

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



## Scoring Guidelines

Rationale for Option A: This is incorrect. Paragraphs 10 to 13 mention “horror”, “crying”, and “frightened”, but Beauty's encounter with the Beast in the cave reveals how much she loves and cares for him, not that she should be fearful of him.

Rationale for Option B: This is incorrect. Beauty realizes the depth of her feelings for the Beast through their interaction in the cave, not that she must remain out of guilt or that he will die without her.

Rationale for Option C: **Key** – Beauty first realizes that she loves the Beast when she finds him in the cave and worries that he may be ill.

Rationale for Option D: This is incorrect. While captivity may not be ideal for either character, that is a minor detail and not the focus of this encounter.

### Sample Response: 1 point

Why is Beauty’s encounter with the Beast in the cave significant?

- Ⓐ She remembers to be fearful of the Beast.
- Ⓑ She realizes the Beast will die without her.
- Ⓒ She realizes how much she loves the Beast.
- Ⓓ She understands how bad captivity is for the Beast.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 6**

**Question and Scoring Guidelines**

## Question 6

Read paragraph 18.

18 As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled . . . , and across the avenue of orange trees, in letters all made of fire-flies, was written: "Long live the Prince and his Bride."

How does this paragraph contribute to the development of the setting?

- Ⓐ by showing it is thrilling and elaborate
- Ⓑ by showing it is vast and unpopulated
- Ⓒ by showing it is a dangerous location
- Ⓓ by showing it is a stage like a play

**Points Possible:** 1

**Content Strand:** Craft and Structure

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

## Scoring Guidelines

Rationale for Option A: Key – The paragraph describes fireworks outside the palace instantly when Beauty answers the Beast, and fireflies forming the words “Long live the Prince and his Bride”; this indicates that the setting is thrilling and elaborate.

Rationale for Option B: This is incorrect. The paragraph makes no mention of the absence or presence of people besides Beauty and the Beast, and therefore doesn’t suggest that the setting is vast and unpopulated. Paragraph 15 notes that “supper was awaiting her”, which suggests that servants live in the palace.

Rationale for Option C: This is incorrect. The blaze of light and fireworks are described as being part of a celebration, not as an indication that the story is taking place in a dangerous location.

Rationale for Option D: This is incorrect. While there are fantastical elements in the story, and the sentence in paragraph 10 describes how Beauty had seen the cave before in her dream, there is nothing in the selected sentence that suggests that the story is taking place on stage.

### Sample Response: 1 point

Read paragraph 18.

18 As she spoke a blaze of light sprang up before the windows of the palace; fireworks crackled . . . , and across the avenue of orange trees, in letters all made of fire-flies, was written: “Long live the Prince and his Bride.”

How does this paragraph contribute to the development of the setting?

- by showing it is thrilling and elaborate
- by showing it is vast and unpopulated
- by showing it is a dangerous location
- by showing it is a stage like a play



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 7**

**Question and Scoring Guidelines**

## Question 7

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

### Part A

What is the theme of the passage?

- Ⓐ It is comforting to be welcomed.
- Ⓑ It can be difficult to adjust to change.
- Ⓒ Love helps people look past appearances.
- Ⓓ Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- Ⓐ "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- Ⓑ "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- Ⓒ "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- Ⓓ "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

**Points Possible:** 2

**Content Strand:** Key Ideas and Details

**Content Standard:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.



# Scoring Guidelines

## Part A

Rationale for Option A: This is incorrect. While Beauty is happy to return to the castle, this is a moment within the passage and not representative of a theme developed throughout.

Rationale for Option B: This is incorrect. While Beast does change into a prince at the end, it is not a theme of the passage that it can be difficult to adjust to change.

Rationale for Option C: **Key** – Beauty is able to see beyond the fierce exterior of the Beast and love him despite this.

Rationale for Option D: This is incorrect. While Beauty does wait until the last minute to return to Beast, waiting to make decisions did not lead to her unhappiness and is not a theme developed in the passage.

## Part B

Rationale for Option A: **Key** – This detail demonstrates Beauty's ability to love Beast despite his appearance.

Rationale for Option B: This is incorrect. This sentence demonstrates that Beauty's sisters have easily accepted her leaving, which could be misunderstood as supportive of option B in Part A, but this is not supportive of the theme of the passage.

Rationale for Option C: This is incorrect. This sentence demonstrates Beauty waiting to return to the castle, which could be misunderstood as supporting option D in Part A, but that is not a theme in the passage.

Rationale for Option D: This is incorrect. This sentence demonstrates how comforting it is for everything to be the same, which could be misunderstood as supporting options A or B in Part A, but these are not themes developed in the passage.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 7**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

What is the theme of the passage?

- Ⓐ It is comforting to be welcomed.
- Ⓑ It can be difficult to adjust to change.
- Ⓒ Love helps people look past appearances.
- Ⓓ Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- Ⓐ "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- Ⓑ "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- Ⓒ "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- Ⓓ "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

What is the theme of the passage?

- Ⓐ It is comforting to be welcomed.
- Ⓑ It can be difficult to adjust to change.
- Ⓒ Love helps people look past appearances.
- Ⓓ Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- Ⓐ "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- Ⓑ "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- Ⓒ "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- Ⓓ "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 1 point

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

### Part A

What is the theme of the passage?

- Ⓐ It is comforting to be welcomed.
- Ⓑ It can be difficult to adjust to change.
- Ⓒ Love helps people look past appearances.
- Ⓓ Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- Ⓐ "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- Ⓑ "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- Ⓒ "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- Ⓓ "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 1 point

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

### Part A

What is the theme of the passage?

- (A) It is comforting to be welcomed.
- (B) It can be difficult to adjust to change.
- (C) Love helps people look past appearances.
- (D) Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- (A) "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- (B) "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- (C) "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- (D) "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 0 points

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

### Part A

What is the theme of the passage?

- A It is comforting to be welcomed.
- B It can be difficult to adjust to change.
- C Love helps people look past appearances.
- D Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- A "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- B "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- C "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- D "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is correct. Students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. In order to receive partial credit (1 point) for this item, students are required to select the correct answer in Part A.



## Sample Response: 0 points

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

### Part A

What is the theme of the passage?

- Ⓐ It is comforting to be welcomed.
- Ⓑ It can be difficult to adjust to change.
- Ⓒ Love helps people look past appearances.
- Ⓓ Unhappiness can be caused by people putting off decisions.

### Part B

Which detail from the passage develops the theme in Part A?

- Ⓐ "Now she knew that he was really gentle in spite of his ferocious looks and his dreadful voice." (paragraph 1)
- Ⓑ "Then her sisters seemed to have got quite used to being without her, and even found her rather in the way . . ." (paragraph 6)
- Ⓒ "Every day when she got up she meant to say it at night, and when night came she put it off again . . ." (paragraph 6)
- Ⓓ "Everything was just as before, and her birds were so glad to see her!" (paragraph 8)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is incorrect.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Stimulus for Questions 8 – 17**

## Stimulus for Questions 8 – 17

### Passage 1: The First American Superstar: The Sousa Band

by the Library of Congress

- 1 In 1892, John Philip Sousa was 35 years old. He had been the leader of the U.S. Marine Band for 12 years and was ready to do something different. On July 30, 1892, he resigned from the Marine Corps to start his own band. But what kind of band would it be?
- 2 Sousa thought about the kinds of bands that were popular at the time: brass bands, military bands . . . and symphony orchestras. Then he combined all the things he liked about each type to form his new band, the Sousa Band. One newspaper called it “a military orchestra” because it had the instruments of a military band, but could sound like a symphony orchestra. It took a few months for the Sousa Band to get rolling, but once it did, the band stayed popular for almost 40 years. Year after year they played for sold-out crowds all over America, and, later, all over the world.
- 3 As the leader of the Sousa Band, Sousa was very busy. He chose the music for each concert. Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band. Sousa also helped make managerial decisions, including the design of the band’s uniform and which towns they would visit on tour.
- 4 Most important, Sousa was the band’s conductor. A band conductor, like a symphony conductor, is on stage with the musicians. The conductor interprets how the music will be played. During a performance, he tells the band how to play by moving his body and baton. Since it can be hard for the musicians to hear each other play, the conductor also sets the tempo (speed of playing) and makes sure all the musicians play together. Some conductors are very dramatic and emotional, but not Sousa. His movements were energetic, but controlled and efficient. When he moved, his band responded. With a small wave of his baton, Sousa could command a very loud roar or absolute silence.
- 5 With its popular reputation and good wages, the Sousa Band was able to recruit<sup>1</sup> some of the best musicians around.
- 6 For 39 years, this large group toured the country by train. A Sousa Band tour would last for many months, often with several performances each day and only a few days off for travel between cities. The band traveled to every corner of the United States and did several European tours and one world tour. Together they traveled more than 1 million miles, and they still managed to find the time for other fun. The band had its own baseball team, and Sousa was the pitcher. They played against local baseball teams and those of rival bands. Sousa even wrote a march song about baseball called “The National Game.”
- 7 During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn’t have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa’s marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it “Sousa Day” when the band came to town.
- 8 The Sousa Band was an ideal band for their time. As a newspaper reviewer wrote, “A concert by Sousa’s Band is more than a mere concert, it is a dramatic performance, a stirring lesson in patriotism, and a popular musical event, all on the same program.”

<sup>1</sup>recruit: to get to join

Excerpt from “The First American Superstar: The Sousa Band” by the Library of Congress. In the public domain.

**Passage 2: Mr. John Philip  
Sousa and Family**  
by *The Sketch*

*The following is an excerpt from a 1902 interview with John Philip Sousa.*

9        "How did I come to start my band? Well, when I was about twenty-four years of age, I was appointed Director of the Marine Band at Washington. After I had been there for ten or eleven years, I attracted the attention of several gentlemen interested in music, who formed themselves into a syndicate<sup>1</sup> and made me an offer to leave Washington and start the new band. I did so, and it was a success from the first. Many people who had money in the concern<sup>2</sup> were bought out by one man who subsequently had sole control until his death some ten years ago. Since then I have run the band myself, with the assistance of a very capable Manager.

10       "How many marches have I written? That is a colossal task for my memory. From the time I first began to write marches, I don't suppose I have written less than a hundred. Many of my marches have never been published, for the manuscripts have been lost, and I dare say some of them I should fail to recognise."

. . .

11       "I have written six operas . . . . Before I was known to the public I had a wild enthusiasm to write an oratorio.<sup>3</sup> I selected my words from the Bible and started it, and maybe one of these days I shall complete it. At present it still remains in fragmentary form. Then I have written a large number of Suites, waltzes, songs, and miscellaneous pieces. My most popular march is 'The Stars and Stripes.'<sup>4</sup> 'The Washington Post' is what I call the landmark of my marches, for it was the first composition of its kind by which I met with success and also the first to cross the ocean."

. . .

12       "My first opera . . . was not a success. Then, I wrote in 1884 'Desiré,' but the public, for some reason which at the time I failed to understand, refused to let that live also. I tried to argue the point with them, but didn't succeed in bringing them round to my way of thinking, though afterwards I came to see that they were pretty near the mark. My third opera was 'El Capitan,' which was also my first great success. . . . I am under contract to write another opera just as soon as I can. It is only during the summer months that I have any opportunity for composition. From the 1st June to the 1st October I am stationary with my band at Manhattan Beach, and my hours are pretty regular, so I can devote a certain part of the day to my operas. I never play my compositions until they are complete. I scribble down on any old scraps of paper hieroglyphics which are intelligible only to myself. After I have once thought out an idea, then I write very rapidly."

<sup>1</sup>syndicate: a group of individuals making a joint effort

<sup>2</sup>concern: an establishment for business

<sup>3</sup>oratorio: a large, extended musical composition that tells a story through instruments and voices only

<sup>4</sup>"The Stars and Stripes": full title known as "The Stars and Stripes Forever"

Excerpt from "Mr. John Philip Sousa and Family"  
by *The Sketch*. In the public domain.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 8**

**Question and Scoring Guidelines**

## Question 8

Why does Passage 1 include a description of a baseball team in paragraph 6?

- Ⓐ to explain how Sousa wrote his most popular marches
- Ⓑ to show that Sousa was talented in other areas beside music
- Ⓒ to show that the Sousa Band made time for fun when not working
- Ⓓ to explain how the Sousa Band spread American culture to the world

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.



## Scoring Guidelines

Rationale for Option A: This is incorrect. While Sousa did write a song about baseball, the baseball team itself was not connected to his writing practices.

Rationale for Option B: This is incorrect. While this does show that Sousa took part in activities other than music, it is meant to show that the band still made time for fun, not that he was talented at baseball.

Rationale for Option C: **Key** – The description of the baseball team comes directly after the sentence that states, “they still managed to find the time for other fun”.

Rationale for Option D: This is incorrect. While baseball is a part of American culture, the description does not show how the band spread this culture to the world.

### Sample Response: 1 point

Why does Passage 1 include a description of a baseball team in paragraph 6?

- Ⓐ to explain how Sousa wrote his most popular marches
- Ⓑ to show that Sousa was talented in other areas beside music
- Ⓒ to show that the Sousa Band made time for fun when not working
- Ⓓ to explain how the Sousa Band spread American culture to the world



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 9**

**Question and Scoring Guidelines**

## Question 9

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- (A) by listing all of Sousa's hard work and varied roles with the band
- (B) by telling about different ways that Sousa was inspired to write songs
- (C) by describing Sousa's long career and worldwide travels with the band
- (D) by including details about how Sousa created an entirely new kind of band

### Part B

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

- (A) "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- (B) "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- (C) "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- (D) "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

**Points Possible:** 2

**Content Strand:** Key Ideas and Details

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

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. Although the author does tell about Sousa's hard work, this does not support the claim that Sousa was a superstar.

Rationale for Option B: This is incorrect. Although the author does mention an inspiration for one of Sousa's songs, this does not support the claim that Sousa was a superstar.

Rationale for Option C: **Key** – A superstar does extraordinary things, such as remain popular for a long time and take worldwide tours.

Rationale for Option D: This is incorrect. Although the author does tell about how Sousa created the band, this does not support the claim that Sousa was a superstar.

### Part B

Rationale for Option A: This is incorrect. Although this is an important detail about Sousa, it is not directly related to what made Sousa so popular.

Rationale for Option B: **Key** – This excerpt provides details that support the claim that Sousa was extremely popular for a long time.

Rationale for Option C: This is incorrect. Although this is an important detail about Sousa, it is not directly related to his superstar status.

Rationale for Option D: This is incorrect. Although this is an interesting detail about Sousa and the band, it is not directly related to his superstar status.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 9**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- Ⓐ by listing all of Sousa's hard work and varied roles with the band
- Ⓑ by telling about different ways that Sousa was inspired to write songs
- Ⓒ by describing Sousa's long career and worldwide travels with the band
- Ⓓ by including details about how Sousa created an entirely new kind of band

### Part B

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

- Ⓐ "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- Ⓑ "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

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



## Sample Response: 1 point

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- Ⓐ by listing all of Sousa's hard work and varied roles with the band
- Ⓑ by telling about different ways that Sousa was inspired to write songs
- Ⓒ by describing Sousa's long career and worldwide travels with the band
- Ⓓ by including details about how Sousa created an entirely new kind of band

### Part B

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

- Ⓐ "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- Ⓑ "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 1 point

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- Ⓐ by listing all of Sousa's hard work and varied roles with the band
- Ⓑ by telling about different ways that Sousa was inspired to write songs
- Ⓒ by describing Sousa's long career and worldwide travels with the band
- Ⓓ by including details about how Sousa created an entirely new kind of band

### Part B

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

- Ⓐ "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- Ⓑ "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 1 point

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- Ⓐ by listing all of Sousa's hard work and varied roles with the band
- Ⓑ by telling about different ways that Sousa was inspired to write songs
- Ⓒ by describing Sousa's long career and worldwide travels with the band
- Ⓓ by including details about how Sousa created an entirely new kind of band

### Part B

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

- Ⓐ "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- Ⓑ "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 0 points

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- Ⓐ by listing all of Sousa's hard work and varied roles with the band
- Ⓑ by telling about different ways that Sousa was inspired to write songs
- Ⓒ by describing Sousa's long career and worldwide travels with the band
- Ⓓ by including details about how Sousa created an entirely new kind of band

### Part B

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

- Ⓐ "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- Ⓑ "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is incorrect.

## Sample Response: 0 points

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

### Part A

Read the sentences from paragraph 7.

"During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar."

How does the author support the idea that Sousa was a superstar throughout Passage 1?

- A by listing all of Sousa's hard work and varied roles with the band
- B by telling about different ways that Sousa was inspired to write songs
- C by describing Sousa's long career and worldwide travels with the band
- D by including details about how Sousa created an entirely new kind of band

### Part B

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

- A "Then he combined all the things he liked about each type to form his new band, the Sousa Band." (paragraph 2)
- B "Year after year they played for sold-out crowds all over America, and, later, all over the world." (paragraph 2)
- C "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- D "Sousa even wrote a march song about baseball called 'The National Game.'" (paragraph 6)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is incorrect.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 10**

**Question and Scoring Guidelines**

## Question 10

Which sentence from Passage 1 develops the idea that Sousa supported the band outside of his musical role?

- Ⓐ "Sousa thought about the kinds of bands that were popular at the time: brass bands, military bands . . . and symphony orchestras." (paragraph 2)
- Ⓑ "It took a few months for the Sousa Band to get rolling, but once it did, the band stayed popular for almost 40 years." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa also helped make managerial decisions, including the design of the band's uniform and which towns they would visit on tour." (paragraph 3)

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

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



## Scoring Guidelines

Rationale for Option A: This is incorrect. This sentence discusses the influences that Sousa drew on when forming the band; however, this demonstrates how he supported the band musically, not outside of his musical role.

Rationale for Option B: This is incorrect. This sentence discusses the popularity of the Sousa band and the fact that they remained popular over several decades, but it does not develop the idea that Sousa supported the band outside of his musical role.

Rationale for Option C: This is incorrect. This sentence discusses one way that Sousa supported the band in a musical context, but it does not develop the idea that he supported the band outside of his musical role.

Rationale for Option D: **Key** – This sentence develops the idea that Sousa supported the band outside of his musical role, indicating that he made “managerial decisions” related to uniform design and tour planning.

### Sample Response: 1 point

Which sentence from Passage 1 develops the idea that Sousa supported the band outside of his musical role?

- Ⓐ "Sousa thought about the kinds of bands that were popular at the time: brass bands, military bands . . . and symphony orchestras." (paragraph 2)
- Ⓑ "It took a few months for the Sousa Band to get rolling, but once it did, the band stayed popular for almost 40 years." (paragraph 2)
- Ⓒ "Because the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." (paragraph 3)
- Ⓓ "Sousa also helped make managerial decisions, including the design of the band's uniform and which towns they would visit on tour." (paragraph 3)



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 11**

**Question and Scoring Guidelines**

## Question 11

According to Passage 1, the Sousa Band offered a new type of musical experience to the public. Select one sentence from the passage that develops this idea.

- 7 During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn't have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa's marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it "Sousa Day" when the band came to town.

**Points Possible:** 1

**Content Strand:** Key Ideas and Details

**Content Standard:** Cite 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 (1 point) response includes:

- "Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians." (1 point);  
OR
- "It was also their chance to see a famous composer." (1 point).

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 11**

**Sample Responses**

## Sample Response: 1 point

According to Passage 1, the Sousa Band offered a new type of musical experience to the public. Select one sentence from the passage that develops this idea.

- 7 During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn't have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa's marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it "Sousa Day" when the band came to town.

### Notes on Scoring

This response receives full credit (1 point) because one of the correct answers ("Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians.") was selected.

## Sample Response: 0 points

According to Passage 1, the Sousa Band offered a new type of musical experience to the public. Select one sentence from the passage that develops this idea.

- 7     **During his prime, Sousa was one of the best-known musicians in the world.** Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn't have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa's marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it "Sousa Day" when the band came to town.

### Notes on Scoring

This response receives no credit (0 points) because the text selected ("During his prime, Sousa was one of the best-known musicians in the world.") is not one of the correct answers.

## Sample Response: 0 points

According to Passage 1, the Sousa Band offered a new type of musical experience to the public. Select one sentence from the passage that develops this idea.

- 7 During his prime, Sousa was one of the best-known musicians in the world. Many consider him to be the first American superstar. He and his band had fans in every American town, as well as overseas. When the Sousa Band started touring, people didn't have radios or televisions. Some members of their audience had seen smaller bands or played music at home with their families, but a Sousa Band performance was their first exposure to classical music and professional musicians. It was also their chance to see a famous composer. Sousa's marches, from his dance hit *The Washington Post* to his patriotic march *The Stars and Stripes Forever*, were wildly popular. And people loved hearing them played by the actual composer and his band. Many towns declared it "Sousa Day" when the band came to town.

### Notes on Scoring

This response receives no credit (0 points) because the text selected ("Many consider him to be the first American superstar.") is not one of the correct answers.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 12**

**Question and Scoring Guidelines**

## Question 12

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Phillip Sousa was an important part of the Sousa Band.
- Ⓓ John Phillip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

**Points Possible:** 2

**Content Strand:** Key Ideas and Details

**Content Standard:** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

## Scoring Guidelines

### Part A

Rationale for Option A: This is incorrect. This is part of the concluding sentence, but it is not a central idea of the passage as a whole.

Rationale for Option B: This is incorrect. Sousa was a military musician, but the passage focuses on his role in bringing classical music to ordinary people.

Rationale for Option C: This is incorrect. The passage describes Sousa and the Sousa Band together, but its focus is not one's importance to the other.

Rationale for Option D: **Key** – This central idea runs throughout the passage.

### Part B

Rationale for Option A: This is incorrect. While this sentence explains what made Sousa's band unique, it does not support the idea that the band had lasting popularity.

Rationale for Option B: This is incorrect. While this sentence explains that Sousa had many responsibilities as the leader of the band, that does not directly relate to the lasting popularity of the band.

Rationale for Option C: This is incorrect. While this sentence describes Sousa's stage presence, that does not directly relate to the lasting popularity of the band.

Rationale for Option D: **Key** – This sentence shows that Sousa's band was popular for a long time, which supports the central idea that Sousa created a band that had lasting popularity.



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 12**

**Sample Responses**

## Sample Response: 2 points

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

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

## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.



## Sample Response: 1 point

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

This response receives partial credit (1 point) because the correct answer was selected in Part A, but an incorrect answer was selected in Part B.

## Sample Response: 0 points

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is correct. Students do not receive partial credit on this item type when Part A is incorrect and Part B is correct. In order to receive partial credit (1 point) for this item, students are required to select the correct answer in Part A.

## Sample Response: 0 points

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

### Part A

What is the central idea of Passage 1?

- Ⓐ The Sousa Band made patriotism popular.
- Ⓑ The Sousa Band brought military music to ordinary people.
- Ⓒ John Philip Sousa was an important part of the Sousa Band.
- Ⓓ John Philip Sousa's creativity produced a band of lasting popularity.

### Part B

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

- Ⓐ "One newspaper called it 'a military orchestra' because it had the instruments of a military band, but could sound like a symphony orchestra." (paragraph 2)
- Ⓑ "As the leader of the Sousa Band, Sousa was very busy." (paragraph 3)
- Ⓒ "With a small wave of his baton, Sousa could command a very loud roar or absolute silence." (paragraph 4)
- Ⓓ "For 39 years, this large group toured the country by train." (paragraph 6)

### Notes on Scoring

This response receives no credit (0 points) because the answer selected in Part A is incorrect, and the answer selected in Part B is incorrect.



**Grade 6  
English Language Arts  
Practice Test**

---

**Question 13**

**Question and Scoring Guidelines**

## Question 13

What is the purpose of paragraph 9 in Passage 2?

- Ⓐ to address a difficult time in Sousa's career
- Ⓑ to explain how the Sousa band was created
- Ⓒ to show how luck contributed to Sousa's success
- Ⓓ to teach other musicians how to follow in Sousa's footsteps

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

## Scoring Guidelines

Rationale for Option A: This is incorrect. This paragraph is meant to show how the band came about rather than to address a difficult time in Sousa's career.

Rationale for Option B: **Key** – This paragraph shows how Sousa's band came to be.

Rationale for Option C: This is incorrect. There is not a lot of evidence in the paragraph to support that luck contributed to Sousa's success; rather, it shows how Sousa transitioned from one band to another.

Rationale for Option D: This is incorrect. While the paragraph demonstrates how Sousa shifted from one band to the other, the steps described are meant to show how this shift took place, not to teach other musicians how to follow in his footsteps.

### Sample Response: 1 point

What is the purpose of paragraph 9 in Passage 2?

- Ⓐ to address a difficult time in Sousa's career
- Ⓑ to explain how the Sousa band was created
- Ⓒ to show how luck contributed to Sousa's success
- Ⓓ to teach other musicians how to follow in Sousa's footsteps





**Grade 6  
English Language Arts  
Practice Test**

---

**Question 14**

**Question and Scoring Guidelines**

## Question 14

Read the sentences from Passage 2.

“How many marches have I written? That is a colossal task for my memory. From the time I first began to write marches, I don’t suppose I have written less than a hundred.” (paragraph 10)

What does the word colossal mean in these sentences?

- Ⓐ boring
- Ⓑ familiar
- Ⓒ flattering
- Ⓓ huge

**Points Possible:** 1

**Content Strand:** Craft and Structure

**Content Standard:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

## Scoring Guidelines

Rationale for Option A: This is incorrect. While it may seem like a tedious task to Sousa to count how many marches he has written, the word “colossal” refers to the size or difficulty of the task. It does not refer to Sousa’s feelings about the task.

Rationale for Option B: This is incorrect. The fact that Sousa has a difficult time coming up with an exact number shows that the task is not familiar to his memory.

Rationale for Option C: This is incorrect. While it may be flattering to Sousa to be asked about his accomplishments in writing marches, the word “colossal” refers to the size or difficulty of the task. It does not refer to Sousa’s feelings about the task.

Rationale for Option D: **Key** – This word is a synonym for “large in size” or “huge”.

## Sample Response: 1 point

Read the sentences from Passage 2.

“How many marches have I written? That is a colossal task for my memory. From the time I first began to write marches, I don’t suppose I have written less than a hundred.” (paragraph 10)

What does the word colossal mean in these sentences?

- (A) boring
- (B) familiar
- (C) flattering
- (D) huge



**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 15**

**Question and Scoring Guidelines**

## Question 15

Read these sentences from paragraph 12.

"My first opera . . . was not a success. Then, I wrote in 1884 'Desiré,' but the public, for some reason which at the time I failed to understand, refused to let that live also. I tried to argue the point with them, but didn't succeed in bringing them round to my way of thinking, though afterwards I came to see that they were pretty near the mark."

What does Sousa mean when he says that the public's opinion of his opera "Desiré" was pretty near the mark? (paragraph 12)

- Ⓐ Audiences were too harsh in their reviews of the opera.
- Ⓑ Audiences were mostly correct in their opinion of the opera.
- Ⓒ Audiences were close to the band when they heard the opera.
- Ⓓ Audiences were only able to realize the genius of the opera later.

**Points Possible:** 1

**Content Strand:** Vocabulary

**Content Standard:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

## Scoring Guidelines

Rationale for Option A: This is incorrect. Although audiences did not like the opera, Sousa eventually came to believe that their opinion was not harsh.

Rationale for Option B: Key – Sousa says that he eventually came to accept the opinion of audiences.

Rationale for Option C: This is incorrect. Although the expression sounds as though it might be describing physical space, this is not the meaning of the phrase.

Rationale for Option D: This is incorrect. Although it can take time for something to be truly understood for its accomplishments in the arts, this is not the meaning of the phrase.

## Sample Response: 1 point

Read these sentences from paragraph 12.

"My first opera . . . was not a success. Then, I wrote in 1884 'Desiré,' but the public, for some reason which at the time I failed to understand, refused to let that live also. I tried to argue the point with them, but didn't succeed in bringing them round to my way of thinking, though afterwards I came to see that they were pretty near the mark."

What does Sousa mean when he says that the public's opinion of his opera "Desiré" was pretty near the mark? (paragraph 12)

- (A) Audiences were too harsh in their reviews of the opera.
- (B) Audiences were mostly correct in their opinion of the opera.
- (C) Audiences were close to the band when they heard the opera.
- (D) Audiences were only able to realize the genius of the opera later.





**Grade 6  
English Language Arts  
Practice Test**

---

**Question 16**

**Question and Scoring Guidelines**

## Question 16

Select the boxes to show whether each statement describes Passage 1, Passage 2, or both.

	Passage 1	Both	Passage 2
The passage discusses how the Sousa Band was formed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The passage includes Sousa’s own thoughts about his career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The passage explains how Sousa was able to get good musicians to join his band.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Points Possible:** 1

**Content Strand:** Integration of Knowledge and Ideas

**Content Standard:** Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

## Scoring Guidelines

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

- “Both” selected for “The passage discusses how the Sousa Band was formed.”;  
AND
- “Passage 2” selected for “The passage includes Sousa’s own thoughts about his career.”;  
AND
- “Passage 1” selected for “The passage explains how Sousa was able to get good musicians to join his band.” (1 point).

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 16**

**Sample Responses**

## Sample Response: 1 point

Select the boxes to show whether each statement describes Passage 1, Passage 2, or both.

	Passage 1	Both	Passage 2
The passage discusses how the Sousa Band was formed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The passage includes Sousa's own thoughts about his career.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The passage explains how Sousa was able to get good musicians to join his band.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response receives full credit (1 point) because the correct answer box was selected for each row in the table.

## Sample Response: 0 points

Select the boxes to show whether each statement describes Passage 1, Passage 2, or both.

	Passage 1	Both	Passage 2
The passage discusses how the Sousa Band was formed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The passage includes Sousa's own thoughts about his career.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The passage explains how Sousa was able to get good musicians to join his band.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response receives no credit (0 points). While the correct answer boxes were selected for the second and third rows in the table, the answer box selected for the first row is incorrect. In order to receive credit for this item type, students must select the correct answer boxes for every row in the table. No partial credit is awarded for this item type.

## Sample Response: 0 points

Select the boxes to show whether each statement describes Passage 1, Passage 2, or both.

	Passage 1	Both	Passage 2
The passage discusses how the Sousa Band was formed.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The passage includes Sousa's own thoughts about his career.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The passage explains how Sousa was able to get good musicians to join his band.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Notes on Scoring

This response receives no credit (0 points). While the correct answer box was selected for the first row in the table, the answer boxes selected for the second and third rows are incorrect. In order to receive credit for this item type, students must select the correct answer boxes for every row in the table. No partial credit is awarded for this item type.

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 17**

**Question and Scoring Guidelines**

## Question 17

Write a multi-paragraph response in which you analyze John Philip Sousa's musical career. In your writing consider what skills and characteristics helped Sousa become successful. Your response must be based on ideas and information that can be found in the passages.

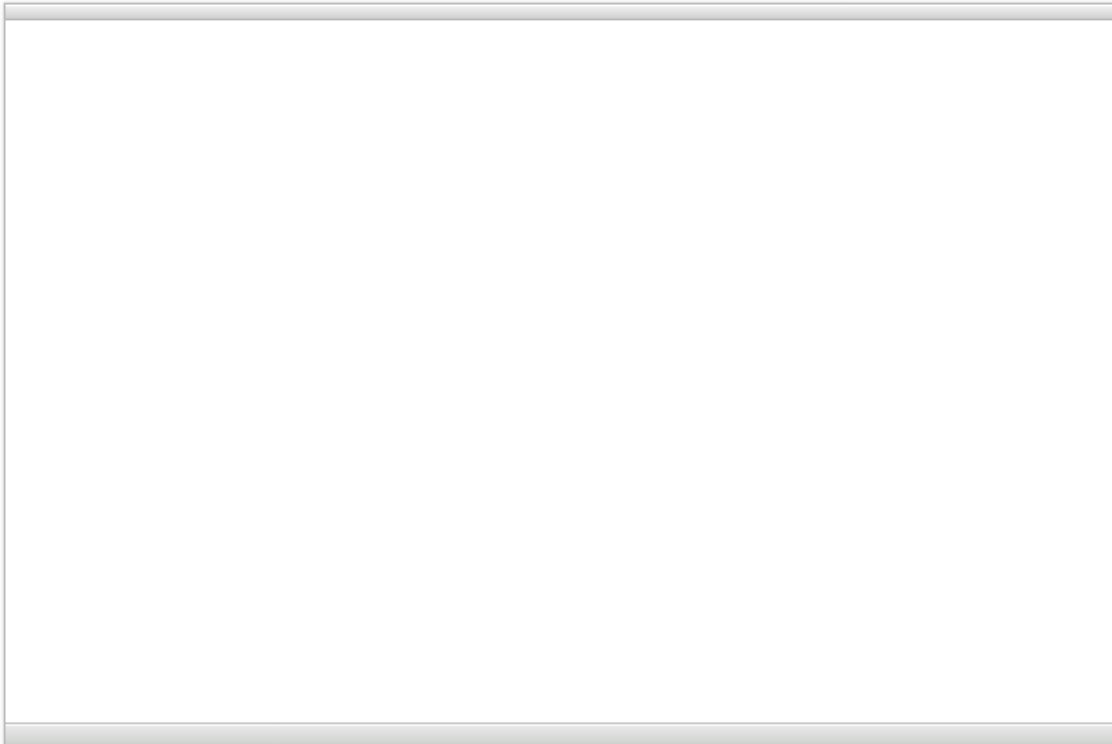
Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



**Points Possible:** 10

**Content Strand:** Explanatory

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



# Scoring Guidelines

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

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

**Grade 6**  
**English Language Arts**  
**Practice Test**

---

**Question 17**

**Sample Responses**

## Sample Response: 10 points

When John Phillip Sousa resigned from the U.S. Marine Band and decided to start his own band in 1892, there was no guarantee that his career was going to be a success. Through hard work and a large knowledge of music, Sousa was able to have a long career and became one of the most popular musicians of his time.

Sousa was willing to work hard and dedicated himself to making his band a success. He not only came up with the band's original sound, but he also chose the music the band played at each concert and wrote the parts out for each musician to play. Sousa also took on a managerial role and helped to decide what the band would wear and what cities they would visit while on tour. In addition to all this other work, he also served as the conductor of the band during the concerts, and had the difficult task of interpreting the music and making sure that all the musicians were playing together. (passage 1)

In addition, Sousa was able to have a very successful career because he had a great knowledge of music. In creating the band and the type of music it would play, he had to have an understanding of what other types of music were popular at the time and how he could combine them to form something new. As Passage 1 states, since "the band was made up of a unique combination of instruments, Sousa had to adapt the written music for each song to the musicians in his band." Not only did Sousa understand music but he understood the parts each instrument played in the song. Passage 2 also states that he knew how to write a number of different types of music, including operas, waltzes, marches and other songs. Sousa used his immense knowledge of music to help make his band a success.

John Phillip Sousa was able to achieve success in music by working hard and putting his knowledge of music towards creating his new band. He composed music that was popular with people throughout the country and overseas. The success of the Sousa band brought him fame and allowed him to tour with his band for nearly 40 years, but none of this would have been possible without Sousa's commitment to hard work and his musical knowledge.

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

### **Notes on Scoring**

This response receives full credit (10 points). The response is fully sustained and consistently focused within the purpose, audience, and task (*Through hard work and a large knowledge of music, Sousa was able to have a long career and became one of the most popular musicians of his time.*). Thorough, relevant, and convincing evidence and elaboration are provided to support the response (*In creating the band and the type of music it would play, he had to have an understanding of what other types of music were popular at the time and how he could combine them to form something new. As Passage 1 states,...*).

An effective organizational structure is provided using an introduction, conclusion, transitions (e.g., *in addition; Sousa also...*), and logically grouped ideas to demonstrate clarity and cohesion, making it easy to follow the writer's progression of ideas (topic sentences were followed by evidence and inferences from the text). The response demonstrates adequate command of basic conventions (no blatant errors or patterns of errors and adequate use of punctuation, capitalization, sentence formation, and spelling).

## Sample Response: 8 points

John Phillip Sousa was a successful musician. He was the leader of the Sousa band which was popular and toured all across the country and the world. Sousa was successful in music because he was willing to try new things and was determined.

First, Sousa was successful because he tried new things that hadn't been done before. Passage 1 states that he combined different types of music to create something called a "military orchestra" which people hadn't heard before. It combined different types of music that was popular at the time, which helped it to become popular too. He was also different from other conductors as he was more controlled in his movements than others who were more dramatic or emotional. He also tried to write different kinds of music, from waltzes to operas to marches, which shows he didn't just stick to one type.

Another reason, is Sousa was determined to become successful in music. He continued writing operas even if the public didn't like it. He also wrote all different kinds of music, many of which were never published. This shows how he was determined to make it in the music business, even if his first attempts at something were not successful. Eventually he was able to find success with his band, the Sousa band, because he did not give up.

In conclusion, Sousa was successful in music because he did something that noone had done before. He also became successful because he was determined to keep going and did not give up when he faced challenges.

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

### **Notes on Scoring**

This response receives partial credit (8 points). The response is adequately sustained and generally focused within the purpose, audience, and task (*Sousa was successful because he tried new things... [and] was determined*). Adequate evidence and elaboration are provided to support the response (*Passage 1 states that he combined different types of music...*).

An adequate organizational structure is provided using an introduction, conclusion, transitions (*first; another reason; in conclusion*), and logically grouped ideas to demonstrate general clarity and cohesion, making it easy to follow the writer's progression of ideas (topic sentences were followed by evidence and inferences from the text). The response demonstrates adequate command of basic conventions (no blatant errors or patterns of errors and adequate use of punctuation, capitalization, sentence formation, and spelling).

## Sample Response: 5 points

I think John Phillip Sousa was successful because he was a good leader. He started the band when he was 35 years old and was able to become a major superstar.

Sousa was the leader of the band. I know he was a good leader because other people asked him to start the band. He was in charge of putting the music together for the concerts. He wrote music and he told the musicians what to do when they were playing and decided what they would wear. People liked the music so that's why they went on tour so much. They even played baseball, and sousa was the pitcher.

Because he was the leader, Sousa band became famous. Thats why he was able to become successful in music.

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



### **Notes on Scoring**

This response receives partial credit (5 points). The response is somewhat sustained within the purpose, audience, and task (*I think John Phillip Sousa was successful because he was a good leader*) but includes loosely related material (*I know he was a good leader because other people asked him to start the band*). Minimal and simplistic evidence and elaboration are provided to support the response (*People liked the music so that's why they went on tour so much*).

A very basic organizational structure is provided using a simplistic introduction, conclusion, transitions, and grouped ideas. The response demonstrates partial command of basic conventions (various errors in usage are present but do not obscure meaning).

### Sample Response: 3 points

John Phillip Sousa was able to have a successful career because he was part of a popular band. He put a bunch of different types of music together to make a new band. He knew how to write music and was a conductor. I know he had a successful career because he was able to go on tour with his band for 39 years all over the country and they traveled a lot. People would come to concerts to hear them. I don't know that I would have liked this type of music but I guess other people did. That's why he was a success.

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

### **Notes on Scoring**

This response receives partial credit (3 points). The response is related to the topic, but demonstrates little awareness of the purpose, audience, and task (*John Phillip Sousa was able to have a successful career because he was part of a popular band*). Minimal and weak evidence and elaboration are provided to support the response (*He put a bunch of different types of music together to make a new band.*).

The introduction, conclusion, and transitions provide a limited discernable organizational structure (the entire response is a single paragraph). The response demonstrates partial command of basic conventions (multiple errors in usage and inconsistent use of correct punctuation, capitalization, sentence formation, and spelling).

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services.

Copyright © 2017 by the Ohio Department of Education. All rights reserved.