

Ohio's State Tests

ITEM RELEASE

SPRING 2017

ENGLISH LANGUAGE ARTS I

Table of Contents

Questions 1 – 13: Content Summary and Answer Key	iii
Stimulus for Questions 1 – 7	1
Question 1: Question and Scoring Guidelines.....	5
Question 1: Sample Responses	9
Question 2: Question and Scoring Guidelines	15
Question 2: Sample Response	17
Question 3: Question and Scoring Guidelines.....	19
Question 3: Sample Response	21
Question 4: Question and Scoring Guidelines.....	23
Question 4: Sample Response	25
Question 5: Question and Scoring Guidelines.....	27
Question 5: Sample Response	29
Question 6: Question and Scoring Guidelines.....	31
Question 6: Sample Response	33
Question 7: Question and Scoring Guidelines.....	35
Question 7: Sample Responses	41
Stimulus for Questions 8 – 13	57
Question 8: Question and Scoring Guidelines.....	61
Question 8: Sample Response	63
Question 9: Question and Scoring Guidelines	65
Question 9: Sample Responses	69
Question 10: Question and Scoring Guidelines.....	75
Question 10: Sample Response	77
Question 11: Question and Scoring Guidelines.....	79
Question 11: Sample Responses	83
Question 12: Question and Scoring Guidelines.....	87
Question 12: Sample Response	89

Question 13: Question and Scoring Guidelines.....	91
Question 13: Sample Response	93

**English Language Arts I
Spring 2017 Item Release
Content Summary and Answer Key**

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
1	Evidence-Based Selected Response	Key Ideas and Details	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	A; B, D	2 points
2	Multiple Choice	Key Ideas and Details	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	C	1 point
3	Multiple Choice	Craft and Structure	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	A	1 point
4	Multiple Choice	Integration of Knowledge and Ideas	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	C	1 point

**English Language Arts I
Spring 2017 Item Release
Content Summary and Answer Key**

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
5	Multiple Choice	Craft and Structure	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	C	1 point
6	Multiple Choice	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	B	1 point
7	Extended Response	Expository	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	---	10 points
8	Multiple Choice	Key Ideas and Details	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	B	1 point
9	Evidence-Based Selected Response	Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	B; B	2 points

**English Language Arts I
Spring 2017 Item Release
Content Summary and Answer Key**

Question No.	Item Type	Content Strand	Content Standard	Answer Key	Points
10	Multiple Choice	Craft and Structure	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	C	1 point
11	Multi-Select Item	Key Ideas and Details	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	D, E	1 point
12	Multiple Choice	Craft and Structure	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	C	1 point
13	Multiple Choice	Vocabulary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	D	1 point

English Language Arts I
Spring 2017 Item Release

Stimulus for Questions 1 – 7

Stimulus for Questions 1 – 7

Passage 1: from *The Life and Adventures of Robinson Crusoe* by Daniel Defoe

This is an excerpt from Daniel Defoe's adventure novel, The Life and Adventures of Robinson Crusoe, first published in 1719.

- 1 I cast my eye to the stranded vessel, when, the breach¹ and froth of the sea being so big, I could hardly see it, it lay so far off; and considered, Lord! how was it possible I could get on shore?
- 2 After I had solaced my mind with the comfortable part of my condition, I began to look round me, to see what kind of place I was in, and what was next to be done; and I soon found my comforts abate, and that, in a word, I had a dreadful deliverance; for I was wet, had no clothes to shift me, nor anything either to eat or drink to comfort me; neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts; and that which was particularly afflicting to me was, that I had no weapon, either to hunt and kill any creature for my sustenance, or to defend myself against any other creature that might desire to kill me for theirs. In a word, I had nothing about me but a knife, a tobacco-pipe, and a little tobacco in a box. This was all my provisions; and this threw me into such terrible agonies of mind, that for a while I ran about like a madman. Night coming upon me, I began with a heavy heart to consider what would be my lot if there were any ravenous beasts in that country, as at night they always come abroad for their prey.
- 3 All the remedy that offered to my thoughts at that time was to get up into a thick bushy tree like a fir, but thorny, which grew near me, and where I resolved to sit all night, and consider the next day what death I should die, for as yet I saw no prospect of life. I walked about a furlong² from the shore, to see if I could find any fresh water to drink, which I did, to my great joy . . . I went to the tree, and getting up into it, endeavoured to place myself so that if I should sleep I might not fall. And having cut me a short stick, like a truncheon, for my defence, I took up my lodging; and having been excessively fatigued, I fell fast asleep, and slept as comfortably as, I believe, few could have done in my condition, and found myself more refreshed with it than, I think, I ever was on such an occasion.

¹breach: the breaking of waves

²furlong: a unit of distance, equal to 220 yards or 1/8 mile

Excerpt from *The Life and Adventures of Robinson Crusoe* by Daniel Defoe. In the public domain.

Passage 2: from *The Swiss Family Robinson; or, Adventures in a Desert Island* by Johann David Wyss

Published in 1812, nearly one hundred years after Daniel Defoe wrote Robinson Crusoe, The Swiss Family Robinson was modeled on Defoe's novel. Johann David Wyss originally wrote it to teach his children certain values about family and character.

- 4 The coast before us had a wild and desert appearance,—it looked better towards the left; but I could not approach that part, for a current which drove us towards the rocky and barren shore. At length we saw, near the mouth of a rivulet, a little creek between the rocks, towards which our geese and ducks made, serving us for guides. This opening formed a little bay of smooth water, just deep enough for our boat. I cautiously entered it, and landed at a place where the coast was about the height of our tubs, and the water deep enough to let us approach. The shore spread inland, forming a gentle declivity¹ of a triangular form, the point lost among the rocks, and the base to the sea.
- 5 All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother's assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us; the geese kept up a loud cackling, to which the yellow-billed ducks quacked a powerful bass. This, with the clacking of the liberated fowls, and the chattering of the boys, formed a perfect Babel; mingled with these, were the harsh cries of the penguins and flamingoes, which hovered over our heads, or sat on the points of the rocks. They were in immense numbers, and their notes almost deafened us, especially as they did not accord with the harmony of our civilized fowls. However I rejoiced to see these feathered creatures, already fancying them on my table, if we were obliged to

remain in this desert region.

...

- 6 We then began to unload our vessel. How rich we thought ourselves with the little we had saved! We sought a convenient place for our tent, under the shade of the rocks. We then inserted a pole into a fissure in the rock; this, resting firmly on another pole fixed in the ground, formed the frame of the tent. The sailcloth was then stretched over it, and fastened down at proper distances, by pegs, to which, for greater security, we added some boxes of provision; we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night. I sent my sons to seek some moss and withered grass, and spread it in the sun to dry, to form our beds; and while all, even little Francis, were busy with this, I constructed a sort of cooking-place, at some distance from the tent, near the river which was to supply us with fresh water. It was merely a hearth of flat stones from the bed of the stream, fenced round with some thick branches. I kindled a cheerful fire with some dry twigs, put on the pot, filled with water and some squares of portable soup, and left my wife, with Francis for assistant, to prepare dinner.

¹declivity: a downward slope, usually of the ground

Excerpt from *The Swiss Family Robinson; or, Adventures in a Desert Island* by Johann David Wyss. In the public domain.

Passage 3: Crusoe Cast Ashore by C. W. Sheeres



Crusoe Cast Ashore from *Robinson Crusoe* by Daniel Defoe, illustrated by C. W. Sheeres. In the public domain.

**Passage 4: *The Tub-Raft
Leaving the Ship***
by Lucy Aikin



The Tub-Raft Leaving the Ship from *The Swiss Family Robinson, in Words of One Syllable* by Lucy Aikin. In the public domain.

**English Language Arts I
Spring 2017 Item Release**

Question 1

Question and Scoring Guidelines

Question 1

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- Ⓐ Attitude dramatically affects perspective.
- Ⓑ Nature is both beautiful and threatening.
- Ⓒ Goals are more easily accomplished with a plan.
- Ⓓ Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Points Possible: 2

Content Strand: Key Ideas and Details

Content Standard: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Performance on this Question:

Percent 0 Points Earned: 47.73%

Percent 1 Point Earned: 17.99%

Percent 2 Points Earned: 34.27%

Scoring Guidelines

Part A

Rationale for Option A: **Key** – A central idea shared by both passages shows how attitude heavily influences perspective.

Rationale for Option B: This is incorrect. Although both passages feature a deserted island, Passage 1 describes Crusoe’s fearful thoughts of the unknown rather than fears grounded in nature. Paragraph 2 describes the birds as good for food but does not dwell on the beauty of nature.

Rationale for Option C: This is incorrect. While planned goals are marginally developed in Passage 2, there are no planned goals in Passage 1.

Rationale for Option D: This is incorrect. Fears are expressed in both passages, but in Passage 2, they are not thoughtfully reflected upon.

Part B

Rationale for First Option: This is incorrect. This illustrates Crusoe’s awe at his distance from the ship in Passage 1, but it does not develop a central idea.

Rationale for Second Option: **Key** – This quotation develops Crusoe’s perspective and attitude in Passage 1 as he begins to understand his situation. This supports the central idea of perspective.

Rationale for Third Option: This is incorrect. This quotation describes the appearance of the island in Passage 2, but does not develop a central idea.

Rationale for Fourth Option: **Key** – This quotation develops the central idea of perspective in Passage 2. They feel themselves “rich” in spite of their hardships.

Rationale for Fifth Option: This is incorrect. This is a detail about the camp’s setup in Passage 2, and can support several options in Part A, but it does not develop a central idea in both passages.

**English Language Arts I
Spring 2017 Item Release**

Question 1

Sample Responses

Sample Response: 2 points

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- A Attitude dramatically affects perspective.
- B Nature is both beautiful and threatening.
- C Goals are more easily accomplished with a plan.
- D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- A Attitude dramatically affects perspective.
- B Nature is both beautiful and threatening.
- C Goals are more easily accomplished with a plan.
- D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- A Attitude dramatically affects perspective.
- B Nature is both beautiful and threatening.
- C Goals are more easily accomplished with a plan.
- D Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- "I cast my eye to the stranded vessel . . ." (Passage 1, paragraph 1)
- ". . . and this threw me into such terrible agonies of mind . . ." (Passage 1, paragraph 2)
- "The coast before us had a wild and desert appearance . . ." (Passage 2, paragraph 4)
- "How rich we thought ourselves . . ." (Passage 2, paragraph 6)
- ". . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night." (Passage 2, paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- (A) Attitude dramatically affects perspective.
- (B) Nature is both beautiful and threatening.
- (C) Goals are more easily accomplished with a plan.
- (D) Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Which central idea is shared by Passage 1 and Passage 2?

- (A) Attitude dramatically affects perspective.
- (B) Nature is both beautiful and threatening.
- (C) Goals are more easily accomplished with a plan.
- (D) Fears can be addressed through thoughtful reflection.

Part B

Select **two** excerpts, one from Passage 1 and one from Passage 2, that show how the central idea is developed.

- “I cast my eye to the stranded vessel . . .” (Passage 1, paragraph 1)
- “. . . and this threw me into such terrible agonies of mind . . .” (Passage 1, paragraph 2)
- “The coast before us had a wild and desert appearance . . .” (Passage 2, paragraph 4)
- “How rich we thought ourselves . . .” (Passage 2, paragraph 6)
- “. . . we fixed some hooks to the canvas at the opening in front, that we might close the entrance during the night.” (Passage 2, paragraph 6)

Notes on Scoring

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

**English Language Arts I
Spring 2017 Item Release**

Question 2

Question and Scoring Guidelines

Question 2

How does paragraph 3 develop Crusoe's character in the story?

- Ⓐ Rather than focusing on being hunted, Crusoe attempts to find prey.
- Ⓑ Rather than being fearful, Crusoe begins to find the island less threatening.
- Ⓒ Rather than feeling sorry for himself, Crusoe begins to focus on ways to survive.
- Ⓓ Rather than complaining about his meager supplies, Crusoe attempts to find the best uses for them.

Points Possible: 1

Content Strand: Key Ideas and Details

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

Student Performance on this Question:

Percent 0 Points Earned: 34.23%

Percent 1 Point Earned: 65.77%

Scoring Guidelines

Rationale for Option A: This is incorrect. Although Crusoe is worried about being hunted by predators in paragraph 2, he does not attempt to find prey in paragraph 3. He does find a stick to use as a truncheon, but it is for his defense in case of attack.

Rationale for Option B: This is incorrect. Although Crusoe does make attempts at survival in paragraph 3, he still feels the island to be threatening. Even when he awakes more refreshed, he is aware of and afraid of his situation.

Rationale for Option C: **Key** – In paragraph 2, Crusoe feels sorry for himself. When he finds water in paragraph 3, that signals a positive, and he begins to change his attitude. He plans for survival, making a bed in a tree and preparing a stick to defend himself in case of attack.

Rationale for Option D: This is incorrect. Crusoe does complain about his lack of supplies in paragraph 2, but he doesn't use them for anything in paragraph 3.

Sample Response: 1 point

How does paragraph 3 develop Crusoe's character in the story?

- (A) Rather than focusing on being hunted, Crusoe attempts to find prey.
- (B) Rather than being fearful, Crusoe begins to find the island less threatening.
- (C) Rather than feeling sorry for himself, Crusoe begins to focus on ways to survive.
- (D) Rather than complaining about his meager supplies, Crusoe attempts to find the best uses for them.

**English Language Arts I
Spring 2017 Item Release**

Question 3

Question and Scoring Guidelines

Question 3

In Passage 2, what tone is created through the structure of paragraph 6?

- Ⓐ The list of decisive actions creates a reassuring tone.
- Ⓑ The pace of the hurried actions creates a suspenseful tone.
- Ⓒ The description of the survivors' happy mood creates a surprising tone.
- Ⓓ The emphasis on exploring unknown surroundings creates a mysterious tone.

Points Possible: 1

Content Strand: Craft and Structure

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

Student Performance on this Question:

Percent 0 Points Earned: 55.72%

Percent 1 Point Earned: 44.28%

Scoring Guidelines

Rationale for Option A: Key – The author structures paragraph 6 by listing the decisive actions the family takes to secure their safety and comfort on the island. The fact that they act so knowledgeably and decisively creates a reassuring tone.

Rationale for Option B: This is incorrect. A reader could interpret the paragraph's activities as somewhat fast-paced, but the family does not seem especially hurried. The fact that the family is establishing a secure and safe environment lessens, rather than adds to, any suspense.

Rationale for Option C: This is incorrect. A reader could feel that the happy mood of the family is surprising given the fact that they just survived a shipwreck and are on a deserted island. However, nothing about the description in the paragraph indicates a surprised tone. The situation is described as happy and comfortable.

Rationale for Option D: This is incorrect. Although the family has landed in unknown surroundings, the paragraph focuses on them making themselves comfortable rather than exploring, so nothing in the paragraph is mysterious.

Sample Response: 1 point

In Passage 2, what tone is created through the structure of paragraph 6?

- A The list of decisive actions creates a reassuring tone.
- B The pace of the hurried actions creates a suspenseful tone.
- C The description of the survivors' happy mood creates a surprising tone.
- D The emphasis on exploring unknown surroundings creates a mysterious tone.

**English Language Arts I
Spring 2017 Item Release**

Question 4

Question and Scoring Guidelines

Question 4

How do the two images illustrate a main difference between Passage 1 and Passage 2?

- (A) The first image shows the courage of the character in *Robinson Crusoe*, while the second shows the fear of the characters in *The Swiss Family Robinson*.
- (B) The first image focuses on the survival skills needed in *Robinson Crusoe*, while the second focuses on the confusion experienced in *The Swiss Family Robinson*.
- (C) The first image conveys the desolate mood of *Robinson Crusoe*, while the second image conveys the resilience and hopeful outlook of *The Swiss Family Robinson*.
- (D) The first image portrays Crusoe's effortless journey to the island in *Robinson Crusoe*, while the second portrays the family's struggle in getting to the island in *The Swiss Family Robinson*.

Points Possible: 1

Content Strand: Integration of Knowledge and Ideas

Content Standard: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

Student Performance on this Question:

Percent 0 Points Earned: 44.72%

Percent 1 Point Earned: 55.28%

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the first image does show courage, the second does not show fear, and fear is not a theme of *The Swiss Family Robinson*.

Rationale for Option B: This is incorrect. Although the first image does show survival, the second does not show confusion, and confusion is not a theme of *The Swiss Family Robinson*.

Rationale for Option C: Key – The differences in color and dramatic situations in the images show that *Robinson Crusoe* has a very dark mood. *The Swiss Family Robinson* is more upbeat, showcasing the family's resilience, hopeful outlook, and more positive attitude towards their situation.

Rationale for Option D: This is incorrect. Although both of these images do portray how the characters arrive at the island, the first image does not portray an effortless journey, but a chaotic and difficult one.

Sample Response: 1 point

How do the two images illustrate a main difference between Passage 1 and Passage 2?

- A The first image shows the courage of the character in *Robinson Crusoe*, while the second shows the fear of the characters in *The Swiss Family Robinson*.
- B The first image focuses on the survival skills needed in *Robinson Crusoe*, while the second focuses on the confusion experienced in *The Swiss Family Robinson*.
- C The first image conveys the desolate mood of *Robinson Crusoe*, while the second image conveys the resilience and hopeful outlook of *The Swiss Family Robinson*.
- D The first image portrays Crusoe's effortless journey to the island in *Robinson Crusoe*, while the second portrays the family's struggle in getting to the island in *The Swiss Family Robinson*.

**English Language Arts I
Spring 2017 Item Release**

Question 5

Question and Scoring Guidelines

Question 5

Read these sentences from Passage 2.

“All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother’s assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . .” (paragraph 5)

What does Wyss’s word choice reveal about the characters upon arriving on the island?

- (A) They are anxious to gather the animals that followed them to shore.
- (B) They are exhausted after paddling in the choppy waters.
- (C) They are enthusiastic about exploring a new place.
- (D) They are optimistic that help will arrive soon.

Points Possible: 1

Content Strand: Craft and Structure

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

Student Performance on this Question:

Percent 0 Points Earned: 44.04%

Percent 1 Point Earned: 55.96%

Scoring Guidelines

Rationale for Option A: This is incorrect. Although they may be worried about the animals getting away from them once they are on land, the word choice does not indicate that the characters feel anxious.

Rationale for Option B: This is incorrect. Although they may feel tired after paddling to shore, the word choice does not indicate that the characters feel exhausted.

Rationale for Option C: **Key** – Words such as “leaped”, “tried to crawl out” and “welcomed” indicate that the characters are enthusiastic.

Rationale for Option D: This is incorrect. Although this might be true, the word choice does not indicate this.

Sample Response: 1 point

Read these sentences from Passage 2.

“All that were able leaped on shore in a moment. Even little Francis, who had been laid down in his tub, like a salted herring, tried to crawl out, but was compelled to wait for his mother’s assistance. The dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us . . .” (paragraph 5)

What does Wyss’s word choice reveal about the characters upon arriving on the island?

- (A) They are anxious to gather the animals that followed them to shore.
- (B) They are exhausted after paddling in the choppy waters.
- (C) They are enthusiastic about exploring a new place.
- (D) They are optimistic that help will arrive soon.

**English Language Arts I
Spring 2017 Item Release**

Question 6

Question and Scoring Guidelines

Question 6

In Passage 1, which detail shows that Crusoe's shock leads him to exaggerate his situation?

- Ⓐ "... I soon found my comforts abate, and that, in a word, I had a dreadful deliverance" (paragraph 2)
- Ⓑ "... neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts . . ." (paragraph 2)
- Ⓒ "I walked about a furlong from the shore, to see if I could find any fresh water to drink, which I did, to my great joy . . ." (paragraph 3)
- Ⓓ "... having cut me a short stick, like a truncheon, for my defence, I took up my lodging . . ." (paragraph 3)

Points Possible: 1

Content Strand: Key Ideas and Details

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

Student Performance on this Question:

Percent 0 Points Earned: 34.63%

Percent 1 Point Earned: 65.37%

Scoring Guidelines

Rationale for Option A: This is incorrect. Although “dreadful deliverance” may sound exaggerated, Crusoe is clearly in a very tough situation with very little to comfort him.

Rationale for Option B: Key – Although Crusoe is in a very difficult situation, the idea that he will either perish with hunger or be eaten by animals is an exaggeration, as he has not yet explored the island or strategized on how he could survive.

Rationale for Option C: This is incorrect. Being joyful at finding water is not an exaggeration, and there is no reason to believe he is exaggerating the distance walked.

Rationale for Option D: This is incorrect. Cutting a stick to defend himself against potential threats is good preparation, as is sleeping in the tree.

Sample Response: 1 point

In Passage 1, which detail shows that Crusoe’s shock leads him to exaggerate his situation?

- Ⓐ “. . . I soon found my comforts abate, and that, in a word, I had a dreadful deliverance . . .” (paragraph 2)
- Ⓑ “. . . neither did I see any prospect before me but that of perishing with hunger or being devoured by wild beasts . . .” (paragraph 2)
- Ⓒ “I walked about a furlong from the shore, to see if I could find any fresh water to drink, which I did, to my great joy . . .” (paragraph 3)
- Ⓓ “. . . having cut me a short stick, like a truncheon, for my defence, I took up my lodging . . .” (paragraph 3)

**English Language Arts I
Spring 2017 Item Release**

Question 7

Question and Scoring Guidelines

Question 7

Construct a multi-paragraph written response in which you analyze the impact that setting has on the main characters in Passage 1 and Passage 2. Your response must be based on ideas that can be found in both passages.

Manage your time carefully so that you can:

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

Be sure to:

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

Write your multi-paragraph response in the space provided.



Points Possible: 10

Content Strand: Expository

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

Score Points Earned by Dimension			
Score Point(s) Earned	Purpose, Focus, and Organization	Evidence and Elaboration	Conventions of Standard English
4	2.96%	2.21%	N/A
3	19.25%	13.24%	N/A
2	43.32%	38.00%	57.96%
1	26.03%	33.76%	36.15%
0	8.44%	12.79%	5.90%

Total Score Points Earned										
0	1	2	3	4	5	6	7	8	9	10
4.43%	3.46%	5.09%	12.16%	16.66%	14.53%	22.44%	6.38%	11.92%	0.72%	2.21%

Scoring Guidelines

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

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

**English Language Arts I
Spring 2017 Item Release**

Question 7

Sample Responses

Sample Response: 10 points

In both passages from "The Life and Adventures of Robinson Crusoe", and "The Swiss Family Robinson; or, Adventures in a Desert Island", setting makes a huge impact. The setting of both passages ultimately creates the mood, and sets obstacles for characters from both passages to overcome.

In the passage from "The Life and Adventures of Robin Crusoe" you get an initial explanation of the setting from Crusoe. "I cast my eye to the stranded vessel, when, the breach and froth of the sea being so big, I could hardly see it, it lay so far off; and considered, Lord! How was it possible I could get on shore?" Here Crusoe's surroundings are explained, and you see that the situation it creates puts him in a negative mood. His explanation continues when he states the affect his surroundings have on his condition, "...I had a dreadful deliverance; for I was wet, had no clothes to shift me, nor anything to eat or drink to comfort me...". The words "dreadful deliverance" tell me that the situation he's in destroys his mood, thus being the affect of the setting. However, in the next passage the setting creates an entirely different mood for the characters.

In "The Swiss Family Robinson; or, Adventures in a Desert Island" The setting is shown to impact the characters in an optimistic manner, rather than the desolate mood of Crusoe in the previous passage. Father initially describes the setting at the beginning of the passage, "The shore spread inland, forming a gentle declivity of a triangular form, the point lost among the rocks, and the base to the sea.". Father does this with no derogatory connotation, leading me to believe that the setting hasn't affected him in a negative manner. Once ashore Father again explains the enthusiasm the family approaches the island with by stating "All that were able leaped on shore in a moment." As a reader this tells me that the new island setting has created excitement and enthusiasm amongst the family.

In conclusion, setting can affect characters in different ways, perspective being the main dictator. In passage 1 the setting horribly affected Crusoe, whereas in passage 2, the setting stirred excitement amongst the family. In both passages the setting helped create the mood, showing the major impact that setting can have on characters.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns the maximum 4 points for providing thorough, convincing and credible support while citing evidence for the controlling idea.

Conventions – The response earns the maximum 2 points for demonstrating an adequate command of basic conventions of standard English.

Sample Response: 8 points

The characters in passage 1 and 2 react differently when they realize they are both stuck on these islands. The first passage is about a man with the name of Robinson Crusoe who isn't very happy to be there, while the other people, the Robinson family, are not worried about their current situation and try to find immediate ways to begin their journey of survival.

Robinson Crusoe reacts differently to the situation of being stuck on the island than the Robinson family. Robinson appears to be upset and very pessimistic about his situation and survival. In paragraph 2 of passage 1 Robinson says how he has a, "Dreadful deliverance," and how he lists all the provisions he doesn't have and how they, "Threw (him) into such terrible agonies of mind, that for a while (he) ran about like a madman." This shows how he is focusing on the bad in his situation and how he is slowly going insane because of this. He speaks about what bad things will happen to him like how he has no weapon to defend himself from any creature that might, "Desire to kill him (paragraph 2)." He begins to think about how he will die and how he is turning crazy because all he can think about is what he doesn't have and how that will effect him in the worst way.

The Robinson family, especially Mr. Robinson, is very optimistic about his current situation and knows what he has to do in order to survive and overcome it. In paragraph 5 in passage 2, Mr. Robinson talks about how the, "Dogs, who had preceded us in landing, welcomed us in a truly friendly manner, leaping playfully around us." This shows that he views these animals on the island with him as friendly creatures while Robinson Crusoe thinks they are going to devour him. Mr. Robinson also begins to deal with his situation by building a tent and searching for water. This shows how his family and him are willing to survive while Robinson Crusoe is too scared to begin figuring out how he will beat his situatuon, again, being a pessamist about it.

So from these quotes and paragraphs you can see the difference between the reactions of Robinson Crusoe and the Robinson family. You can tell how Robinson Crusoe is very pessamistic and likes to focus on the worst of his situation while Mr. Robinson and the Robinson family are the exact opposite, focusing on the good and immediately beginning to find ways to survive the moment they get on the island. Of course, many people would react similarly to either one of these people, depending on how much they know about survival and who is there with them help them through it. It was harder on Robinson Crusoe though because he is on his own with just his thoughts to wind up driving him mad.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the controlling idea.

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

Sample Response: 8 points

The setting greatly impacts the main characters in *The Life and Adventures of Robinson Crusoe* and *The Swiss Family Robinson*. In *The Life and Adventures of Robinson Crusoe* the setting is more desperate and bleak leading to the main character acting more pessimistic about his survival. In *The Swiss Family Robinson* the setting is more hopeful and uplifting leading to the main characters acting more optimistic about their survival.

In *The Life and Adventures of Robinson Crusoe* the setting is much more bleak. The quote, "I had nothing about me but a knife, a tobacco-pipe, and a little tobacco in a box"(Defoe). This quote shows how the main character has no provisions useful to survival. This greatly affects his attitude. The quote, "This threw me into such terrible agonies of mind, that for a while I ran about like a madman"(Defoe). This quote shows how the desperate situation and unhelpful setting leads to the main character's brash mood change.

In *The Swiss Family Robinson* the setting is much more uplifting. The quote, "The dogs, who had proceeded us in landing, welcomed us in a truly friendly manner..."(Wyss). This shows how the characters in *The Swiss Family Robinson* have a much better situation than *Robinson Crusoe*. Not only do they have each other, but they have animals and supplies. This affects their mood: "I rejoiced to see these feathered creatures, already fancying them on my table, if we were obliged to remain in this desert region"(Wyss). This shows how the characters are actually happy about their current conditions and do not wish to leave.

In conclusion, setting greatly impacts the main characters of these stories. The characters in *The Swiss Family Robinson* have a much friendlier setting which leads to a much more optimistic attitude. The character in *The Life and Adventures of Robinson Crusoe* has a much more harsh setting which leads to a more pessimistic attitude.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns 3 out of 4 possible points in the category of evidence and elaboration for providing adequate support when citing evidence for the controlling idea.

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

Sample Response: 7 points

One of the most important aspects of life is the outlook one holds on his or her own life. A person can make any situation better for him or herself and all those who surround by simply possessing a positive attitude. This is exemplified in the second passage compared to the first. Both are excellent examples of outlook, however. In the first passage, Crusoe begins to see things as terrible as they could be, but as he realizes the severity of his situation, he gradually changed the way he observes things and starts thinking more for himself and his safety. The second passage, on the other hand, begins with more of a positive attitude. The Robinson family may not be going through a perfect situation, though the way that family handled it was brilliant.

Crusoe was shipwrecked and stranded. Fear took control of his mind, he believed right away that he would die instantly; if he didn't die one way it would be another. His mind first goes to the fact that his clothes are wet, and he has no other item to change into. Then, he turns to the lack of food he possesses. Crusoe continues to fear a death by wild beast, for he is at a disadvantage by lack of a weapon for defense, although he did conceal a knife. After strenuous concern for safety, Crusoe began to search for a safe haven on the island he was stranded upon. Finally, Crusoe had begun to use his surroundings to his benefit, and not to his discouragement.

The Swiss Family Robinson was a different story. As soon as the family reached the shore, they rejoiced. The passage begins describing the rocky terrain the family was being pulled toward. The animals that inhabited this shore were described as seen by the Robinson family. As the family reached the shore, the father had already begun to depict his family's meal if they really were stranded there. The family barely salvaged much from their shipwreck, however they believed themselves to be rich and plentiful in what they as a family possess.

All in all, the passages presented are exquisite examples of the reasoning that outlook is everything. Crusoe looked upon his situation as unbearable and his life coming to an end soon enough, That is, until he decided to alter his perspective and begin seeing things positively for him, and in that moment, he started to save his own life. The Swiss Family Robinson possessed an excellent perspective for the entirety of the passage. While the father and his family were merely in floating tubs going for the shore, they were all ecstatic about reaching land and living life the best they could in the situation they were currently under.

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

Notes on Scoring

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

Evidence and Elaboration – The response earns 2 out of 4 possible points in the category of evidence and elaboration, as the response provides uneven support for the controlling idea.

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

Sample Response: 5 points

In passage one, Crusoe is alone. When he washes ashore, there is no sign of life. He feels he is in solitude. It puts him in a desolate, or empty, mood. He looks around and starts to get a sense for the seriousness of the situation. He sees no wildlife. This his makes him wary. He has no weapon to defend himself if something assails him. He begins to gather himself and finds freshwater to drink. He than makes a weapon and finds a tree to sleep in. So all in all he uses his environment to his advantage, after it changes the passage's mood multiple times.

In paassage two, the family is optimistic about there surroundings. The are excited as they load the tubs and go ashore. In their environment there was lots of animals, including geese and ducks they observed in a small creek. They begin toworry as a current begins pulling them towards the rocky end of the shore. They evenytually make it to shore and pile out. They marvel at their new home, with a sense of wonder and hope. The mood changes to reflect that. They thought themselves rich as they unloaded their vessel. Here they set up a camp and optimistically began their new life on the island.

As you can see, the mood is changed and affected in many ways. In passage one, it is majorally desolate and eerie, while passage two remains hopefull and cheery.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns 2 out of 4 possible points for evidence and elaboration, as the response provides uneven support for the controlling idea.

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

Sample Response: 5 points

In passage 1 the setting impacts Crusoe because, since he is in the woods he thinks there are wild beast in them. This causes him to sleep in a tree and "cut a short stick, like a truncheon"(Paragraph 3). When he first saw the island it caused him to freek out because he was so far away, that caused him to come on to the island a ready scared. The setting in passage 1 had a negative effect on Crusoe.

In passage 2 the setting impacts the main character because, they have many oppions in where they can land their boats. They also had a good place to build their tents "We sought a convvenient place for our tent, under the shade of the rocks."(Paragraph 6). The setting allowed them to gather more good since they had lost so many of theirs. The main character took being on the island in a good way, he never got scared he always thought that things would get better.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns 2 out of 4 possible points for evidence and elaboration, as the response provides uneven support for the controlling idea.

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

Sample Response: 5 points

In the first story, the setting is used to show how Crusoe's situation is more desperate than that of the Robinsons'. He is on an island alone without any animals or resources in sight. When the Robinsons arrive on the island there are animals and resources which they start using right away.

Crusoe's setting seems to inspire a feeling of dread and take away any hope he has. This is the complete opposite of the Robinson's island who's island is shown to inspire hope and togetherness. Their island seems to bring them more together while Crusoe's seems to make him feel more and more isolated.

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

Notes on Scoring

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

Evidence and Elaboration – The response earns 1 out of 4 possible points for evidence and elaboration, as the response provides cursory support for the controlling idea.

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

Sample Response: 2 points

Have you ever been somewhere with your parents and just wanted to go look somewhere where you have never been?

Well these two families did that in Passage one the family is on there boat and they went into the woods and got lost they had no idea where they were. it was getting darke so hey had no where to go. The family was pretty sure that were going to die but before they were going to go to bed they saw a life figure, sothey ran. Thats what basically happens in passage one it taught them that they shouldnt just go wonder off ibn the woods because they dont know whats going to happen.

Passage 2 is about family that gets deserted on and island but they didnt get chases by wild animals and they actually got helped from all the animals and they helped the family get home.

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

Notes on Scoring

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

Evidence and Elaboration – The response also earns 1 out of 4 possible points for evidence and elaboration, as the response provides cursory support for the controlling idea.

Conventions – The response earns 0 out of 2 possible points because it demonstrates a lack of command of basic conventions of standard English.

Sample Response: 1 point

the impact it has on the characters is it had a different effect on each charecter like some saw life different fromw what they used to see it an some of them look at it the same and some who think that it is beautiful and some who thinks that it is wrong and some who do not see what the other people are seeing like when the animals were searching for prey some seen it as beautiful and some who seen it as sad or wrong or harshand when things go wrong in life people think that nothing good will come out of it but it will because life is a test that you have to pass and if you stay true to what you belive in you will pass lifes altament test it can be the little things in life that can make a big impact on you

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

Notes on Scoring

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

Evidence and Elaboration – The response earns 0 out of 4 possible points for evidence and elaboration, as the response provides no support for the controlling idea.

Conventions – The response earns 0 out of 2 possible points because it demonstrates a lack of command of basic conventions of standard English.

Sample Response: 1 point

The family went to an island and got in a ship wreck and they are in tubs working together.

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

Notes on Scoring

Purpose, Focus, and Organization – The response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task, and it has no discernible organizational structure, earning 0 out of 4 possible points for this category.

Evidence and Elaboration – The response earns 0 out of 4 possible points for evidence and elaboration, as the response provides no support for the controlling idea.

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

English Language Arts I
Spring 2017 Item Release

Stimulus for Questions 8 – 13

Stimulus for Questions 8 – 13

Pluto Hosts Ice Mountains, Data Suggest by Christopher Crockett

1 At 7:49 a.m. on July 14, [2015,] the New Horizons spacecraft had its close-encounter with Pluto. The little spacecraft flew less than 12,500 kilometers (7,800 miles) from the dwarf planet. That’s a distance smaller than the diameter of the Earth. What the probe photographed along the way is not just elating scientists, it’s shocking them. But these are pleasant surprises.

2 For instance, the smallest of Pluto’s moons—Hydra—isn’t round. And its elongated shape appears composed largely of water ice. Charon, the biggest moon, has canyons. Some go down as much as 10 kilometers (around 6 miles). That would make these six times the depth of the lowest points in the Grand Canyon. And Pluto has mountains of water ice more than 3,500 meters (almost 11,500 feet) high, NASA now reports.

3 Let that sink in: water-ice mountains that could hold their own next to the Rockies. “Who would have supposed ice mountains?” asked Hal Weaver at a July 15 news conference. Weaver is a project scientist for the New Horizons mission to Pluto. He works at the Johns Hopkins University Applied Physics Laboratory in Laurel, Md.

4 “We’re not saying Pluto looks like this world or that world,” said Cathy Olkin. “There’s nothing like it,” explains this planetary scientist with the Southwest Research Institute in Boulder, Colo.

5 On July 15, mission scientists showed off three new pictures captured by the New Horizons spacecraft as it hurtled toward Pluto the day before. “We thought Charon would be an ancient terrain covered in craters,” said Olkin. But the new photo of this moon, she says, “just blew our socks off.”

6 Troughs and cliffs 1,000 kilometers (roughly 600 miles) long slash across the moon. The moon’s dark pole appears to be a relatively thin film. Evidence for that: A crater made when something smashed through it. This collision dug up brighter material underneath. And swaths of this moon’s landscape are relatively smooth. They have few of those expected craters. That indicates the moon has been actively resurfacing itself over the last several billion years.

7 But what elicited the most gasps from the gathered scientists, family members and journalists on hand to see the new images was a close-up view of a 240-kilometer-wide swath of terrain on Pluto. It covers a region just south of a newfound “heart” shaped region. By the way, that heart area is now being called Tombaugh Regio in honor of Pluto’s discoverer. (Regio refers to a large place on some planet or moon that has a different color or reflectivity.)

8 Bill McKinnon of Washington University in St. Louis is a planetary scientist. When he first saw the close-up fly-by images, “I screamed,” he recalls. They were so surprising and scientifically informative.

9 Mountains draped across the landscape must be made of water ice, said mission leader Alan Stern. Like Olkin, he works for the Southwest Research Institute. There may be ices made from other materials on Pluto. But none of those would be strong enough to hold up a mountain. But at these temperatures, he explains, water ice is stiff enough to do it.

10 “We’re seeing the bedrock—or bed-ice—of Pluto,” Stern now concludes.

What the pictures don’t show

11 A big surprise: Not a single impact crater shows up among the mountains. That means the surface is very young, the scientists say—probably less than 100 million years old. “It might be active right now,” said Stern.

12 How these mountains formed remains a mystery.

13 Signs of geological activity on Pluto and Charon are far and away the most surprising thing to come out these early images, scientists say. Similar features exist on icy moons of the giant planets in our solar system. But theirs usually are attributed to tidal heating. That’s the heating caused by the gravitational influence of the nearby planet. But that can’t happen on Pluto. In its vicinity, it’s the big gravitational force.

14 However, Stern points out, “You don’t need tidal activity to power activity on icy worlds.”

15 So if not gravitational heating, where’s the energy coming from? When asked, the mission scientists just shrugged, signaling they don’t know.

16 A couple of ideas have been thrown out as possibilities. For instance, radioactive elements such as uranium may be buried deep in Pluto’s rocky core. The release of energy from the radioactive decay of such elements could provide some heating. Or,

scientists noted, it's possible there was once—or still is—a liquid layer lurking beneath Pluto's surface. As the liquid freezes, it would release heat into the planet's interior. That heat might be enough to drive geysers and icy volcanoes.

17 What's clear to the scientists on the Pluto-exploration team is that even with just a handful of images on the ground, Pluto and Charon have not let anyone down. These are complex, dynamic worlds with many, many stories yet to tell.

18 "This is what we came for," said Will Grundy of the Lowell Observatory in Flagstaff, Ariz.

19 No, Olkin quickly corrected him: "This exceeds what we came for."

"Pluto Hosts Ice Mountains, Data Suggest" by
Christopher Crockett.
[https://student.societyforscience.org/article
/pluto-hosts-ice-mountains-
data-suggest?mode=topic&context=60](https://student.societyforscience.org/article/pluto-hosts-ice-mountains-data-suggest?mode=topic&context=60)
Copyright © 2015 by Society for Science & the
Public. Reprinted by permission via Copyright
Clearance Center.

**English Language Arts I
Spring 2017 Item Release**

Question 8

Question and Scoring Guidelines

Question 8

Which sentence supports the idea that scientists had expected different results from the photographs?

- Ⓐ “‘There’s nothing like it,’ explains this planetary scientist with the Southwest Research Institute in Boulder, Colo.” (paragraph 4)
- Ⓑ “But the new photo of this moon, she says, ‘just blew our socks off.’” (paragraph 5)
- Ⓒ “When asked, the mission scientists just shrugged, signaling they don’t know.” (paragraph 15)
- Ⓓ “These are complex, dynamic worlds with many, many stories yet to tell.” (paragraph 17)

Points Possible: 1

Content Strand: Key Ideas and Details

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

Student Performance on this Question:

Percent 0 Points Earned: 26.82%

Percent 1 Point Earned: 73.18%

Scoring Guidelines

Rationale for Option A: This is incorrect. This sentence supports the idea that Pluto cannot be compared to other planets—a feeling scientists had after seeing the photographs. It does not support the idea that scientists expected anything different.

Rationale for Option B: **Key** – This sentence conveys the shock of the scientists after seeing that Pluto’s terrain was not covered in craters, indicating that it had a young surface. It supports the idea that scientists had expected something other than what they saw in the photographs.

Rationale for Option C: This is incorrect. This sentence helps establish the questions scientists still have regarding Pluto’s terrain, but it does not indicate that scientists had expected different results from the photographs.

Rationale for Option D: This is incorrect. This sentence indicates that people feel there’s still a lot to learn about Pluto but not that scientists expected anything different from the photographs from the most recent mission.

Sample Response: 1 point

Which sentence supports the idea that scientists had expected different results from the photographs?

- A “‘There’s nothing like it,’ explains this planetary scientist with the Southwest Research Institute in Boulder, Colo.” (paragraph 4)
- B “But the new photo of this moon, she says, ‘just blew our socks off.’” (paragraph 5)
- C “When asked, the mission scientists just shrugged, signaling they don’t know.” (paragraph 15)
- D “These are complex, dynamic worlds with many, many stories yet to tell.” (paragraph 17)

**English Language Arts I
Spring 2017 Item Release**

Question 9

Question and Scoring Guidelines

Question 9

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

Part A

Select the sentence that states a central idea of the passage.

- (A) The New Horizons mission found evidence of radioactive materials on Pluto.
- (B) The New Horizons mission has raised questions about the origins of Pluto's geography.
- (C) The New Horizons mission failed in its mission to determine why water is present on Pluto.
- (D) The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- (A) through comparisons of the mission to previous missions
- (B) through scientific explanations that rule out other possibilities
- (C) through detailed records that show the intended purpose of the mission
- (D) through quotes from scientists about what they had expected to learn from the mission

Points Possible: 2

Content Strand: Key Ideas and Details

Content Standard: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Performance on this Question:

Percent 0 Points Earned: 45.11%

Percent 1 Point Earned: 38.02%

Percent 2 Points Earned: 16.86%

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. Paragraph 16 describes the possibility of such materials but does not state that the New Horizons spacecraft found such materials.

Rationale for Option B: **Key** – Paragraphs 11 through 19 focus on the mystery surrounding Pluto’s surface.

Rationale for Option C: This is incorrect. Although the presence of water is an important puzzle to be solved, according to the passage, the New Horizons spacecraft was not launched with the explicit purpose of finding out the mystery of Pluto’s water—indeed, the presence of so much water was a surprise.

Rationale for Option D: This is incorrect. While scientists from this institution are quoted, there is no mention of where specifically the mission is controlled from; in fact, many of the scientists come from other research facilities.

Part B

Rationale for Option A: This is incorrect. The central idea that the mission has raised questions regarding Pluto’s geography is not developed through a comparison of the mission to previous missions but rather by ruling out possibilities using scientific explanations.

Rationale for Option B: **Key** – In paragraph 13, scientists discuss how this phenomenon could be attributed to gravitational forces of surrounding entities but then go on to say that this isn’t possible since Pluto is the major force in the area.

Rationale for Option C: This is incorrect. The central idea that the mission has raised questions regarding Pluto’s geography is not developed through detailed records that show the intended purpose of the mission but rather by ruling out possibilities using scientific explanations.

Rationale for Option D: This is incorrect. The central idea that the mission has raised questions regarding Pluto’s geography is not developed through quotes from scientists about what they had expected to learn from the mission, although several scientists are quoted in the passage. Rather, the idea is developed through scientific explanations that rule out other possibilities.

**English Language Arts I
Spring 2017 Item Release**

Question 9

Sample Responses

Sample Response: 2 points

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

Part A

Select the sentence that states a central idea of the passage.

- Ⓐ The New Horizons mission found evidence of radioactive materials on Pluto.
- Ⓑ The New Horizons mission has raised questions about the origins of Pluto's geography.
- Ⓒ The New Horizons mission failed in its mission to determine why water is present on Pluto.
- Ⓓ The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- Ⓐ through comparisons of the mission to previous missions
- Ⓑ through scientific explanations that rule out other possibilities
- Ⓒ through detailed records that show the intended purpose of the mission
- Ⓓ through quotes from scientists about what they had expected to learn from the mission

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Select the sentence that states a central idea of the passage.

- Ⓐ The New Horizons mission found evidence of radioactive materials on Pluto.
- Ⓑ The New Horizons mission has raised questions about the origins of Pluto's geography.
- Ⓒ The New Horizons mission failed in its mission to determine why water is present on Pluto.
- Ⓓ The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- Ⓐ through comparisons of the mission to previous missions
- Ⓑ through scientific explanations that rule out other possibilities
- Ⓒ through detailed records that show the intended purpose of the mission
- Ⓓ through quotes from scientists about what they had expected to learn from the mission

Notes on Scoring

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

Sample Response: 1 point

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

Part A

Select the sentence that states a central idea of the passage.

- Ⓐ The New Horizons mission found evidence of radioactive materials on Pluto.
- Ⓑ The New Horizons mission has raised questions about the origins of Pluto's geography.
- Ⓒ The New Horizons mission failed in its mission to determine why water is present on Pluto.
- Ⓓ The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- Ⓐ through comparisons of the mission to previous missions
- Ⓑ through scientific explanations that rule out other possibilities
- Ⓒ through detailed records that show the intended purpose of the mission
- Ⓓ through quotes from scientists about what they had expected to learn from the mission

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Select the sentence that states a central idea of the passage.

- Ⓐ The New Horizons mission found evidence of radioactive materials on Pluto.
- Ⓑ The New Horizons mission has raised questions about the origins of Pluto's geography.
- Ⓒ The New Horizons mission failed in its mission to determine why water is present on Pluto.
- Ⓓ The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- Ⓐ through comparisons of the mission to previous missions
- Ⓑ through scientific explanations that rule out other possibilities
- Ⓒ through detailed records that show the intended purpose of the mission
- Ⓓ through quotes from scientists about what they had expected to learn from the mission

Notes on Scoring

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

Sample Response: 0 points

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

Part A

Select the sentence that states a central idea of the passage.

- (A) The New Horizons mission found evidence of radioactive materials on Pluto.
- (B) The New Horizons mission has raised questions about the origins of Pluto's geography.
- (C) The New Horizons mission failed in its mission to determine why water is present on Pluto.
- (D) The New Horizons mission was able to get closer to Pluto than any previous mission ever had.

Part B

How is the central idea selected in Part A developed?

- (A) through comparisons of the mission to previous missions
- (B) through scientific explanations that rule out other possibilities
- (C) through detailed records that show the intended purpose of the mission
- (D) through quotes from scientists about what they had expected to learn from the mission

Notes on Scoring

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

**English Language Arts I
Spring 2017 Item Release**

Question 10

Question and Scoring Guidelines

Question 10

Read these sentences.

“Bill McKinnon of Washington University in St. Louis is a planetary scientist. When he first saw the close-up fly-by images, ‘I screamed,’ he recalls.” (paragraph 8)

Why does the author include these sentences in the passage?

- Ⓐ to illustrate that some scientists had predicted what the images of Pluto showed
- Ⓑ to support the idea that the surface of Pluto looked dangerous in the images
- Ⓒ to emphasize the great excitement experts felt at the images of Pluto
- Ⓓ to show that scientists felt confused by the new images of Pluto

Points Possible: 1

Content Strand: Craft and Structure

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

Student Performance on this Question:

Percent 0 Points Earned: 19.50%

Percent 1 Point Earned: 80.50%

Scoring Guidelines

Rationale for Option A: This is incorrect. Based on the passage, the scientists all felt surprised and excited by the images. This quote is not from a scientist who predicted what the images showed but rather by one who did not predict what the images showed.

Rationale for Option B: This is incorrect. While some may interpret the surface of Pluto to be dangerous given the description in the passage, this piece of the passage is meant to demonstrate the excited reaction of scientists.

Rationale for Option C: **Key** – The author uses this paragraph to support the idea that the scientists were shocked and excited, proving the findings were quite unusual.

Rationale for Option D: This is incorrect. While scientists were confused by information in the images given certain scientific theories, this piece of the passage is meant to demonstrate the surprise people felt about the images.

Sample Response: 1 point

Read these sentences.

“Bill McKinnon of Washington University in St. Louis is a planetary scientist. When he first saw the close-up fly-by images, ‘I screamed,’ he recalls.” (paragraph 8)

Why does the author include these sentences in the passage?

- Ⓐ to illustrate that some scientists had predicted what the images of Pluto showed
- Ⓑ to support the idea that the surface of Pluto looked dangerous in the images
- Ⓒ to emphasize the great excitement experts felt at the images of Pluto
- Ⓓ to show that scientists felt confused by the new images of Pluto

**English Language Arts I
Spring 2017 Item Release**

Question 11

Question and Scoring Guidelines

Question 11

Select **two** details that should be included in a summary of the passage.

- Pluto's smallest moon is not round.
- Pluto's gravitational force is the largest in its vicinity.
- A liquid layer may have existed beneath Pluto's surface.
- Tall mountains and deep canyons have been discovered on Pluto.
- New photos have revealed energy of an unknown origin underneath Pluto's surface.

Points Possible: 1

Content Strand: Key Ideas and Details

Content Standard: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Student Performance on this Question:

Percent 0 Points Earned: 71.23%

Percent 1 Point Earned: 28.77%

Scoring Guidelines

Rationale for First Option: This is incorrect. This is an interesting detail but is too specific to include in a summary.

Rationale for Second Option: This is incorrect. This is an interesting detail but is too specific to include in a summary.

Rationale for Third Option: This is incorrect. This is an interesting detail but is too specific to include in a summary.

Rationale for Fourth Option: **Key** – This emphasizes a central idea of the passage: Pluto has a dramatic, complex landscape.

Rationale for Fifth Option: **Key** – This summarizes a central idea: the photos uncovered a mystery about the energy underneath Pluto's surface.

**English Language Arts I
Spring 2017 Item Release**

Question 11

Sample Responses

Sample Response: 1 point

Select **two** details that should be included in a summary of the passage.

- Pluto's smallest moon is not round.
- Pluto's gravitational force is the largest in its vicinity.
- A liquid layer may have existed beneath Pluto's surface.
- Tall mountains and deep canyons have been discovered on Pluto.
- New photos have revealed energy of an unknown origin underneath Pluto's surface.

Notes on Scoring

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

Sample Response: 0 points

Select **two** details that should be included in a summary of the passage.

- Pluto's smallest moon is not round.
- Pluto's gravitational force is the largest in its vicinity.
- A liquid layer may have existed beneath Pluto's surface.
- Tall mountains and deep canyons have been discovered on Pluto.
- New photos have revealed energy of an unknown origin underneath Pluto's surface.

Notes on Scoring

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

Sample Response: 0 points

Select **two** details that should be included in a summary of the passage.

- Pluto's smallest moon is not round.
- Pluto's gravitational force is the largest in its vicinity.
- A liquid layer may have existed beneath Pluto's surface.
- Tall mountains and deep canyons have been discovered on Pluto.
- New photos have revealed energy of an unknown origin underneath Pluto's surface.

Notes on Scoring

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

**English Language Arts I
Spring 2017 Item Release**

Question 12

Question and Scoring Guidelines

Question 12

Read this paragraph from the passage.

15 So if not gravitational heating, where's the energy coming from? When asked, the mission scientists just shrugged, signaling they don't know.

What is the importance of this paragraph to the passage?

- (A) It undermines the scientists' expertise.
- (B) It reveals the purpose of the scientists' next mission.
- (C) It indicates that there is still more for scientists to learn.
- (D) It shows why more scientists are needed to study the findings.

Points Possible: 1

Content Strand: Craft and Structure

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

Student Performance on this Question:

Percent 0 Points Earned: 20.65%

Percent 1 Point Earned: 79.35%

Scoring Guidelines

Rationale for Option A: This is incorrect. While this paragraph does suggest that the scientists don't have all the answers, it does not undermine their expertise.

Rationale for Option B: This is incorrect. While the paragraph does suggest a future area of research, the passage does not suggest that this will be the main focus of the next mission.

Rationale for Option C: **Key** – In the context of the passage as a whole, the paragraph is demonstrating the fact that the scientists' discoveries have led to new questions as well as answers.

Rationale for Option D: This is incorrect. While the paragraph shows that the scientists involved do not yet know all the answers, nothing indicates that more scientists will solve this problem.

Sample Response: 1 point

Read this paragraph from the passage.

15 So if not gravitational heating, where's the energy coming from? When asked, the mission scientists just shrugged, signaling they don't know.

What is the importance of this paragraph to the passage?

- Ⓐ It undermines the scientists' expertise.
- Ⓑ It reveals the purpose of the scientists' next mission.
- Ⓒ It indicates that there is still more for scientists to learn.
- Ⓓ It shows why more scientists are needed to study the findings.

**English Language Arts I
Spring 2017 Item Release**

Question 13

Question and Scoring Guidelines

Question 13

Read these two sentences from the passage.

“A couple of ideas have been thrown out as possibilities. For instance, radioactive elements such as uranium may be buried deep in Pluto’s rocky core.” (paragraph 16)

What is the meaning of the phrase thrown out as it is used in this excerpt?

- (A) confused
- (B) discarded
- (C) hurled
- (D) suggested

Points Possible: 1

Content Strand: Vocabulary

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

Student Performance on this Question:

Percent 0 Points Earned: 27.40%

Percent 1 Point Earned: 72.60%

Scoring Guidelines

Rationale for Option A: This is incorrect. While “thrown” can mean “confused”, and there are certainly a number of possible explanations for this phenomenon, this is not how the phrase is being used in this sentence.

Rationale for Option B: This is incorrect. While this is one of the more literal meanings of the phrase, and scientists must consider and discard theories as they work, this is not how the phrase is being used in context.

Rationale for Option C: This is incorrect. While this is the most literal use of this phrase, it is not how the phrase is being used in context.

Rationale for Option D: **Key** – In this context, the phrase is referring to possible answers to the question being presented.

Sample Response: 1 point

Read these two sentences from the passage.

“A couple of ideas have been thrown out as possibilities. For instance, radioactive elements such as uranium may be buried deep in Pluto’s rocky core.” (paragraph 16)

What is the meaning of the phrase thrown out as it is used in this excerpt?

- (A) confused
- (B) discarded
- (C) hurled
- (D) suggested

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.