

Ohio's State Tests

ITEM RELEASE

SPRING 2021

**GRADE 6
ENGLISH LANGUAGE ARTS**

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**Grade 6 English Language Arts
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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
8	Multiple Choice Item	Literary	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. <i>(RL.6.5)</i>	Level 2	B	1 point
9	Multiple Choice Item	Literary	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>(L.6.5)</i>	Level 2	D	1 point
10	Multiple Choice Item	Literary	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone. <i>(RL.6.4)</i>	Level 2	D	1 point
11	Evidence-Based Selected Response	Literary	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. <i>(RL.6.3)</i>	Level 3	A; D	2 points
12	Multi-Select Item	Literary	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. <i>(RL.6.5)</i>	Level 2	C, E	1 point
13	Multi-Select Item	Literary	Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. <i>(RL.6.6)</i>	Level 3	A, B	1 point

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

**Grade 6 English Language Arts
Spring 2021 Item Release
Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
14	Evidence-Based Selected Response	Literary	Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. <i>(RI.6.2)</i>	Level 3	D; C	2 points
15	Hot Text Item	Informational	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>(RI.6.3)</i>	Level 2	---	1 point
16	Multiple Choice Item	Informational	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. <i>(RI.6.5)</i>	Level 2	A	1 point
17	Evidence-Based Selected Response	Informational	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <i>(RI.6.7)</i>	Level 3	B; B	2 points
18	Multi-Select Item	Informational	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.6.1)</i>	Level 1	A, E	1 point
19	Multiple Choice Item	Informational	Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. <i>(RI.6.6)</i>	Level 2	C	1 point

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

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Content Summary and Answer Key**

Question No.*	Item Type	Topic	Content Standard	Depth of Knowledge	Answer Key	Points
20	Multiple Choice Item	Informational	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). <i>(RI.6.9)</i>	Level 2	C	1 point
21	Evidence-Based Selected Response	Informational	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>(RI.6.1)</i>	Level 3	B; C	2 points
22	Extended Response Item	Writing	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>(W.6.2)</i>	Level 4	---	10 points

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

Depth of Knowledge (DOK)

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

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Stimulus for Questions 8 – 14

Stimulus for Questions 8 – 14

Ramón Salazar's father has just told him that he will be a partner in the family's pearl business.

from *The Black Pearl*

by Scott O'Dell

1 My father beamed with pride. "Ramón," he said, pointing at the sign, "Look! Now there are two Salazars to deal in pearls. Now they sell twice as many pearls as before and finer ones. They sell pearls in all the cities of the world, these Salazars!"

2 I looked at the sign and blinked my eyes and felt like shouting. . . .

3 Afterward my father took me into the office and showed me how to open the huge iron safe. He showed me the trays lined with black velvet and filled with pearls of all shapes and colors and sizes.

4 "Tomorrow," he said, "I will begin the education. First I will teach you how to use the scales with accuracy, for the weight of the pearl is very important. Then I will explain the many shapes, which is also very important. Last of all I will show you how to hold a pearl up to the light and tell just by looking at it whether it is of excellent quality or good quality or only poor. Then, by the time you are as old as I am, you will be the best pearl dealer in all of our country and you can teach your son everything I have taught you."

5 That was the happiest day of my life, that day four months ago, and yet it was not all happy. . . . [T]here was also a big fear that kept worrying me.

6 As my father explained everything I had to learn, I feared that not soon would I have a chance to sail with the fleet.¹ For many years I had dreamed of the time when I would be old enough to go. When you are sixteen, my father had said, you can sail with me and I will teach you how to dive in the deep water. Many times he had said this, and I had counted the weeks until I would be sixteen. But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things.

. . .

7 On this morning as I sat at my desk I could see the five blue boats of our fleet riding at anchor. Water casks and coils of rope and supplies lay on the beach ready to be carried aboard. My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide.

8 The tide would turn in less than three hours, but in that time I hoped to examine all of the pearls that lay on my desk. There were nine of them to look at and weigh and duly note in the ledger,² so quickly I set to work.

. . .

9 I had put the seventh pearl on the scales and was carefully setting the small copper weights to make them come to a proper balance when I heard my father's steps outside the office. My hand shook at the sound and one of the weights slipped from my fingers. A moment later the heavy iron door swung open.

10 My father . . . came across the room to where I sat at the desk on my high stool and glanced at the ledger.

11 "You work with much rapidity,"³ he said. "Six pearls weighed and valued since I left this morning." He wiped his hands on the tail of his shirt and took a pearl from the tray. "For this one," he said, "what is your notation?"

12 "Round. Fair. Weight 3.5 carats,"⁴ I answered.

13 He rolled the pearl around in the palm of his hand and then held it to the light.

14 "You call this one only fair?" he asked. "It is a gem for the king."

15 "For a poor king," I said. After four months of working with my father I had learned to speak my mind. "If you hold it closer to the light, you will see that it has a flaw, a muddy streak, about midway through."

16 He turned the pearl in his hand. "With a little care the flaw can be peeled away," he said.

17 "That, sir, I doubt."

18 My father smiled and placed the pearl back in the tray. "I doubt it also," he said and gave me a heavy pat on the back. "You are learning fast, Ramón. Soon you will know more than I do."

¹fleet: a group of ships

²ledger: a book for recording business transactions

³rapidity: quickness

⁴carats: units of weight used for gems and pearls

Excerpt from *The Black Pearl* by Scott O'Dell.
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Question 8

Question and Scoring Guidelines

Question 8

How does paragraph 4 contribute to the plot of the passage?

- Ⓐ It introduces the main problems in the story.
- Ⓑ It describes the types of tasks Ramón will later master.
- Ⓒ It describes different pearls Ramón will be working with.
- Ⓓ It introduces the relationship between the two main characters.

Points Possible: 1

Topic: Literary

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.
(RL.6.5)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Though the conflict in the story has to do with which part of the pearl business Ramón is most involved in, paragraph 4 does not introduce this problem.

Rationale for Option B: **Key** – Paragraph 4 provides a variety of descriptive details about the tasks Ramón will be performing in his father's business from now on.

Rationale for Option C: This is incorrect. Paragraph 4 refers to some qualities of pearls but does not describe pearls.

Rationale for Option D: This is incorrect. Since before the story begins, the two main characters already have a father and son relationship, so this is not how the paragraph contributes to the plot.

Sample Response: 1 point

How does paragraph 4 contribute to the plot of the passage?

- ☐ (A) It introduces the main problems in the story.
- ☒ (B) It describes the types of tasks Ramón will later master.
- ☐ (C) It describes different pearls Ramón will be working with.
- ☐ (D) It introduces the relationship between the two main characters.

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Question 9

Question and Scoring Guidelines

Question 9

Read the sentence from the passage.

"My father beamed with pride." (paragraph 1)

What does the phrase "beamed with pride" suggest about Ramón's father?

- Ⓐ He is talking loudly.
- Ⓑ He is staring at something.
- Ⓒ He is thinking about the future.
- Ⓓ He is happy to begin working with his son.

Points Possible: 1

Topic: Literary

Content Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
(L.6.5)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. The word “beamed” suggests something to do with appearance, and it relates to feelings like happiness and pride, so “talking loudly” is not what it suggests.

Rationale for Option B: This is incorrect. He is pointing at a sign, suggesting he could be staring at something, but the phrase suggests he is in a very good mood.

Rationale for Option C: This is incorrect. He is telling his son what may happen in the future, suggesting that he is thinking about it, but the phrase is about his current emotional state.

Rationale for Option D: **Key** – The phrase “beamed with pride” suggests that he is in a good mood and happy to begin working with his son.

Sample Response: 1 point

Read the sentence from the passage.

“My father beamed with pride.” (paragraph 1)

What does the phrase “beamed with pride” suggest about Ramón’s father?

- ☐ Ⓐ He is talking loudly.
- ☐ Ⓑ He is staring at something.
- ☐ Ⓒ He is thinking about the future.
- ☒ Ⓓ He is happy to begin working with his son.

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Question 10

Question and Scoring Guidelines

Question 10

Read the sentence from the passage.

“It is a gem for the king.” (paragraph 14)

What does Ramón’s father suggest about the pearl with these words?

- Ⓐ It belongs to royalty.
- Ⓑ It is a gift from his son.
- Ⓒ It is less valuable than he expected.
- Ⓓ It seems to be of outstanding quality.

Points Possible: 1

Topic: Literary

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 specific word choices, including sensory language, on meaning and tone. (RL.6.4)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Taken literally, the sentence could mean that the pearl belongs to a king; however, the context suggests that he is describing the appearance of the pearl.

Rationale for Option B: This is incorrect. Ramón's father, who is the "king" of his business, takes the pearl from his son and is excited about it, but the context does not support the idea that it is a gift.

Rationale for Option C: This is incorrect. He is using figurative speech to imply that the pearl is more valuable than his son believes, not the other way around.

Rationale for Option D: **Key** – The context supports the idea that Ramón's father is making a statement regarding the high quality of the pearl, as he first examines it.

Sample Response: 1 point

Read the sentence from the passage.

“It is a gem for the king.” (paragraph 14)

What does Ramón's father suggest about the pearl with these words?

- ☐ Ⓐ It belongs to royalty.
- ☐ Ⓑ It is a gift from his son.
- ☐ Ⓒ It is less valuable than he expected.
- ☒ Ⓓ It seems to be of outstanding quality.

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Question 11

Question and Scoring Guidelines

Question 11

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

Part A

How does Ramón change after four months working with his father?

- (A) He becomes more confident in his knowledge of pearls.
- (B) He begins to show signs of boredom with examining pearls.
- (C) He looks forward to sharing his knowledge of pearls with others.
- (D) He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- (A) He fears his father will see he is not finished with his work.
- (B) He now knows more about pearls than his father does.
- (C) He admires his father more than before.
- (D) He defends his decisions to his father.

Points Possible: 2

Topic: Literary

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. (RL.6.3)

Depth of Knowledge: Level 3

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

Scoring Guidelines

Part A

Rationale for Option A: **Key** – After several months of working in the family business, Ramón is able to both quickly and accurately evaluate pearls, and he is shown having the confidence to explain his opinions on pearls to his father.

Rationale for Option B: This is incorrect. Although he seems disappointed about not getting to sail, he does not indicate that he is bored or tired of working in his father's business.

Rationale for Option C: This is incorrect. One of Ramón's father's goals is to pass on the family business and knowledge to future generations, but Ramón has not reached the point where he is thinking of that.

Rationale for Option D: This is incorrect. Though he works quickly, the conversation with his father reveals that he is still doing thoughtful work.

Part B

Rationale for Option A: This is incorrect. While he drops a weight when his father comes in, this is a momentary action due to being startled. The paragraphs that follow show he is not afraid of his father.

Rationale for Option B: This is incorrect. This is a change that Ramón's father anticipates, but it has not happened yet, so it does not affect his relationship with his father.

Rationale for Option C: This is incorrect. This is not a change in Ramón; he seems to imply that he likes and admires his father from the beginning of the story.

Rationale for Option D: **Key** – Ramón explains that after four months he has learned how to stand up to his father about work and defend his decisions, indicating that he was not like that before because he did not know so much about pearls.

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Question 11

Sample Responses

Sample Response: 2 points

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

Part A

How does Ramón change after four months working with his father?

- ☒ He becomes more confident in his knowledge of pearls.
- ☐ He begins to show signs of boredom with examining pearls.
- ☐ He looks forward to sharing his knowledge of pearls with others.
- ☐ He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- ☐ He fears his father will see he is not finished with his work.
- ☐ He now knows more about pearls than his father does.
- ☐ He admires his father more than before.
- ☒ He defends his decisions to his father.

Notes on Scoring

This response earns full credit (2 points). Option A in Part A correctly identifies how the character Ramón changes after 4 months of work. Option B correctly identifies how that change impacted his relationship with his father.

Sample Response: 1 point

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

Part A

How does Ramón change after four months working with his father?

- ☒ He becomes more confident in his knowledge of pearls.
- ☐ He begins to show signs of boredom with examining pearls.
- ☐ He looks forward to sharing his knowledge of pearls with others.
- ☐ He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- ☒ He fears his father will see he is not finished with his work.
- ☐ He now knows more about pearls than his father does.
- ☐ He admires his father more than before.
- ☐ He defends his decisions to his father.

Notes on Scoring

This response earns partial credit (1 point). Option A in Part A correctly identifies how the character Ramón changes after 4 months of work. Option A in Part B does not correctly identify how that change impacted his relationship with his father.

Sample Response: 1 point

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

Part A

How does Ramón change after four months working with his father?

- ☒ He becomes more confident in his knowledge of pearls.
- ☐ He begins to show signs of boredom with examining pearls.
- ☐ He looks forward to sharing his knowledge of pearls with others.
- ☐ He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- ☐ He fears his father will see he is not finished with his work.
- ☒ He now knows more about pearls than his father does.
- ☐ He admires his father more than before.
- ☐ He defends his decisions to his father.

Notes on Scoring

This response earns partial credit (1 point). Option A in Part A correctly identifies how the character Ramón changes after 4 months of work. Option B in Part B does not correctly identify how that change impacted his relationship with his father.

Sample Response: 0 points

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

Part A

How does Ramón change after four months working with his father?

- ☐ Ⓐ He becomes more confident in his knowledge of pearls.
- ☒ Ⓑ He begins to show signs of boredom with examining pearls.
- ☐ Ⓒ He looks forward to sharing his knowledge of pearls with others.
- ☐ Ⓓ He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- ☐ Ⓐ He fears his father will see he is not finished with his work.
- ☐ Ⓑ He now knows more about pearls than his father does.
- ☐ Ⓒ He admires his father more than before.
- ☒ Ⓓ He defends his decisions to his father.

Notes on Scoring

This response earns no credit (0 points). Option B in Part A does not identify the change in Ramón after four months of working with his father. Even though Option D in Part B correctly identifies how Ramón's relationship with his father was impacted, no credit can be given if Part A is incorrect.

Sample Response: 0 points

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

Part A

How does Ramón change after four months working with his father?

- ☐ Ⓐ He becomes more confident in his knowledge of pearls.
- ☐ Ⓑ He begins to show signs of boredom with examining pearls.
- ☒ Ⓒ He looks forward to sharing his knowledge of pearls with others.
- ☐ Ⓓ He goes from being careful to being hasty in his work with pearls.

Part B

How does Ramón's change from Part A affect his relationship with his father?

- ☐ Ⓐ He fears his father will see he is not finished with his work.
- ☐ Ⓑ He now knows more about pearls than his father does.
- ☒ Ⓒ He admires his father more than before.
- ☐ Ⓓ He defends his decisions to his father.

Notes on Scoring

This response earns no credit (0 points). Part A incorrectly identifies the way Ramón changes after 4 months of working with his father. To earn any credit for this item, Part A must be correct.

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Question 12

Question and Scoring Guidelines

Question 12

Select **two** ways paragraphs 7 and 8 contribute to the plot of the passage.

- ☐ by comparing the two main characters
- ☐ by showing that the company has grown
- ☐ by demonstrating the determination of the main character
- ☐ by introducing the importance of the other workers on the boats
- ☐ by contrasting where the main character is now with where he wants to be

Points Possible: 1

Topic: Literary

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. (RL.6.5)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for First Option: This is incorrect. Ramón is in his office while his father is out encouraging the crew to make preparations to sail, but this is not showing a comparison between the main characters.

Rationale for Second Option: This is incorrect. Paragraph 7 refers to the five blue boats in the fleet, but there is no indication that the fleet is larger than it used to be.

Rationale for Third Option: **Key** – The paragraphs demonstrate the main character's determination to finish his work quickly in order to show his father he is ready to take on his new role.

Rationale for Fourth Option: This is incorrect. Although paragraph 7 describes the men working on the beach, they are not part of the rest of the passage or its plot.

Rationale for Fifth Option: **Key** – Paragraph 7 shows the main character working at his desk while watching the crew on the boats prepare to go diving, which is where he ultimately wants to be.

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Question 12

Sample Responses

Sample Response: 1 point

Select **two** ways paragraphs 7 and 8 contribute to the plot of the passage.

- ☐ by comparing the two main characters
- ☐ by showing that the company has grown
- ☒ by demonstrating the determination of the main character
- ☐ by introducing the importance of the other workers on the boats
- ☒ by contrasting where the main character is now with where he wants to be

Notes on Scoring

This response earns full credit (1 point). Options C and E provide explanations of how paragraphs 7 and 8 contribute to the plot of the passage.

Sample Response: 0 points

Select **two** ways paragraphs 7 and 8 contribute to the plot of the passage.

- ☐ by comparing the two main characters
- ☐ by showing that the company has grown
- ☐ by demonstrating the determination of the main character
- ☒ by introducing the importance of the other workers on the boats
- ☒ by contrasting where the main character is now with where he wants to be

Notes on Scoring

This response earns no credit (0 points). While Option E provides an explanation of how the paragraphs contribute to the plot, Option D does not. To earn credit, both Option C and Option E must be selected.

Sample Response: 0 points

Select **two** ways paragraphs 7 and 8 contribute to the plot of the passage.

- ☒ by comparing the two main characters
- ☒ by showing that the company has grown
- ☐ by demonstrating the determination of the main character
- ☐ by introducing the importance of the other workers on the boats
- ☐ by contrasting where the main character is now with where he wants to be

Notes on Scoring

This response earns no credit (0 points). Neither Option A nor Option B identifies the ways paragraph 7 and 8 contribute to the development of the plot of the passage.

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Question 13

Question and Scoring Guidelines

Question 13

The author uses first-person point of view in the passage. Select **two** statements that show how this reveals Ramón's perspective.

- ☐ It explains why he feels doubt.
- ☐ It shows what some of his goals are.
- ☐ It shows how he calculates a pearl's worth.
- ☐ It explains the way he was able to learn so quickly.
- ☐ It shows how he feels about the other workers in the office.

Points Possible: 1

Topic: Literary

Content Standard: Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text. (RL.6.6)

Depth of Knowledge: Level 3

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

Scoring Guidelines

Rationale for First Option: **Key** – The first-person perspective reveals that Ramón has some doubts regarding his roles in the company.

Rationale for Second Option: **Key** – The first-person perspective reveals that Ramón wanted to dive for pearls when he turned sixteen and that he is trying to finish his work quickly so that he can sail with the boats.

Rationale for Third Option: This is incorrect. Much of the passage centers on the activity of evaluating pearls, but nowhere does the first-person narrative reveal the exact way this is done.

Rationale for Fourth Option: This is incorrect. The context suggests that Ramón is a quick learner, but the first-person perspective does not explain the way he was able to learn so quickly.

Rationale for Fifth Option: This is incorrect. Ramón observes the members of the boat crew as they're working, but the first-person perspective does not show how he feels about the other workers in the office.

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Question 13

Sample Responses

Sample Response: 1 point

The author uses first-person point of view in the passage. Select **two** statements that show how this reveals Ramón's perspective.

- ☒ It explains why he feels doubt.
- ☒ It shows what some of his goals are.
- ☐ It shows how he calculates a pearl's worth.
- ☐ It explains the way he was able to learn so quickly.
- ☐ It shows how he feels about the other workers in the office.

Notes on Scoring

This response earns full credit (1 point). Option A and Option B correctly identify how the first-person point of view helps to reveal Ramón's perspective.

Sample Response: 0 points

The author uses first-person point of view in the passage. Select **two** statements that show how this reveals Ramón's perspective.

- ☐ It explains why he feels doubt.
- ☒ It shows what some of his goals are.
- ☐ It shows how he calculates a pearl's worth.
- ☐ It explains the way he was able to learn so quickly.
- ☒ It shows how he feels about the other workers in the office.

Notes on Scoring

This response earns no credit (0 points). Option B correctly identifies how the first-person point of view helps to reveal Ramón's perspective; however, Option E is incorrect. To earn credit for this response, both Option A and Option B must be selected.

Sample Response: 0 points

The author uses first-person point of view in the passage. Select **two** statements that show how this reveals Ramón's perspective.

- ☐ It explains why he feels doubt.
- ☐ It shows what some of his goals are.
- ☒ It shows how he calculates a pearl's worth.
- ☒ It explains the way he was able to learn so quickly.
- ☐ It shows how he feels about the other workers in the office.

Notes on Scoring

This response earns no credit (0 points). Neither Option C nor Option D correctly identifies how the first-person point of view reveals Ramón's perspective.

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Question 14

Question and Scoring Guidelines

Question 14

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

Part A

What is a theme of the passage?

- Ⓐ It is important to be honest with others.
- Ⓑ Success means being the best at something.
- Ⓒ It can be frustrating to have to learn from others.
- Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Points Possible: 2

Topic: Literary

Content Standard: Analyze literary text development. a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. (RL.6.2)

Depth of Knowledge: Level 3

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While the incident between Ramón and his father about the quality of the pearl could imply that Ramón values honesty, this is not the main theme of the passage.

Rationale for Option B: This is incorrect. Ramón's father is excited about the success the Salazars will achieve now that father and son are working together, but the theme of the passage does not relate to being the best at something.

Rationale for Option C: This is incorrect. While Ramón is having to learn about the business first from his father instead of being able to join as part of the crew, this is not a theme developed in the passage. Ramón's frustration is about having to wait to achieve his goal, not about having to learn from others.

Rationale for Option D: **Key** – A theme of the story is that Ramón must be patient and work hard learning about pearls and different aspects of his father's business before he can achieve his goal of working with the crew.

Part B

Rationale for Option A: This is incorrect. This could support a theme of success, but it does not directly convey the idea that achieving a goal often requires patience and hard work.

Rationale for Option B: This is incorrect. This detail shows how Ramón has waited for this opportunity, but it does not convey the idea that achieving a goal often requires patience and hard work.

Rationale for Option C: **Key** – This detail supports the theme that Ramón must be patient and learn important foundational skills before he can achieve his goal of joining the crew.

Rationale for Option D: This is incorrect. Ramón's father is preparing his ship for a journey at this point in the story, but this does not convey the idea that achieving a goal often requires patience and hard work.

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Question 14

Sample Responses

Sample Response: 2 points

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

Part A

What is a theme of the passage?

- ☐ Ⓐ It is important to be honest with others.
- ☐ Ⓑ Success means being the best at something.
- ☐ Ⓒ It can be frustrating to have to learn from others.
- ☒ Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- ☐ Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- ☐ Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- ☒ Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- ☐ Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Notes on Scoring

This response earns full credit (2 points). The response correctly identifies Option D as the theme of the passage in Part A and identifies Option C in Part B as the quote from paragraph 6 that supports the theme.

Sample Response: 1 point

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

Part A

What is a theme of the passage?

- ☐ Ⓐ It is important to be honest with others.
- ☐ Ⓑ Success means being the best at something.
- ☐ Ⓒ It can be frustrating to have to learn from others.
- ☒ Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- ☐ Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- ☒ Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- ☐ Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- ☐ Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Notes on Scoring

This response earns partial credit (1 point). The theme of the passage is correctly identified as Option D in Part A; however, the quote identified in Option B of Part B does not support the idea that achieving a goal requires patience and hard work.

Sample Response: 1 point

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

Part A

What is a theme of the passage?

- ☐ Ⓐ It is important to be honest with others.
- ☐ Ⓑ Success means being the best at something.
- ☐ Ⓒ It can be frustrating to have to learn from others.
- ☒ Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- ☒ Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- ☐ Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- ☐ Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- ☐ Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Notes on Scoring

This response earns partial credit (1 point). The theme of the passage is correctly identified as Option D in Part A; however, the quote identified in Option A of Part B does not support the idea that achieving a goal requires patience and hard work.

Sample Response: 0 points

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

Part A

What is a theme of the passage?

- ☐ Ⓐ It is important to be honest with others.
- ☐ Ⓑ Success means being the best at something.
- ☒ Ⓒ It can be frustrating to have to learn from others.
- ☐ Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- ☐ Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- ☐ Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- ☒ Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- ☐ Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Notes on Scoring

This response earns no credit (0 points). The theme is incorrectly identified as the frustration felt when learning from others. To earn any credit for this item, Option D in Part A must be identified as the theme of the passage.

Sample Response: 0 points

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

Part A

What is a theme of the passage?

- ☐ Ⓐ It is important to be honest with others.
- ☒ Ⓑ Success means being the best at something.
- ☐ Ⓒ It can be frustrating to have to learn from others.
- ☐ Ⓓ Achieving a goal often requires patience and hard work.

Part B

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

- ☐ Ⓐ "Now they sell twice as many pearls as before and finer ones." (paragraph 1)
- ☐ Ⓑ "For many years I had dreamed of the time when I would be old enough to go." (paragraph 6)
- ☐ Ⓒ "But now that I was sixteen at last, I could not learn to dive for pearls until I learned many other things." (paragraph 6)
- ☒ Ⓓ "My father strode back and forth, urging the men to hurry for he wanted to catch the outgoing tide." (paragraph 7)

Notes on Scoring

This response earns no credit (0 points). The theme is unrelated to what success means. Even though Option D in Part B is correct support, it supports Option D of Part A. To earn any credit for this item, Option D in Part A must be identified as the theme of the passage.

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Stimulus for Questions 15 – 22

Stimulus for Questions 15 – 22

Passage 1: My Gold Rush Adventure: For five days, I followed the trail of the gold miners.

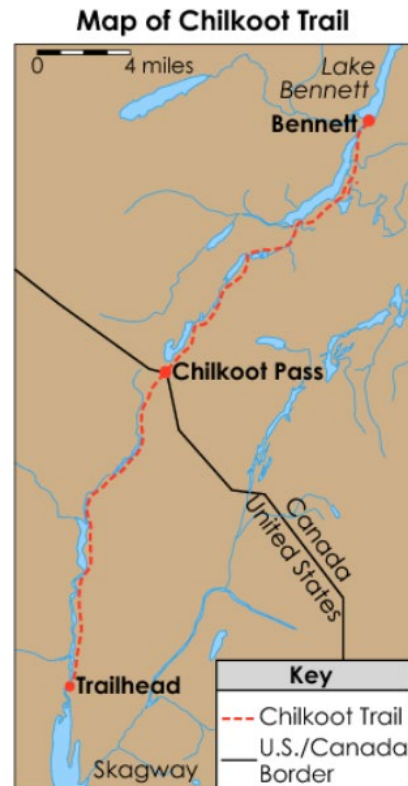
by David Meissner

1 I must admit that I was nervous. I had been standing in front of the “Chilkoot Trailhead”¹ sign for 15 minutes and I hadn’t taken one step. I had put on my bug spray and sunscreen, and my backpack had everything I would need for the five-day hike: a tent, sleeping bag, food, water, and warm clothes.

2 I was afraid of bears. That’s what was keeping me from walking the trail alone. I had hiked through black-bear country back home in Colorado, but now I was in Alaska, home to the fierce brown grizzly bear. Fortunately, a friendly couple arrived and asked me to take their picture. We started talking and soon were walking the trail together. I was relieved. Bears usually run away when they hear the sound of human voices. Ron and Carol were from Alaska and they taught me how to stay safe in bear country. We would hike together for the next three days.

Following the Gold Rush

3 I had finally started my hike along the famous Chilkoot Trail, where more than 115 years ago, thousands of gold miners had walked. I was writing a book about the Klondike² gold rush, and I wanted to follow in the footsteps of the miners to know what it was really like. To finish my book, I had to hike this trail myself.



- 4 As Ron, Carol, and I walked through the forest, we passed red berries, big green leaves, and clear streams. As I was looking around at the beautiful scenery, I tripped over a big tree root, landed on the side of my foot, and crashed down under the weight of my backpack. My twisted ankle swelled up. Soaking it in an icy cold stream helped the swelling go down a little. When we arrived at our campground, we pitched our tents and cooked dinner.
- 5 Fortunately, my ankle felt better in the morning. Ron, Carol, and I followed the trail across narrow bridges, through mud, and up steep hillsides. We went to bed early that night because the following day would be the toughest hike of all.
- 6 At dawn, we started hiking up the steep, green valley. Icy glaciers were perched on the mountains above. Soon we were as high as the clouds and could see only 20 feet in front of us. We squinted to find the orange trail markers and followed them over streams, through snowfields, and up large, slippery boulders. Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry.
- 7 Finally, we reached the top of Chilkoot Pass and saw a Canadian flag flapping in the heavy wind. We stepped into a small hut to warm up and eat lunch. For the rest of the day, we walked across a barren, misty moonscape. Hours later, we arrived at our campground and pitched our tents in the rain.

Reaching Lake Bennett

- 8 The following morning was sunny, my ankle was feeling fine, and my fear of bears had mostly disappeared. I said good-bye to Ron and Carol and walked alone for the next two days. Without seeing any bears the entire trip, I finally arrived at Lake Bennett.
- 9 Next to Lake Bennett was a small train station with a restaurant. I enjoyed a hearty stew, fresh bread, and steaming apple pie. I rode the old train down to the town of Skagway and checked into my hotel.
- 10 While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.
- 11 Most of the miners never found much gold, but they all had adventures they would never forget. Now, so did I.

¹trailhead: the point where a hiking trail begins

²Klondike: a region of northwest Canada near the border with Alaska

"My Gold Rush Adventure: For five days, I followed the trail of the gold miners." by David Meissner, from *Highlights for Children*. Copyright © 2015 by Highlights for Children, Inc. Reprinted by permission of Highlights for Children, Inc. via Copyright Clearance Center.

Passage 2: Women of the Gold Rush: Annie Hall Strong

by the National Park Service

Annie Hall Strong was a journalist who took part in the Klondike gold rush in the late 1800s.

12 In the Skagway News, December 31, 1897, Annie Hall Strong wrote advice to women who “have made up their minds to go to the Klondike.” Ms. Strong weighed in on the required ton of supplies and wrote “what should be taken & what should be left behind—from a woman’s perspective.” She said,

13 “There is no use trying to discourage them, our wills are strong and courage unflinching. There are a few things a woman should carefully consider before starting out on this really perilous journey. Delicate women have no right attempting the trip. It means utter collapse. Those who love luxury, comfort and ease would better remain at home. It takes strong, healthy, courageous women to stand the terrible hardships that must necessarily be endured.”

14 Among her “Advice to Women,” Ms. Strong recommended 3 canvas bags: 1 for bedding, 1 for clothing, and 1 for shoes and boots. From her actual first-hand experience, Ms. Strong says: Evaporated eggs are a failure and everyone who took saccharin as a substitute for sugar were loud in their condemnation¹ of it. Take plenty of sugar. One craves it, and 200 pounds per outfit² is not too much. Corn meal, sugar, tea and coffee should be packed in tins. Take plenty of tea. Baking powder and candles are apt to be the first articles to disappear. A few extra pounds would come in very handy. She also recommended lemonade tablets; they are preferable to lime juice and citric acid, being easier to carry, having no weight or bulk.

15 As for sleeping bags, “several people have been disappointed in them. A piece of heavy canvas 5 X 14 will take the place of the heavy ready-made sleeping bag. . . . in a blizzard without your tent, you can stretch your canvas over a pole and make a tent at a moment’s notice.” Beds on the trail were also substituted with a good pioneer mattress, called a “tick” and filled with dried moss.

¹condemnation: the expression of a very strong disapproval

²outfit: a group that works as a team toward a common goal

“Women of the Gold Rush: Annie Hall Strong” by the National Park Service. In the public domain.

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Question 15

Question and Scoring Guidelines

Question 15

Select the paragraph from Passage 1 that highlights what the author learns from his trip along the Chilkoot Trail.

- 7 Finally, we reached the top of Chilkoot Pass and saw a Canadian flag flapping in the heavy wind. We stepped into a small hut to warm up and eat lunch. For the rest of the day, we walked across a barren, misty moonscape. Hours later, we arrived at our campground and pitched our tents in the rain.
- 8 The following morning was sunny, my ankle was feeling fine, and my fear of bears had mostly disappeared. I said good-bye to Ron and Carol and walked alone for the next two days. Without seeing any bears the entire trip, I finally arrived at Lake Bennett.
- 9 Next to Lake Bennett was a small train station with a restaurant. I enjoyed a hearty stew, fresh bread, and steaming apple pie. I rode the old train down to the town of Skagway and checked into my hotel.
- 10 While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.

Points Possible: 1

Topic: Informational

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). *(RI.6.3)*

Depth of Knowledge: Level 2

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

Scoring Guidelines

For this item, a full credit response includes:

- 10 “While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.” selected (1 point).

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Question 15

Sample Responses

Sample Response: 1 point

Select the paragraph from Passage 1 that highlights what the author learns from his trip along the Chilkoot Trail.

7 Finally, we reached the top of Chilkoot Pass and saw a Canadian flag flapping in the heavy wind. We stepped into a small hut to warm up and eat lunch. For the rest of the day, we walked across a barren, misty moonscape. Hours later, we arrived at our campground and pitched our tents in the rain.

8 The following morning was sunny, my ankle was feeling fine, and my fear of bears had mostly disappeared. I said good-bye to Ron and Carol and walked alone for the next two days. Without seeing any bears the entire trip, I finally arrived at Lake Bennett.

9 Next to Lake Bennett was a small train station with a restaurant. I enjoyed a hearty stew, fresh bread, and steaming apple pie. I rode the old train down to the town of Skagway and checked into my hotel.

10 While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.

Notes on Scoring

This response earns full credit (1 point). The response highlights paragraph 10, which includes a description of what the author learned on his trip along the Chilkoot Trail.

Sample Response: 0 points

Select the paragraph from Passage 1 that highlights what the author learns from his trip along the Chilkoot Trail.

- 7 Finally, we reached the top of Chilkoot Pass and saw a Canadian flag flapping in the heavy wind. We stepped into a small hut to warm up and eat lunch. For the rest of the day, we walked across a barren, misty moonscape. Hours later, we arrived at our campground and pitched our tents in the rain.
- 8 The following morning was sunny, my ankle was feeling fine, and my fear of bears had mostly disappeared. I said good-bye to Ron and Carol and walked alone for the next two days. Without seeing any bears the entire trip, I finally arrived at Lake Bennett.
- 9 Next to Lake Bennett was a small train station with a restaurant. I enjoyed a hearty stew, fresh bread, and steaming apple pie. I rode the old train down to the town of Skagway and checked into my hotel.
- 10 While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.

Notes on Scoring

This response earns no credit (0 points). The response highlights paragraph 7, which does not include a description of what the author learned on his trip along the Chilkoot Trail. To earn credit for this item, paragraph 10 must be selected.

Sample Response: 0 points

Select the paragraph from Passage 1 that highlights what the author learns from his trip along the Chilkoot Trail.

- 7 Finally, we reached the top of Chilkoot Pass and saw a Canadian flag flapping in the heavy wind. We stepped into a small hut to warm up and eat lunch. For the rest of the day, we walked across a barren, misty moonscape. Hours later, we arrived at our campground and pitched our tents in the rain.
- 8 The following morning was sunny, my ankle was feeling fine, and my fear of bears had mostly disappeared. I said good-bye to Ron and Carol and walked alone for the next two days. Without seeing any bears the entire trip, I finally arrived at Lake Bennett.
- 9 Next to Lake Bennett was a small train station with a restaurant. I enjoyed a hearty stew, fresh bread, and steaming apple pie. I rode the old train down to the town of Skagway and checked into my hotel.
- 10 While relaxing in my bed, I thought of the miners from the Klondike gold rush. After five days, I was able to eat a nice meal, take a warm shower, and relax in a comfortable bed. But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.

Notes on Scoring

This response earns no credit (0 points). The response highlights paragraph 8, which does not include a description of what the author learned on his trip along the Chilkoot Trail. To earn credit for this item, paragraph 10 must be selected.

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Question 16

Question and Scoring Guidelines

Question 16

How does paragraph 3 contribute to the structure of Passage 1?

- Ⓐ It explains why the author went on the trip.
- Ⓑ It shows where the author began his trip.
- Ⓒ It introduces the obstacles the author faced on the trip.
- Ⓓ It emphasizes what the author needed to bring on the trip.

Points Possible: 1

Topic: Informational

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. (*RI.6.5*)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: **Key** – Paragraph 3 explains the reason the author wanted to go on the trip in the first place.

Rationale for Option B: This is incorrect. Although the map shows the start of the trail and this paragraph mentions the trail, paragraph 1 already does so, and that is not the focus of paragraph 3.

Rationale for Option C: This is incorrect. Although the author faced many obstacles (bears, injury) on the trip, they are not highlighted in paragraph 3. While the author admits he "had to hike this trail myself," paragraph 1 already establishes his nerves about the hike.

Rationale for Option D: This is incorrect. Although the author does mention the items he took on the trip in paragraph 1, they are not mentioned in paragraph 3. This paragraph does not focus on why he brought those things, but why he took the trip in the first place.

Sample Response: 1 point

How does paragraph 3 contribute to the structure of Passage 1?

- ☒ It explains why the author went on the trip.
- ☐ (B) It shows where the author began his trip.
- ☐ (C) It introduces the obstacles the author faced on the trip.
- ☐ (D) It emphasizes what the author needed to bring on the trip.

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Question 17

Question and Scoring Guidelines

Question 17

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- Ⓐ It shows where miners probably found gold.
- Ⓑ It shows the distance of the route the author took.
- Ⓒ It shows alternate ways for miners to cross the border.
- Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- Ⓐ how large the Klondike was
- Ⓑ where part of the Klondike was
- Ⓒ how much water is part of the Klondike
- Ⓓ where Annie Hall Strong set up camp in the Klondike

Points Possible: 2

Topic: Informational

Content Standard: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. *(RI.6.7)*

Depth of Knowledge: Level 3

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. The author explains that the miners had to continue on from Lake Bennett to the gold mines, but the mines themselves are not shown on this map, as the author mentions miners, from Lake Bennett, had to “travel 500 miles down dangerous rivers and lakes. Then, when they finally reached the goldfields, they had to start digging.”

Rationale for Option B: **Key** – The map shows the distance between the trailhead, where the author began, and Lake Bennett, where he ended his journey.

Rationale for Option C: This is incorrect. Although there may have been additional routes to get into Canada, the map only shows one route, and such an idea is not relevant to the passage.

Rationale for Option D: This is incorrect. Although there may have been additional routes to get into Canada, the map only shows one route, and such an idea is not relevant to the passage.

Part B

Rationale for Option A: This is incorrect. Both passages mention the Klondike, but its size is not shown in the map.

Rationale for Option B: **Key** – Readers can infer from Passage 1 that the map shows part of the Klondike, the focus of Passage 2; this information helps readers understand where the relevant part of the Klondike was, the border of Alaska and Canada; that information is not given in Passage 2, so this provides important context.

Rationale for Option C: This is incorrect. While the map shows rivers and lakes, that is not important information from Passage 2, nor can readers extend what is shown in the map to the entire area of the Klondike.

Rationale for Option D: This is incorrect. Annie Hall Strong is the focus of Passage 2, but readers cannot assume she camped at the same spots as the author of Passage 1.

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Question 17

Sample Responses

Sample Response: 2 points

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- ☐ Ⓐ It shows where miners probably found gold.
- ☒ Ⓑ It shows the distance of the route the author took.
- ☐ Ⓒ It shows alternate ways for miners to cross the border.
- ☐ Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- ☐ Ⓐ how large the Klondike was
- ☒ Ⓑ where part of the Klondike was
- ☐ Ⓒ how much water is part of the Klondike
- ☐ Ⓓ where Annie Hall Strong set up camp in the Klondike

Notes on Scoring

This response earns full credit (2 points). Option B in Part A accurately describes how the map adds to the information provided in the first passage. Option B in Part B correctly identifies information from the map that is specific to the Klondike.

Sample Response: 1 point

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- ☐ Ⓐ It shows where miners probably found gold.
- ☒ Ⓑ It shows the distance of the route the author took.
- ☐ Ⓒ It shows alternate ways for miners to cross the border.
- ☐ Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- ☒ Ⓐ how large the Klondike was
- ☐ Ⓑ where part of the Klondike was
- ☐ Ⓒ how much water is part of the Klondike
- ☐ Ⓓ where Annie Hall Strong set up camp in the Klondike

Notes on Scoring

This response earns partial credit (1 point). Option B in Part A accurately describes how the map adds to the information provided in the first passage. Option A in Part B does not correctly identify information from the map that is specific to the Klondike. The map identifies where part of the Klondike was, which is Option B in Part B.

Sample Response: 1 point

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- ☐ Ⓐ It shows where miners probably found gold.
- ☒ Ⓑ It shows the distance of the route the author took.
- ☐ Ⓒ It shows alternate ways for miners to cross the border.
- ☐ Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- ☐ Ⓐ how large the Klondike was
- ☐ Ⓑ where part of the Klondike was
- ☒ Ⓒ how much water is part of the Klondike
- ☐ Ⓓ where Annie Hall Strong set up camp in the Klondike

Notes on Scoring

This response earns partial credit (1 point). Option B in Part A accurately describes how the map adds to the information provided in the first passage. Option C in Part B does not correctly identify information from the map that is specific to the Klondike. The map identifies where part of the Klondike was, which is Option B in Part B.

Sample Response: 0 points

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- ☐ Ⓐ It shows where miners probably found gold.
- ☐ Ⓑ It shows the distance of the route the author took.
- ☐ Ⓒ It shows alternate ways for miners to cross the border.
- ☒ Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- ☐ Ⓐ how large the Klondike was
- ☒ Ⓑ where part of the Klondike was
- ☐ Ⓒ how much water is part of the Klondike
- ☐ Ⓓ where Annie Hall Strong set up camp in the Klondike

Notes on Scoring

This response earns no credit (0 points). Option D in Part A does not correctly identify how the map adds to the understanding of Passage 1. To earn credit the response must identify how the map adds to understanding the passage which is Option B. Even though Option B in Part B is correct, no credit is earned if Part A is incorrect.

Sample Response: 0 points

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

Part A

How does the map add to the reader's understanding of the information in Passage 1?

- ☐ Ⓐ It shows where miners probably found gold.
- ☐ Ⓑ It shows the distance of the route the author took.
- ☐ Ⓒ It shows alternate ways for miners to cross the border.
- ☒ Ⓓ It shows the most dangerous part of the author's journey.

Part B

What information can students learn from the map that is most important in relation to the Klondike?

- ☐ Ⓐ how large the Klondike was
- ☐ Ⓑ where part of the Klondike was
- ☐ Ⓒ how much water is part of the Klondike
- ☒ Ⓓ where Annie Hall Strong set up camp in the Klondike

Notes on Scoring

This response earns no credit (0 points). Option D in Part A does not correctly identify how the map adds to the understanding of Passage 1. To earn credit, the response must identify how the map adds to understanding the passage, which is Option B.

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Question 18

Question and Scoring Guidelines

Question 18

According to Passage 2, which **two** items should be taken on a trip to the Klondike?

- ☐ canvas bags
- ☐ sleeping bags
- ☐ saccharin packs
- ☐ evaporated eggs
- ☐ lemonade tablets

Points Possible: 1

Topic: Informational

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RI.6.1)

Depth of Knowledge: Level 1

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

Scoring Guidelines

Rationale for First Option: **Key** – Strong recommends taking canvas bags to keep bedding, clothing, and footwear in in paragraph 14.

Rationale for Second Option: This is incorrect. While this might seem logical, Strong actually recommends using the canvas bags as bedding instead of sleeping bags because "people have been disappointed" in sleeping bags (paragraph 15).

Rationale for Third Option: This is incorrect. In paragraph 14, Strong says that sugar substitutes were not the answer and that people were "loud in their condemnation" of saccharine.

Rationale for Fourth Option: This is incorrect. In paragraph 14, Strong says that evaporated eggs "are a failure," so this would not be a correct response.

Rationale for Fifth Option: **Key** – Strong, toward the end of paragraph 14, recommends taking lemonade tablets because they are easier to carry than lime juice or citric acid.

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Question 18

Sample Responses

Sample Response: 1 point

According to Passage 2, which **two** items should be taken on a trip to the Klondike?

- ☒ canvas bags
- ☐ sleeping bags
- ☐ saccharin packs
- ☐ evaporated eggs
- ☒ lemonade tablets

Notes on Scoring

This response earns full credit (1 point). Lemonade tablets and canvas bags (Option A and Option E) are correctly identified as things that should be taken on a trip to the Klondike.

Sample Response: 0 points

According to Passage 2, which **two** items should be taken on a trip to the Klondike?

- ☐ canvas bags
- ☐ sleeping bags
- ☒ saccharin packs
- ☐ evaporated eggs
- ☒ lemonade tablets

Notes on Scoring

This response earns no credit (0 points). Lemonade tablets (Option E) are correctly identified as something that should be taken on a trip to the Klondike. However, saccharin packs (Option C) were not included in the list of necessary items. To earn credit for this response, both Option A and Option E must be selected.

Sample Response: 0 points

According to Passage 2, which **two** items should be taken on a trip to the Klondike?

- ☐ canvas bags
- ☒ sleeping bags
- ☐ saccharin packs
- ☒ evaporated eggs
- ☐ lemonade tablets

Notes on Scoring

This response earns no credit (0 points). Neither sleeping bags (Option B) nor evaporated eggs (Option D) were included in the list of necessary items. To earn credit for this response, both Option A and Option E must be selected.

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Question 19

Question and Scoring Guidelines

Question 19

What is the author's purpose for writing Passage 2?

- Ⓐ to persuade women to go on the gold rush
- Ⓑ to show that sugar is important to take on the gold rush
- Ⓒ to highlight a writer's suggestions to women going on the gold rush
- Ⓓ to emphasize that sleeping bags should not be taken on the gold rush

Points Possible: 1

Topic: Informational

Content Standard: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. (RI.6.6)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. While the tone of the passage is supportive of women going on the gold rush, this is not Strong's purpose in writing the passage, or even something that the article focuses on.

Rationale for Option B: This is incorrect. While Strong mentions sugar as important to take, this is a minor detail and is not the purpose for the author writing the passage.

Rationale for Option C: **Key** – The author wrote the passage to show what advice Annie Hall Strong had for women who wished to go on the gold rush.

Rationale for Option D: This is incorrect. While the passage does mention sleeping bags and Strong presents an argument against taking them on the trip, this is not the author's purpose for writing the passage.

Sample Response: 1 point

What is the author's purpose for writing Passage 2?

- ☐ Ⓐ to persuade women to go on the gold rush
- ☐ Ⓑ to show that sugar is important to take on the gold rush
- ☒ Ⓒ to highlight a writer's suggestions to women going on the gold rush
- ☐ Ⓓ to emphasize that sleeping bags should not be taken on the gold rush

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Question 20

Question and Scoring Guidelines

Question 20

What evidence does Passage 1 provide that supports Annie Hall Strong's claim in Passage 2 that those who "love luxury, comfort and ease would better remain at home"? (paragraph 13)

- Ⓐ "I must admit I was nervous." (paragraph 1)
- Ⓑ "We started talking and soon were walking the trail together." (paragraph 2)
- Ⓒ "Hours later, we arrived at our campground and pitched our tents in the rain." (paragraph 7)
- Ⓓ "Next to Lake Bennett was a small train station and restaurant." (paragraph 9)

Points Possible: 1

Topic: Informational

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). (*RI.6.9*)

Depth of Knowledge: Level 2

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

Scoring Guidelines

Rationale for Option A: This is incorrect. Although the author of Passage 1 states that he was "nervous," that does not in and of itself support the claim from Passage 2.

Rationale for Option B: This is incorrect. Although this sentence conveys an action the author is taking, this fails to support the claim.

Rationale for Option C: **Key** – This sentence, which shows the author of Passage 1 pitching a tent in the rain, clearly supports the claim of the author in Passage 2.

Rationale for Option D: This is incorrect. Although this sentence mentions the amenities of the town, it does not support the claim in Passage 2.

Sample Response: 1 point

What evidence does Passage 1 provide that supports Annie Hall Strong's claim in Passage 2 that those who "love luxury, comfort and ease would better remain at home"? (paragraph 13)

- ☐ Ⓐ "I must admit I was nervous." (paragraph 1)
- ☐ Ⓑ "We started talking and soon were walking the trail together." (paragraph 2)
- ☒ Ⓒ "Hours later, we arrived at our campground and pitched our tents in the rain." (paragraph 7)
- ☐ Ⓓ "Next to Lake Bennett was a small train station and restaurant." (paragraph 9)

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Question 21

Question and Scoring Guidelines

Question 21

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- Ⓐ It is better to take friends with you.
- Ⓑ Only take with you what is necessary.
- Ⓒ Looking at the landscape is an added bonus.
- Ⓓ Before leaving you should get plenty of rest.

Part B

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

- Ⓐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- Ⓑ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- Ⓒ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- Ⓓ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Points Possible: 2

Topic: Informational

Content Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
(RI.6.1)

Depth of Knowledge: Level 3

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

Scoring Guidelines

Part A

Rationale for Option A: This is incorrect. While the author in Passage 1 mentions his friends, this is not something that connects to Passage 2, so Hall would not agree with this based on the information in the passage.

Rationale for Option B: **Key** – Most of Passage 2 is about what is good or not good to take on the gold rush. It is safe to infer that Strong would agree that lighter loads work better, so taking what is necessary is crucial.

Rationale for Option C: This is incorrect. While the author in Passage 1 mentions how lovely the landscape is, this is not something that Strong would agree with based on information in Passage 2.

Rationale for Option D: This is incorrect. While the author in Passage 1 mentions resting, he does so in a reflective tone. This is not something that the information in Passage 2 correlates with and that Strong would agree with.

Part B

Rationale for Option A: This is incorrect. Students who picked option C in Part A would incorrectly choose this answer for support. This excerpt does not support the idea that you should only take with you what is necessary.

Rationale for Option B: This is incorrect. Students who picked option A in Part A would incorrectly choose this answer for support. This excerpt does not support the idea that you should only take with you what is necessary.

Rationale for Option C: **Key** – This sentence supports the idea that you should only take what is necessary, as the miners were forced to ditch extraneous things that were heavy.

Rationale for Option D: This is incorrect. Students who picked option D in Part A would incorrectly choose this answer for support. This excerpt does not support the idea that you should only take with you what is necessary.

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Question 21

Sample Responses

Sample Response: 2 points

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- ☐ Ⓐ It is better to take friends with you.
- ☒ Ⓑ Only take with you what is necessary.
- ☐ Ⓒ Looking at the landscape is an added bonus.
- ☐ Ⓓ Before leaving you should get plenty of rest.

Part B

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

- ☐ Ⓐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- ☐ Ⓑ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- ☒ Ⓒ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- ☐ Ⓓ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Notes on Scoring

This response earns full credit (2 points). The inference that Annie Hall would agree with the idea that you should take only what is necessary in Part A is supported by the quote from paragraph 6, which is Option C in Part B.

Sample Response: 1 point

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- ☐ Ⓐ It is better to take friends with you.
- ☒ Ⓑ Only take with you what is necessary.
- ☐ Ⓒ Looking at the landscape is an added bonus.
- ☐ Ⓓ Before leaving you should get plenty of rest.

Part B

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

- ☒ Ⓐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- ☐ Ⓑ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- ☐ Ⓒ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- ☐ Ⓓ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Notes on Scoring

This response earns partial credit (1 point). The inference that Annie Hall would agree with the idea that you should take only what is necessary in Part A is correct. However, the quote from paragraph 4 (Option A of Part B) does not support that inference.

Sample Response: 1 point

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- ☐ Ⓐ It is better to take friends with you.
- ☒ Ⓑ Only take with you what is necessary.
- ☐ Ⓒ Looking at the landscape is an added bonus.
- ☐ Ⓓ Before leaving you should get plenty of rest.

Part B

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

- ☐ Ⓐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- ☒ Ⓑ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- ☐ Ⓒ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- ☐ Ⓓ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Notes on Scoring

This response earns partial credit (1 point). The inference that Annie Hall would agree with the idea that you should take only what is necessary in Part A is correct. However, the quote from paragraph 5 (Option B of Part B) does not support that inference.

Sample Response: 0 points

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- ☐ Ⓐ It is better to take friends with you.
- ☐ Ⓑ Only take with you what is necessary.
- ☒ Ⓒ Looking at the landscape is an added bonus.
- ☐ Ⓓ Before leaving you should get plenty of rest.

Part B

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

- ☐ Ⓐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- ☐ Ⓑ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- ☒ Ⓒ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- ☐ Ⓓ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Notes on Scoring

This response earns no credit (0 points). Option C in Part A is not an inference with which Annie Hall would agree. Even though Option C in Part B is correct, to earn any credit the idea of taking only what is needed (Option B) must be selected in Part A.

Sample Response: 0 points

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

Part A

Based on Passage 2, with which statement about going on the gold rush would Annie Hall Strong agree?

- ☒ It is better to take friends with you.
- ☐ Only take with you what is necessary.
- ☐ Looking at the landscape is an added bonus.
- ☐ Before leaving you should get plenty of rest.

Part B

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

- ☐ "As I was looking around at the beautiful scenery, I tripped over a big tree root . . ." (paragraph 4)
- ☐ "Ron, Carol, and I followed the trail across narrow bridges . . ." (paragraph 5)
- ☐ "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." (paragraph 6)
- ☒ "While relaxing in my bed, I thought of the miners from the Klondike gold rush." (paragraph 10)

Notes on Scoring

This response earns no credit (0 points). Option A in Part A is not an inference with which Annie Hall would agree. To earn any credit, Option B (taking only what is necessary) must be selected as an inference with which Annie Hall would agree.

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Question 22

Question and Scoring Guidelines

Question 22

Write a multi-paragraph response in which you analyze the challenges of traveling through the Klondike. In your writing, consider the problems people faced in traveling to their campsites and the problems they faced when they arrived. Your response must be based on ideas and information that can be found in the passages.

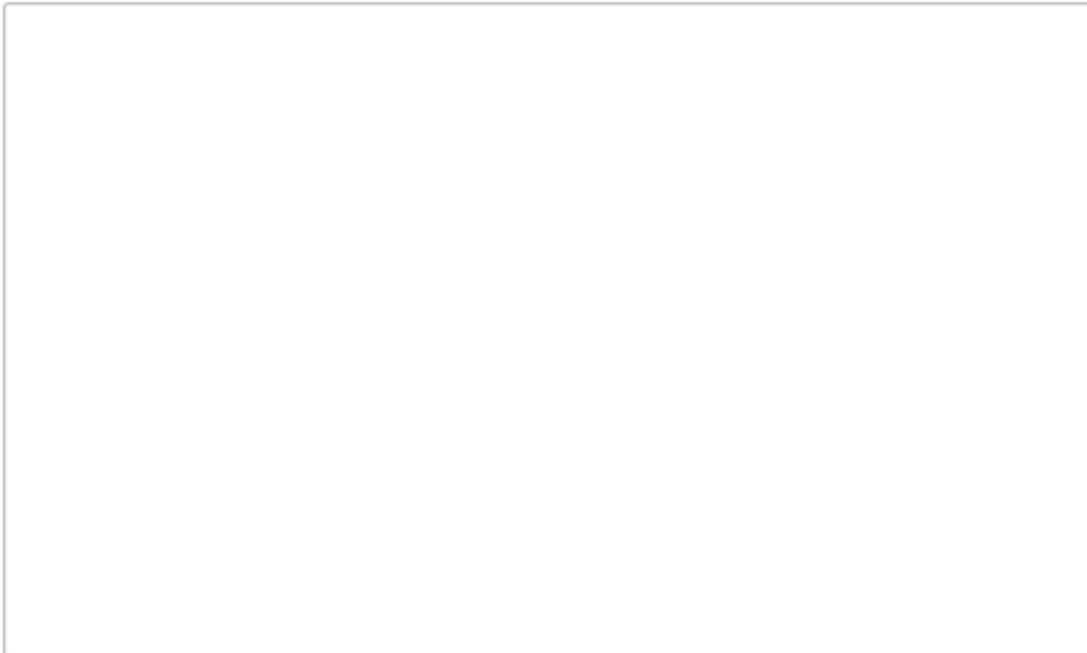
Manage your time carefully so that you can:

- 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/thesis statement;
- avoid overly relying on one passage; and
- include a conclusion.

Write your multi-paragraph response in the space provided.



Points Possible: 10

Topic: Writing

Content Standard: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (W.6.2)

Depth of Knowledge: Level 4

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

Scoring Guidelines

Ohio's State Test Informative/Explanatory Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)			
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A strongly maintained controlling idea/thesis statement 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/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> 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/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained controlling idea/thesis statement, 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/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> 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/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> A focused controlling idea/thesis statement 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/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> 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/thesis statement 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/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> 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/thesis statement 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/thesis statement 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>

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Question 22

Sample Responses

Sample Response: 10 points

There are a lot of challenges in traveling through the Klondike. These challenges are shown in the terrain, the cargo, and when arriving at the Klondike.

The first challenge is the terrain of the Klondike. The first terrain challenge is the amount and severity of precipitation. As it states in passage 2, paragraph 15, "In a blizzard without your tent, you can stretch your canvas over a pole and make a tent a moments notice." This shows that the Klondike can be very harsh with its weather and can cause you to have to think quick with how you prepare and react to its weather. Another terrain obstacle in the Klondike is its mountains in paragraph 6, passage 1, "At dawn, we started hiking up the steep, green valley. Icy glaciers were perched on the mountains above. Soon we were as high as the clouds and could only see 20 feet in front of us." This shows the harsh landscape with steep valleys and high mountains.

Another challenge is the cargo you bring with you. The first cargo challenge is making sure not to bring heavy cargo. As said in passage 1, paragraph 6, "Near the steepest part, we passed old shovels, teakettles, and rusted tin cans that the miners must have found too heavy to carry." This shows that the miners brought too many or too heavy items with them, and found it hard to travel with these items. Another challenge is finding good ways to use items to your advantage, as said in passage 2, paragraph 14, "She also recommended lemonade tablets; they are preferable to lime juice and citric acid, and being easier to carry having no weight or bulk." This shows the use of lemonade tablets to be a good drink without causing any weight against your travels. This can also be shown in paragraph 15 when she uses a canvas as a tent and a bed. "In a blizzard without your tent, you can stretch your canvas over a pole and make a tent in a moments notice."

Finally, a challenge is arriving at the Klondike. This is shown in paragraph 10 in passage 1, "But when the miners reached Lake Bennett, they had to cut down trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes. Then, when they reached the goldfields, they had to start digging." This shows that once you arrived, you had a lot of hard work to get started in gold digging. Another challenge is in passage 1, paragraph 11, "Most of the miners never found much gold, but they all had adventures they would never forget." This shows that most of the hard work they did most of the time did not pay off for them in the end.

The challenges in the Klondike are shown in the terrain, the cargo, and when arriving at the Klondike. These all prove that there are a lot of challenges in the Klondike.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. The response remains focused on explaining the hardships hikers faced when traveling to the Klondike. The piece is well organized, includes logical transitions between paragraphs and uses signal words to indicate movement from one topic to another. The introduction and conclusion add to the cohesiveness of the response.

Evidence and Elaboration – This response earns full credit (4 points) for Evidence and Elaboration. Descriptions of the hardships travelers to the Klondike faced are clearly supported by evidence from the text. Elaborations are varied in type and are focused on the points being made and do not include extraneous information.

Conventions – This response earns full credit (2 points) for Conventions. The response shows a grade appropriate understanding of punctuation, capitalization, and spelling.

Sample Response: 9 points

The challenges of the Klondike were almost unbearable, but few were able to find strength within, and push through. In passage 2, paragraph 13, the author states, "Those who love luxury, comfort, and ease would better remain at home." By reading that statement, the reader can infer that the Klondike was a tough and brutal challenge. The trail must have help many obstacles and unexpected changes. The Klondike trail had frightening animals, unbearable temperatures, and deadly landforms. The challenges of the Klondike seemed impossible and the heroes who were able to overcome them had skill and bravery.

The frightening animals scared people off the trails and took many people lives. This takes place when David Meissner is starting his trail down the Klondike. According to Passage 1, paragraph 2, the text states "But now I was in Alaska, home to the firece brown grizzly bear." By analyzing the text, we can see that the author was very frighened of the fierce bears that live in Alaska. He thought that the bears would attack him and seriously injure him. This takes place when Meissner has spent a few days on the trail. According to the text in paragraph 8, passage 1, the auhtor states, "The following morning was sunny and my fear of bears has mostly gone away." From this text evidence the readers can see that after adjusting to the hardships of the Klondike, it just took bravery for David Meissner to almost completely overcome his fear of the brown grizzly bear. The fearful animals of the Klondike frightened many people and made them want to leave the trail.

The temperatures of the Klondike were terrible and many peole died of illness because of it. This takes place when Meissner was traveling to Lake Bennet. "Icy glaciers were erched on the mountains above. We squinted to find orange trail markers and followed them through snowfields. It was so cold in the Klondike that there were large, icy glaciers and nfield covered in snow. To travel through that takes courage and bravery. This take place when Annie Strong is recommending what to bring and what not to bring on the Klondike. "In a blizzard without your tent" She states that there are blizzards which are extreme snow storms. If you are outside during a blizzard, you can get sick quickly. The extreme temperatures of the Klondike trail were unbearable and cause death.

The landforms of the Klondike were almost impossible to defeat. This takes place during Meissner's third day into his Klondike journey. In passage 1, paragraph 8, the author states, "Soon we were as high a the clouds and could only see 20 feet infront of us. We squinted to find the orange trails markers and followed them over streams and up large, slippery boulders." This text shows the reader what challenges the people that took the Klondike had to face. One false move could cause you your death. This next piece of text evidence tekes place when the first people to travel down the Klondike had to improvise. "But when miners reached Lake Benner, they had to cut downs trees, saw them into boards, build boats, and travel 500 miles down dangerous rivers and lakes." Long ago, the miners had to travel through all of that. Also, they did not know what they would run into. The physical landforms of the Klondike trail were a great challenge to overcome.

The challenges of the Klondike were almost unberable, but a few were able to find strength within, and push through. The Klondike contained countless feats that are very dangerous. The Klondike trail had frightening animals, unbearable temperatures, and deadly rivers and lakes. The challenges of the Klondike seemed impossible and the heroes who were able to overcome them had skill and bravery.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns full credit (4 points) for Purpose, Focus, and Organization. There is a clearly stated controlling idea that goes beyond repetition of the question being asked. The response is well organized and remains focused on the task and purpose. The opening and closing paragraphs give the response a sense of coherence, and the ideas within the piece progress logically from one to another.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration. The response includes evidence from both passages. At times, the evidence is only loosely connected to the focus of the task. Domain specific vocabulary is present and sentence structure is varied throughout the response.

Conventions – This response earns full credit (2 points) for Conventions. There are few errors in mechanics and punctuation. Adequate sentence formation is evident across the response.

Sample Response: 8 points

There are multiple challenges when traveling through the Klondike. Some of these challenges are figuring out what to bring, the rugged scenery and harsh weather, and avoiding bears and other wild animals.

First, one must figure out what to bring on the hike. One has to make sure not to bring too much stuff, but at the same time not bring enough stuff. One must pack the right amount of stuff and to make sure one will have everything they need for their trip. In passage 1, paragraph 1, the selection states, "I had put on my bug spray and sunscreen, and my backpack had everything I would need for the five-day hike: a tent, sleeping bag, food, water, and warm clothes." The author in the passage made sure he had everything he would need for his hike. He also did not overload his backpack with too much stuff. In selection 2, paragraph 14, the passage states, "... recommended 3 canvas bags: 1 for bedding, 1 for clothing, and 1 for shoes and boots." The author of this selection, Ms. Strong, gave people advice on how to bring the right amount of stuff. She advised them to bring a certain amount of stuff, what food is good to bring, and what not to bring. Figuring out what to bring is one of the few challenges people face when traveling through the Klondike.

Next, travelers must be careful of the rugged scenery and harsh weather. When traveling through the Klondike, people must be careful when they walk through it. They must watch where they are walking and make sure not to trip and fall. In selection 1, paragraph 4, the passage states, "As I was looking around at the beautiful scenery, I tripped over a big tree root, landed on the side of my foot, and crashed down under the weight of my backpack." The author was distracted and fell and hurt his ankle. This can cause some travelers to not be able to finish their hike. These injuries can be very serious. Hikers should also be alert of harsh weather. One never knows when the weather will suddenly change on their hike. In passage 1, paragraph 7, the selection states, "Hours later, we arrived at our campground and pitched our tents in the rain." The hike can go from sunny days to rainy night. Travelers must always be prepared for a weather change. Rugged scenery and harsh weather are very difficult challenges.

Finally, travelers should avoid bears and other wild animals. When traveling, always make sure you know what to do if you see a wild animal, especially bears. Avoiding bears can be hard, but if you stay calm and keep going, hikers will be fine. In selection 1, paragraph 8, the passage states, "Without seeing any bears..." The author was deathly afraid of bears, but with the help of some friends and staying calm, he was able to make it through the hike. Some hikers may have encounters with other wild animals. Big spary is always a good thing to wear. In passage 2, paragraph 15, the selection states, ".....called a 'tick' and filled with dry moss." Animals are not the only thing to avoid. Deadly plants and fungi are as well. If one lays down to rest, make sure they do not lay on some poisonous item. Avoiding bears and other wild animals is a huge challenge when hiking through the Klondike.

Some challenges when hiking through the Klondike are figuring out what to bring, the rugged scenery and harsh weather, and avoiding bears and other wild animals. There are multiple challenges when hiking through the Klondike.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. The controlling idea, hardships faced by travelers to the Klondike, is maintained throughout. The organizational structure provides a sense of completeness to the response. There is a clear introduction and conclusion that frame the response.

Evidence and Elaboration – This response earns partial credit (3 points) for Evidence and Elaboration. Evidence is integrated throughout in an effort to support the focus and the information provided. There are places where the evidence is loosely connected to the point being made. The response includes adequate elaboration.

Conventions – This response earns full credit (2 points) for Conventions. While there are some errors in spelling, they do not impede meaning of the response. Capitalization and punctuation are appropriate for the grade level.

Sample Response: 7 points

Did you know that the Klondike can cause problems while people are traveling and arriving? When you go to the Klondike many things can happen. You can even come across harsh lakes and rivers! It is dangerous to go to the Klondike because of harsh rivers and lakes, threatening animals, and dangerous habitats.

The first reason it is dangerous to go to the Klondike is because of harsh rivers and lakes. A harsh river can cause flooding, a boat to sink, etc. In passage 1, Paragraph 10, it states that they have to travel 500 miles down dangerous rivers and lakes." This means that the harsh rivers and lakes can cause a bad reaction. This paragraph explains about the harsh rivers and lakes around the Klondike.

Next, the threatening animals can cause bad habits like getting scared. This is because of the second paragraph. In passage 1, paragraph 2, it states that he is afraid of bears and that it is keeping him from walking the trail alone." This explains why he was not walking the trail alone. Now you know why threatening animals have an effect on the Klondike.

Lastly, there are dangerous habitats like forests or woods. This is according to passage 4. In passage 1, paragraph 4, it states that he tripped over a big tree root." This shows that a forest or the woods can be dangerous. This tells you that the habitats you go through can be dangerous.

Many things can happen at the Klondike. The Klondike can cause problems when traveling and arriving. A couple examples are harsh lakes and rivers. It is dangerous to go to the Klondike because of harsh rivers and lakes, threatening animals, and dangerous habitats.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (3 points) for Purpose, Focus, and Organization. The response includes a controlling idea that is sustained across the response. There is evidence of some loosely related material included in the piece. A simple organizational strategy is used to move the reader through the piece (opening paragraph, first reason, next, lastly). Few transitional strategies are used to move from one idea to the next.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. Evidence is weakly integrated into the response and at times is unrelated to the task. Elaborative techniques are repetitious and are not directly related to the points being made at times.

Conventions – This response earns full credit (2 points) for Conventions. Punctuation and capitalization rules are followed throughout the piece. There are a few errors in usage, but no patterns of errors are present.

Sample Response: 6 points

There are challenges while traveling through the Klondike. Like Bears, and the hike itself. Those are only some of the challenges of the Klondike.

Bears are dangerous and you should be careful. The passage states that "I was in Alaska, home to the fierce brown grizzly bear." never the less the passage also says "Bears usually run away when they hear the sound of human voices." So if you hear a bear you should start talking to scare it away. Bears aren't the only dangerous thing, you could also get hurt on the hike.

The hike is very dangerous. the text states that "As I was looking around at the beautiful scenery, I tripped over a big tree root," the author wrote that "At dawn, we started hiking up the steep, green valley."

This shows that it is very dangerous so if you decide to go on the Klondike, be careful.

The klondike is dangerous. There are bears, the hike is also very dangerous. That shows that there are many challenges on the Klondike.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. The controlling idea (*There are challenges while traveling through the Klondike*) is focused on the task but is not sustained throughout the response. Extraneous information is included in several places. The response has a simple organizational structure.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. Evidence from the passages is included but at times contradicts the controlling idea. An attempt at elaboration is made; however, it is often ineffective and irrelevant. In the same way as the evidence, the elaboration often contradicts the focus and purpose of the task.

Conventions – This response earns full credit (2 points) for Conventions. Adequate command of punctuation and capitalization is evident. The response has very few spelling or usage errors.

Sample Response: 5 points

It was tough getting through the Klondike. There were multiple obstacles to had to face to survive. YOU had to be aware of your surrounding at all times to make sure nothing would attack you. You need to bring the right supplies for your trip to make sure to can last long enough to make the trip to Klondick.

One thing you needed to do is get rest. Without rest it is hard to stay awake on the tough journey, so you should pack a tent for shelter to make sure you don't get attacked in your sleep. By sleeping you will wake up with a lot of energy and be able to make the trip a lot easier than if you were to go without rest and be tired the whole time. Therefore if you were to get rest on the trip you would be able to get a lot farther than if you were to go without rest.

Another thing to do is to not pack so much stuff. If you pack a lot of things you don't need your bag will get too heavy and it will be hard to keep on walking, because you are carrying so much stuff. You should only bring things you absolutely need like water for hydration, a tent for shelter when you are sleeping, and food to give yourself energy, so you can keep on moving on the long trail.

Going through the Klondike was a really tough. If you do all the things I mentioned you are for sure going to survive the Klondike. Even though there are a lot of challenges it is possible. Just make sure to check your surrounding, eat, sleep, and drink to survive.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (2 points) for Purpose, Focus, and Organization. The response shows evidence of a basic organizational structure and includes transition words to move from one paragraph to another. Ideas progress unevenly; however, loosely related material is also included.

Evidence and Elaboration – This response earns partial credit (2 points) for Evidence and Elaboration. There is evidence of information that is related to the passages. Much of the discussion is personal elaboration that is connected to the topic without being text based. Domain specific words are used appropriately in several parts of the response.

Conventions – This response earns partial credit (1 point) for Conventions. There are a number of grammatical and structural errors that impact meaning. Spelling is inconsistent throughout.

Sample Response: 4 points

Have you ever been to klondike? Maybe you haven't, but a lot of gold miners have. We need to respect those women who went on that hike.

One of the challenges these people faced was being outside for five days straight. "I would need for a five-day hike" (Meissner 1). They would have to be in the wilderness with ticks, spiders, fleas, coyotes, etc. That could potentially hurt someone.

They are in bear county, they could get mauled by a bear while they're sleeping, or the bear can eat all their food. Without they're food you might not have enough energy to get to the resteraunt at the end. For these reasons we should respect the women and men who went on this dangerous trips just for gold.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. There is a controlling idea (*We need to respect those women who went on that hike*); however, it is unrelated to the task. The response includes many extraneous ideas and shows little in the way of organization.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration. A limited amount of information from the passages is included; however, while it is loosely connected to the task, it is unrelated to the controlling idea of the piece. Elaboration is confusing and often unrelated to the task.

Conventions – This response earns full credit (2 points) for Conventions. An adequate understanding of capitalization and punctuation are evident. While there are some usage errors, they do not impede understanding.

Sample Response: 3 points

there are many callanges to being a miner. one you can get eaten by a bear or you can die of a sickness. you can be crushed by rock or evan worst, the reason to be a miner is to get the right amonut of mony your hoping to get. in passage two Ms strong had to lift over 100lbs. and more likely heaier things. in passage one there were at the end of the trail but, were cans to carry heavy thing. there can be more heaier matierals and more.that is the difficalties of being a miner.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns partial credit (1 point) for Purpose, Focus, and Organization. The response includes a focus statement (*there are many callanges to being a miner*). However, the response is too brief to show evidence of organization or transitional strategies. The information included in the response does not sustain the purpose of the task.

Evidence and Elaboration – This response earns partial credit (1 point) for Evidence and Elaboration. There is evidence from each of the passages; however, it is only loosely related to the purpose and task. Most of the sentences are simple constructions.

Conventions – This response earns partial credit (1 point) for Conventions. The response does not show an understanding of capitalization (beginning of sentences, proper names). Words are missing from sentences, making the response difficult to read in places.

Sample Response: 1 point

1. Have you ever been to klondike before? Well, in this next few parahgrah i will be telling you all about The Women of the Gold Rush: Annie Hall Strong.
2. In paragrah 1 it says " I must admit I was nervous. I had been standing in front of the 'Chilkoot Trailhead' sign for 15 minutes". He was nervous beacsue he had been standing in froung of the sign for a very long time. If i was standing at the sign for about 15 minutes I probably been so scared i would of screamed.

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 – This response earns no credit (0 points) for Purpose, Focus, and Organization. There is no controlling idea in the response, and the information included is not related to the purpose of the task. While there are numerals that are supposed to reflect an organizational structure, they serve little purpose.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration. There is little information from the passages, and what is included is unrelated to the task. Elaboration is present, but it is confusing and unfocused.

Conventions – This response earns partial credit (1 point) for Conventions. Sentence structure is awkward throughout. Capitalization and punctuation are marginal.

Sample Response: 0 points

they were happy to make it to the klondike becuase it was the famous chilkoot trail.

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

Notes on Scoring

Purpose, Focus, and Organization – This response earns no credit (0 points) for Purpose, Focus, and Organization. There is no evidence of a controlling idea, and the little information included is unrelated. The response is too brief to show an organizational structure.

Evidence and Elaboration – This response earns no credit (0 points) for Evidence and Elaboration. The single sentence includes no evidence from the passages.

Conventions – This response earns no credit (0 points) for Conventions. The response is too brief to show an understanding of the conventions of standard English.

Sample Response: 0 points

I was afraid of bears. Thats what was kepping me from walking the trail alone. I hiked through black bear country back in Colorado, but now I was in Alaska, home to fierce brown grizzly bear.

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

Notes on Scoring

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

Sample Response: 0 points

use evidence from the passages to support your explanation /thesis statement;

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

Notes on Scoring

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

Sample Response: 0 points

the david meissner

i had finally started hike along the famous chilkoot trail, where nmore than 115 years ago, thousands of gold miners had walked. i was writing a book adout the klondike gold rush, and i wanted to follow in the footsteps of the miners to know what it was really like. to finish my book, i had to hike this trail myself.

while relaxing in my bed I thought of the miners from the klondike gold rush. after five days, i was able to eat a nice meal, take a warm shower amd relax in a comfortadle bed .but when the miners lake bennett, they had to cut down trees, saw them into boards,build boats, and travel 500 miles down dangerous rivers and lakes. then, when theyfinally reached the goldfields, they had to start digging.

most of the miners never found much gold, but they all had adventures they wold never forget. now, so did i.

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

Notes on Scoring

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