

# Smarter Balanced Assessment Consortium:

ELA Practice Test Scoring  
Guide Grade 10

08/14/2019



### About the Practice Test Scoring Guides

The Smarter Balanced ELA Practice Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for the Smarter Balanced Practice Test items. The items selected for the Practice Test are designed to reflect

- a broad coverage of claims and targets.
- a range of student response types.
- a breadth of difficulty levels across the items.

It is important to note that all student response types are not fully represented on every practice test, but a distribution can be observed across all the practice tests. The items presented are reflective of refinements and adjustments to language based on pilot test results and expert recommendations from both content and accessibility perspectives.

Within this guide, each item is presented with the following information<sup>1</sup>:

- Claim: statement derived from evidence about college and career readiness
- Target: statement that bridges the content standards and the assessment evidence that support the claim
- Depth of Knowledge (DOK): measure of complexity considering the student's cognitive process in response to an item. There are four DOK levels, a 4 being the highest level.
- Common Core State Standards for English Language Arts/Literacy: the primary standard(s) assessed by an item
- Evidence Statement: a statement that explains what a student will be able to do in response to an item in order to provide evidence he or she has met the standard(s). These statements serve as a guide for item writers to ensure alignment to the CCSS standard(s) and targets.
- Static presentation of the item: static presentation of item from test administration system
- Static presentation of student response field(s): static presentation of response field from test administration system
- Answer key: expected student response or example response from score point value
- Rubric and a sample student response for each score point for short answer items: score point representations for student responses

The following items are representative of the kinds of items that students can expect to experience when taking the Computer Adaptive Test (CAT) portion of the summative assessment for Grade 10. A separate document is available that provides a sample performance task and scoring guide for this grade level.

---

<sup>1</sup> Most of these terms (Claim, Target, DOK, Evidence Statement, etc.) are further explained in various other Smarter Balanced documents as well as the *Common Core State Standards for English Language Arts and Literacy*. Refer to the *Smarter Balanced Content Standards and Item Specifications for English Language Arts and Literacy* for more information.

Read the text. Then answer questions 1–7.

### **Moving to the Back of Beyond**

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

They had chosen to buy a 900-square-foot cabin under a 250-year-old oak tree in the high chaparral<sup>1</sup> forest out in the back of beyond -- so far away from Los Angeles that you couldn't even see the glow of the lights at night. When I first saw where we were going to live, I vacillated between feeling terrified and excited. This would be an adventure, for sure. But this was no camping trip where you could go home to civilization after a few days of roughing it; this *was* home, and roughing it was the new normal.

On move-in day, we drove fifteen miles out from Antelope Valley -- where the nearest grocery store was located -- on a two-lane road past llamas, cattle, and horses. Up and up we went, until finally we turned down a dirt road and headed into a canyon full of towering Coulter pines, blue-green sagebrush, and ancient canyon live oaks. I didn't know the names of these plants then, of course; I learned them later. That first day all I saw then was a million shades of green.

We parked under an oak tree that shaded our cabin and a front yard of rock, sand, and sagebrush twice as large as the cabin itself. On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed. Scrub jays squawked and hummingbirds zoomed past the eaves, scolding us with their territorial calls.

No cars roared past. No radios blared from a neighbor's house. There were no neighbors—no human neighbors, anyway.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. *Our* oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don't just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don't forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn't wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

With no street lamps timed to turn on at sunset, when night came it was darker than anything I had ever experienced. Mom and I went out to look at the stars while Dad tried to unplug the ancient toilet. In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky. But out here, it was like being in a planetarium, except there were no labels typed onto our sky. The sheer number and spread of stars was awe-inspiring.

That first night, we slept on air mattresses on the living room floor because the movers had not yet arrived. There were no curtains on the windows, so when the moon rose, it shone in as if moonbeams were an integral part of the cabin.

Eventually, I moved into the bedroom and Mom and Dad got a foldout bed for the living room. Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar, and for the first time I really noticed the days growing shorter in winter and longer in summer.

It's hard to believe, but we've been here for six years now. I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers. Soon, I will have to leave home for college, and I'm a little afraid of the culture shock I'm sure I will feel when I move back to civilization. Soon I'll be walking on pavement and well-mowed grass again, rooming with strangers, and eating meals in a cafeteria crowded with more people than live within twenty miles of this house. But I know I will come back. The back of beyond is home now.

1. chaparral: a dense thicket of shrubs and small trees

Item	Grade	Claim	Target	DOK	Standard(s)
#1	10	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given conclusion based on the text.

The reader can conclude that the narrator is open to living at “the back of beyond” and accepts her new life there. Click **three** sentences that **best** support this conclusion.

Our new home consisted of one bedroom, one bathroom, and one big room for everything else. A fireplace in the corner of the big room would be our sole source of heat in the winter. A swamp box (cooler) would blow a breeze over a big damp pad to keep us cool all summer, or so my father said. But it was early autumn that day, and the temperature was perfect in the shade of the oak tree. Our oak tree, I thought; I was settling in.

Mom wiped a layer of grime off the kitchen counter and muttered about getting a bottle of bleach on our next trip into town. That was the beginning of an important lesson about living in the back of beyond: you don’t just zip over to the local convenience store anytime you need something out here. You have to make a careful list and check it twice so that you don’t forget anything, because anywhere is a long way from here.

On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks. I wondered what else I might find deeper and higher in the canyon. Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills. To my surprise, I found I couldn’t wait to see them. All of them. I felt my feet taking root in the earth, claiming this place as home.

**Key:** Our oak tree, I thought; I was settling in.; To my surprise, I found I couldn’t wait to see them.; I felt my feet taking root in the earth, claiming this place as home.

**Rubric:** (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#2	10	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given conclusion based on the text.

Click the **two** sentences that **best** support the inference that the narrator's expectations before the move were based on a kind of fantasy.

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

**Key:** When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour.; I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach.

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#3	10	1	1	2	RL.1

Evidence Statement
The student will identify text evidence to support a given inference based on the text.

The narrator implies that living at the “back of beyond” helps her to connect to the natural world. Which detail from the text **best** supports this idea?

- Ⓐ “But this was no camping trip where you could go home to civilization after a few days of roughing it; this was home. . . .”
- Ⓑ “Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills.”
- Ⓒ “Over the next few months, I began to count the passage of time in full moons rather than by the pages of a calendar . . . .”
- Ⓓ “Soon, I will have to leave home for college, and I’m a little afraid of the culture shock I’m sure I will feel when I move back to civilization.”

**Key:** C

**Rubric:** (1 point) The student selects the correct option.



Item	Grade	Claim	Target	DOK	Standard(s)
#4	10	1	2	3	RL.2

Evidence Statement
The student will identify textual evidence to support a given inference based on the text.

What is the author's message about living with nature? Use details from the text to support your answer.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives sufficient evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea</li> <li>Includes specific examples/details that make clear reference to the text</li> <li>Adequately explains the theme/central idea/message or analysis with clearly relevant information based on the text</li> </ul>	<p>The author's message about living in nature is that, although you think you might not like it, you'll never know. She expected to be living this in this city life fantasy, yet she moved to the woods, in a cabin. When you think about it you obviously won't like it, you'll think you're cut off from civilization and things like that, yet after awhile she loved it. She was so used to the animals and the sky painted with stars that she's scared to move again. She's scared she won't be able to adapt to the city life and the barely able to see stars. The message about living with nature in her perspective, it that you'll never know if you like it until you try it.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives limited evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea</li> <li>Includes vague/limited examples/details that make reference to the text</li> <li>Explains the theme/central idea/message or analysis with vague/limited information based on the text</li> </ul>	<p>The authors message about nature, is that nature is beautiful, and it has a lot to offer. There are animals in the wilderness, such as rattlesnakes, bobcats, mountain lions, coyotes and even bears. There is vegetation and animals.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives no evidence of the ability to determine/summarize the theme/central idea/message, or to analyze the development of the central idea</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives the theme/central idea/message or analysis, but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives the theme/central idea/message or analysis, but includes no explanation or relevant information from the text</li> </ul>	<p>home can be anywhere, as long as u believe it is home. the line stating how she had conflicting feelings explains this point.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#5	10	1	2	2	RL.2

Evidence Statement
The student will determine a theme of a text using supporting evidence.

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

## Part A

Which statement **best** expresses the theme of the text?

- Ⓐ Home may be found in an unexpected place.
- Ⓑ Nature is the best educator of young children.
- Ⓒ Turning your back on civilization is the only way to live.
- Ⓓ You must leave your past behind in order to find yourself.

## Part B

Which sentence from the text **best** supports your answer in part A?

- Ⓐ "When I first saw where we were going to live, I vacillated between feeling terrified and excited."
- Ⓑ "On my first walk around the property, I saw two horned toads, a red-tailed hawk, and some deer tracks."
- Ⓒ "With no street lights timed to turn on at sunset, when night came it was darker than anything I had ever experienced."
- Ⓓ "I've been going to school in the valley, but I feel most at home up here with my wild fellow canyon dwellers."

**Key:** Part A: A

Part B: D

**Rubric:** (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#6	10	1	3	1	L.4a

Evidence Statement
The student will determine the intended meaning of an academic/tier 2 word in a literary text.

Read the sentence from the text.

When I first saw where we were going to live, I vacillated between feeling terrified and excited.

What does the author communicate to the reader with the use of "vacillated?" Select **three** options.

- ☐ The narrator's emotions were in conflict.
- ☐ The narrator had trouble deciding how to feel.
- ☐ The narrator was scared and thrilled at the same time.
- ☐ The narrator kept changing her mind about the situation.
- ☐ The narrator stopped being scared and began to feel happy.

**Key:** A, B, D

**Rubric:** (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#7	10	1	4	3	RL.3

Evidence Statement
The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

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

### Part A

What is **most likely** the author's intent by mentioning the "Rodeo Drive shopping spree" in the following paragraph?

When my parents said the three of us were moving out to California, to a place just north of Los Angeles, my mind immediately went to thoughts of Disneyland and Hollywood, glitz and glamour. I imagined a Rodeo Drive shopping spree to pick out a bikini for the endless days I would be spending on the beach. However, I'd forgotten about my parents' penchant for the unconventional; they're definitely "the road less traveled" kind of people. Mom had a gopher snake for a pet when she was younger, and Dad was never happier than when he was climbing near-vertical cliffs that only mountain goats could love. These are not city folk.

- (A) to show that the narrator comes from a family that is used to spending money
- (B) to reveal the narrator as someone who is shallow and cares only for nice things
- (C) to contrast the narrator's grand dreams with the sparse life her parents have in mind
- (D) to emphasize the narrator's nervousness about moving to a place so far removed from civilization

### Part B

Which sentence from the text **best** supports your answer in part A?

- (A) "On the stone staircase that led to the front door, black lizards interrupted their push-ups to twist their heads and eye us as we passed."
- (B) "Our new home consisted of one bedroom, one bathroom, and one big room for everything else."
- (C) "Dad told me the real estate agent had mentioned that coyotes, bobcats, mountain lions, rattlesnakes, and even bears roamed these hills."
- (D) "In the city, or even in the suburbs where I had lived before, you could see only the brightest stars in the sky."

**Key:** Part A: C

Part B: B

**Rubric:** (1 point) The student selects the correct options.

Read the text and answer questions 8–15.

### **Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web**

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web—and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae . . . and then that animal will be eaten by something bigger and so on."

Tiny creatures might take in such low amounts of oil that they could survive, Thomas said. But those at the top of the chain, such as dolphins and tuna, could get fatal "megadoses."

Marine biologists routinely gather shellfish for study. Since the spill began, many of the crab larvae collected have had the distinctive orange oil droplets, said Harriet Perry, a biologist with the University of Southern Mississippi's Gulf Coast Research Laboratory.

"In my 42 years of studying crabs I've never seen this," Perry said.

She wouldn't estimate how much of the crab larvae are contaminated overall, but said about 40 percent of the area they are known to inhabit has been affected by oil from the spill.

While fish can metabolize dispersant and oil, crabs may accumulate the hydrocarbons, which could harm their ability to reproduce, Perry said in an earlier interview with *Science* magazine.

She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.

Tulane University researchers are investigating whether the splotches also contain toxic chemical dispersants that were spread to break up the oil but have reached no conclusions, biologist Caz Taylor said.

If large numbers of blue crab larvae are tainted, their population is virtually certain to take a hit over the next year and perhaps longer, scientists say. The spawning season occurs between April and October, but the peak months are in July and August.

How large the die-off would be is unclear, Perry said. An estimated 207 million gallons of oil have spewed into the Gulf since an April 20 drilling rig explosion triggered the spill, and thousands of gallons of dispersant chemicals have been dumped.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Richard Condrey, a Louisiana State University oceanographer, said the crabs are "a living repository of information on the health of the environment."

Named for the light-blue tint of their claws, the crabs have thick shells and 10 legs, allowing them to swim and scuttle across bottomlands. As adults, they live in the Gulf's bays and estuaries amid marshes that offer protection and abundant food, including snails, tiny shellfish, plants and even smaller crabs. In turn, they provide sustenance for a variety of wildlife, from redfish to raccoons and whooping cranes.

Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.

That's because females don't lay their eggs in sheltered places, but in areas where estuaries meet the open sea. Condrey discovered several years ago that some even deposit offspring on shoals miles offshore in

the Gulf.

The larvae grow as they drift with the currents back toward the estuaries for a month or longer. Many are eaten by predators, and only a handful of the 3 million or so eggs from a single female live to adulthood.

But their survival could drop even lower if the larvae run into oil and dispersants.

"Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.

Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

"There could be some mortality, but how much is impossible to say at this point," said Vince Guillory, biologist manager with the Louisiana Department of Wildlife and Fisheries.

Perry, Taylor and Condrey will be among scientists monitoring crabs for negative effects such as population drop-offs and damage to reproductive capabilities and growth rates.

Crabs are big business in the region. In Louisiana alone, some 33 million pounds are harvested annually, generating nearly \$300 million in economic activity, Guillory said.

Blue crabs are harvested year-round, but summer and early fall are peak months for harvesting, Guillory said.

Prices for live blue crab generally have gone up, partly because of the Louisiana catch scaling back due to fishing closures, said Steve Hedlund, editor of SeafoodSource.com, a website that covers the global seafood industry.

Fishers who can make a six-figure income off crabs in a good year now are now idled—and worried about the future.

"If they'd let us go out and fish today, we'd probably catch crabs," said



Glen Despaux, 37, who sets his traps in Louisiana's Barataria Bay. "But what's going to happen next year, if this water is polluted and it's killing the eggs and the larvae? I think it's going to be a long-term problem."

Excerpt from "Blue Crabs Provide Evidence of Oil Tainting Gulf Food Web" by John Flesher. Copyright © 2010 by The Associated Press. Reprinted by permission of The Associated Press.

Item	Grade	Claim	Target	DOK	Standard(s)
#8	10	1	8	2	RI.1

Evidence Statement
The student will identify explicit information to support a given inference based on the text.

Select the **two** sentences from the text that **best** support the inference that blue crabs may be less impacted by the oil spill than some scientists predict.

- ☐ Tiny creatures might take in such low amounts of oil that they could survive, Thomas said.
- ☐ "In my 42 years of studying crabs I've never seen this," Perry said.
- ☐ She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.
- ☐ "Crabs are very abundant. I don't think we're looking at extinction or anything close to it," said Taylor, one of the researchers who discovered the orange spots.
- ☐ Still, crabs and other estuary-dependent species such as shrimp and red snapper could feel the effects of remnants of the spill for years, Perry said.

**Key:** C, D

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#9	10	1	9	3	RI.2

Evidence Statement
The student will summarize a central idea in a text using supporting evidence.

Summarize the author's point about why scientists are monitoring the blue crab population so closely. Support your summary using key evidence from the text.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives sufficient evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea</li> <li>Includes specific examples/details that make clear reference to the text</li> <li>Adequately explains the author's message/claim/point/central idea or explanation with clearly relevant information based on the text</li> </ul>	<p>Oil tainted water has contaminated populations of blue crabs, a species relatively low on the food chain. The primary concern here is that while these crabs may survive the poisoning, their position on the food chain could be disastrous for the environment overall. For example, the oil may negate their ability to reproduce and the animals who hunt blue crab may die off- and in turn their predators will starve as well. Poisoned blue crabs could also survive small doses of oil but those at the top of the food chain could consume fatal megadoses. "Something likely will eat those oiled larvae... and then that animal will be eaten by something bigger and so on." says the scientist in the text. Scientists must monitor the blue crab population because the effects that the oil may have had on them could disrupt the entire food chain.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives limited evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea</li> <li>Includes vague/limited examples/details that make reference to the text</li> <li>Explains the author's message/claim/point/central idea or explanation with vague/limited information based on the text</li> </ul>	<p>They are monitoring the blue crab population so closely because they are a key part to the food chain. If the species cannot reproduce then they will die off causing a chain reaction that will effect the consumers of the food chain.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives no evidence of the ability to determine/summarize the author's message/claim/point/central idea, or to explain the support for a central idea</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives the author's message/claim/point/central idea or explanation, but includes no examples or no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives the author's message/claim/point/central idea or explanation, but includes no explanation or no relevant information from the text</li> </ul>	<p>Scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast. The government said last week that three- quarters of the spilled oil has been removed or naturally dissipated from the water.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#10	10	1	9	2	RI.2

Evidence Statement
The student will summarize a central idea in a text using supporting evidence.

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

## Part A

Read this section from the text and the directions that follow.

Weeks ago, before engineers pumped in mud and cement to plug the gusher, scientists began finding specks of oil in crab larvae plucked from waters across the Gulf coast.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water. But the crab larvae discovery was an ominous sign that crude had already infiltrated the Gulf's vast food web -- and could affect it for years to come.

"It would suggest the oil has reached a position where it can start moving up the food chain instead of just hanging in the water," said Bob Thomas, a biologist at Loyola University in New Orleans. "Something likely will eat those oiled larvae ... and then that animal will be eaten by something bigger and so on."

What is the central idea of the section?

- (A) Other organisms in the Gulf waters feed on the larvae of blue crabs.
- (B) Most of the spilled oil that contaminated the Gulf waters recently has been cleaned up.
- (C) Scientists recently discovered oil droplets on blue crab larvae in waters along the Gulf coast.
- (D) Scientists fear long-term negative effects on Gulf coast organisms from contaminated blue crab larvae.

## Part B

Which sentence from the text **best** expresses the same central idea you chose in part A?

- (A) The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water.
- (B) "Something likely will eat those oiled larvae...and then that animal will be eaten by something bigger and so on."
- (C) She told the magazine there are two encouraging signs for the wild larvae—they are alive when collected and may lose oil droplets when they molt.
- (D) Adults could be harmed by direct contact with oil and from eating polluted food. But scientists are particularly worried about the vulnerable larvae.
- (E) "But what's going to happen next year, if this water is polluted and it's killing the eggs and larvae? I think it's going to be a long-term problem."

**Key:** Part A: D

Part B: E

**Rubric:** (1 point) The student selects the correct option for Part A and the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#11	10	1	10	1	RI.4

Evidence Statement
The student will determine the intended meaning of an academic (tier 2) word in an informational text.

Read the sentence from the text.

The government said last week that three-quarters of the spilled oil has been removed or naturally dissipated from the water.

What does the use of the word dissipated **suggest**? Select **two** options.

- ☐ Some of the spilled oil has left the Gulf waters.
- ☐ Some of the spilled oil has been made non-toxic.
- ☐ Some of the spilled oil has intensified in strength.
- ☐ Some of the spilled oil has separated into smaller parts.
- ☐ Some of the spilled oil has been consumed by ocean organisms.

**Key:** A, D

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#12	10	1	11	3	RI.6

Evidence Statement
The student will make an inference about an informational text and identify evidence within the text that supports that inference.

What inference can be made about the evidence the author uses to support claims in the text? Support your answer with evidence from the text.



Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives sufficient evidence of the ability to make a clear inference/conclusion</li> <li>Includes specific examples/details that make clear reference to the text</li> <li>Adequately explains inference/conclusion with clearly relevant information based on the text</li> </ul>	<p>All of the evidence that the author uses are from "authority" figures, or people who can give a credible say in the matter. For example, the author included Vince guillory, who is the biologist manager with the Louisiana Department of Wildlife and Fisheries, Taylor, who was one of the researched who discovered the orange spots, Perry, another researcher, Richard Condrey, a Louisiana State University oceanographer, Caz Taylor, a biologist, amd even Steve Hedlund, who is the editor of SeafoodSource.com so that the could provide an opinion of how the incident has affected humans.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives limited evidence of the ability to make an inference/conclusion</li> <li>Includes vague/limited examples/details that make reference to the text</li> <li>Explains inference/conclusion with vague/limited information based on the text</li> </ul>	<p>The author, John Flesher, uses many influential and credible people's statements as evidence to support his claim. For example, Bob Thomas is a biologist, and Flesher uses Thomas' words to illustrate that "oil has reached a position where it can start moving up the food chain".</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Gives no evidence of the ability to make an inference/conclusion</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives an inference /conclusion but includes no examples or no examples/ details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Gives an inference/conclusion but includes no explanation or relevant information from the text</li> </ul>	<p>The author tried to use realiable sources by getting quotes from scientists and our government.</p>

Item	Grade	Claim	Target	DOK	Standard(s)
#13	10	1	12	4	RI.6

Evidence Statement
The student will analyze how conflicting information reveals the author's point of view within a text.

What does the conflicting information about the effects of oil on blue crab larvae reveal about the author's point of view?

- Ⓐ It reinforces the author's belief that scientists do not yet know how the oil will affect the blue crab population.
- Ⓑ It suggests that the author disagrees with scientists who predict long-term damage to the blue crab population.
- Ⓒ It reinforces the author's feeling that scientists may never know the true effects of oil on the blue crab population.
- Ⓓ It suggests that the author feels scientists have not devoted enough attention to the effects of oil on blue crab larvae.

**Key:** A

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#14	10	1	13	4	RI.5

Evidence Statement
The student will analyze why the author structured elements within the text in a certain way and the impact of that structure on meaning.

How does the last paragraph affect the presentation of information? Select **three** options.

- ☐ It illustrates the possible economic effects of the Gulf oil spill.
- ☐ It makes the report more personal by showing its effects on one individual.
- ☐ It provides a contrasting point of view to those expressed earlier in the text.
- ☐ It reinforces the idea that the oil contamination in the Gulf will have long-lasting effects.
- ☐ It summarizes the main types of damage scientists have identified in the Gulf ecosystem.
- ☐ It provides predictions about the length of time scientists expect the effects of the oil spill to last.

**Key:** A, B, D

**Rubric:** (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#15	10	1	14	3	L.5a

Evidence Statement
The student will interpret the meaning of a figurative phrase used in context and analyze its effect on meaning.

Read the sentence from the text.

Scientists will be focusing on crabs because they're a "keystone species" that play a crucial role in the food web as both predator and prey, Perry said.

Which statement **best** describes what the phrase keystone species adds to the meaning of the text?

- Ⓐ It emphasizes the strength and durability of the blue crabs' outer shells.
- Ⓑ It emphasizes the mystery and uncertainty of blue crabs' future in the Gulf.
- Ⓒ It emphasizes the importance of the blue crabs' role in the Gulf's ecosystem.
- Ⓓ It emphasizes the blue crabs' ability to survive the threats to their environment.

**Key:** C

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#16	10	2	6b0	2	W.1c

Evidence Statement
The student will revise arguments by identifying improved organizational elements such as providing appropriate transitional strategies for coherence, clarifying relationships between and among claims, counterclaims, reasons, and evidence.

A student is writing an editorial for the school newspaper about volunteering in the community. Read the excerpt from a draft of the editorial and complete the task that follows.

## The Value of Volunteering

There are many positive aspects to volunteering. You gain valuable hands-on experience wherever you are working. If you volunteer in a homework help program at the library, you learn how to teach others. Some students use volunteering as a way to try out a career direction. A student who wants to be a children's doctor can volunteer in the children's wing of a hospital. You can learn leadership skills as a volunteer. If you work in an afterschool program at the local recreation center, you might find yourself leading a group of children in a game of basketball.

Many teens simply do not have the time to fit another activity into a busy schedule that includes schoolwork, sports, clubs, jobs, and a social life. Some students view their extracurricular activities as a way to accomplish the same goals that volunteering does. You can gain leadership skills as the captain of the volleyball team or organizational skills by working on the high school yearbook.

But one thing you gain from volunteering that you cannot get from other activities is the sense that you are making a difference in the world. This is an intangible benefit that is perhaps the most important aspect of volunteer work. One of the main goals in educating our youth is to teach them to become productive members of society. As a way to reach that goal, there is very little to compare with volunteering.

Choose the transition sentence that would improve the links between the first and the second paragraph.

- (A) The negative aspects of volunteering should not be overstated.
- (B) Many teens need to be convinced that volunteering should be mandatory.
- (C) However challenging volunteering may be, it will, in the end, provide many benefits.
- (D) It is understandable why students feel they can not commit to volunteering in the community.

**Key:** D

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#17	10	2	3bE	2	W.2b

Evidence Statement
The student will develop the topic by selecting the most significant and relevant supporting evidence (e.g., facts, extended definitions, concrete details, quotations, examples) appropriate to the audience's knowledge of the topic.

A student is writing an article about safety in high school athletics. Read the draft of the article and complete the task that follows.

Just how safe are high school athletics? Critics would argue that most sports are highly dangerous to those teens who participate in them. Recently football has been the most closely scrutinized. The dangers of the high school gridiron are many: head injuries, knee injuries, and heat exhaustion. It seems as if every year more studies are released implicating the immediate and long-term effects of this highly physical sport. Football, however, is not the only sport that has drawn attention. Any sport that involves contact (basketball, hockey, lacrosse) can leave its players vulnerable to injury. The question then becomes: what is being done to prevent these injuries?

Steps are being taken to reduce the most serious complications of all sports. One way that these issues are being addressed is through the development of new equipment. Another way is through more stringent rules that govern practices as well as game time situations. Most importantly, educating players, coaches, and parents to the real dangers of athletics has taken a new priority. Through education, regulations, and equipment, high school sports can continue to be a source of entertainment, not danger.

Select the **two** sentences that provide the **best** evidence to support the main idea of the paper.

- ☐ It has been estimated that nearly half of all high school students participate in athletics on some level.
- ☐ This school district reports that each high school has a minimum of five varsity sports; this number does not include junior varsity or community leagues.
- ☐ Bob Jones, Southern High's athletic director, added this comment: "We had a very successful season; injuries did not play a measurable role in our record."
- ☐ District wide data indicates that students are injured on school property at a relatively low rate; last year only thirty-three accidents were reported that resulted in student injury.
- ☐ One of the most visible educational campaigns has been launched by the National Football League (NFL); it is entitled "Heads Up" and trains coaches and student athletes on techniques to avoid head injuries.
- ☐ In a 2010 study, American University found that close to 80 percent of high school athletes had reported injuries during their athletic careers; approximately 25 percent of these injuries were considered serious.

**Key:** E, F

**Rubric:** (1 point) The student selects the correct two options.



Item	Grade	Claim	Target	DOK	Standard(s)
#18	10	2-W	3a0	3	W.2f

Evidence Statement
The student will use information provided in a stimulus to write organized informational/explanatory text by providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

A student is writing a report for history class about the importance of the Magna Carta. Read the draft of the report and complete the task that follows.

When we think of the most important government documents in history, we often think first of the U.S. Constitution or the Declaration of Independence. While the importance of these documents can hardly be overestimated, it is all too easy to forget that without the Magna Carta neither of them would have been possible. The Magna Carta was a landmark government document that played a key role in the development of modern democracy. The effects of this critical piece of legislation are still felt today.

The roots of the Magna Carta were tied to the reign of King John, who took control of the English throne in 1199. Almost from the moment he became king, John ruled forcefully over his people, imposing harsh laws and severely punishing anyone who dared not to follow them. He was also focused on becoming even more powerful than he already was and repeatedly declared war on France to widen his kingdom. In need of money to fund his wars, King John required his nobles to pay large fees if they chose not to fight on his behalf.

Eventually, King John's constant abuses of power became too much for the nobles to bear. In 1213, they began a rebellion against the king, and, by 1215, England was on the brink of civil war. Realizing he had no other choice, King John met with his nobles on June 15, 1215, and agreed to sign a document that placed limitations on his power and gave the nobles certain guaranteed rights. First called the Articles of the Barons, the document soon became known as the Magna Carta. Though the Magna Carta did not end the conflict between King John and the nobles, it ultimately remained in place after being revised several times.

The rights guaranteed by the Magna Carta came in time to have a significant effect on England's system of government. Most importantly, it helped to establish a fair legal system that granted everyone the right to due process of the law. It also led to the formation of a legislative body that became known as Parliament. Centuries after it was first written, the Magna Carta's influence was again felt when the United States of America was founded. The abuses of power listed in the Declaration of Independence echo the claims made against King John by his nobles. When the framers wrote the U.S. Constitution, they looked to the Magna Carta to outline the rights of citizens and design the new country's legal system.

Write a conclusion that follows logically from the information in the essay.

Score	Rationale	Exemplar
2	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a “so what” statement (or provides an answer as to why this information is important or what should happen)</li> <li>Does more than restate or summarize the points/reasons—not formulaic</li> <li>Provides adequate connections and/or progression of ideas to contribute to coherence</li> </ul>	<p>The MAGna Carta has played a vital role throught histroy in the founding of countries and the rights given to those countries citizens. The Magna Carta was the first document to explain in writing the rights of citizens and what power their ruler or rulers could have. The Magna Carta is the founding document that set ikn motion our rights as citizens of the Uninted States of America and helped create our freedoms and rights clearly written on the Declaration of Independence and the Bill of Rights.</p>
1	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides a limited conclusion that is partially related to the information in the body of writing as a whole</li> <li>Lists, restates, or summarizes the points/reasons—formulaic</li> <li>Provides an awkward or partial connection and/or limited progression of ideas</li> </ul>	<p>The Magna Carta formed the U.S Constitution and the Declaration of Independence. With laws from the Magna Carta like seperation of powers is in our goverment now with the checks and balences system. Also the Magna Carta had a law called trial by jury so that everyone had a fair chance to defened them selfs which is now in our Constitution. Plus the Magna Carta gave the people the power which then led to Americans having a voice in goverment matters by voting. The Magna Carta is how America became the land of the free.</p>
0	<p><u>A response:</u></p> <ul style="list-style-type: none"> <li>Provides no conclusion or a conclusion that is minimally related to the information in the body of writing</li> <li>May restate random and/or incorrect details from the preceding information</li> <li>Provides no connections or progression of ideas</li> </ul>	<p>King John constant abuses of power became too mcuh for the nobles to bear. King John met his nobles on June 15, 1215, and agreed to sign a doucment that placed limitations on his power and gave the nobles certain guranteed rights.</p>



Item	Grade	Claim	Target	DOK	Standard(s)
#19	10	2	8	2	W.2d

Evidence Statement
The student will identify and use the best academic or domain-specific word or words to convey the precise or intended meaning of a text.

A student is writing a persuasive speech for his speech class about the value of fine arts programs in public education. Read the paragraphs from the student's draft and complete the task that follows.

## Value of the Arts

Fine arts programs in public education furnish critical thinking. Artists must evaluate their work for form and substance to ensure it accurately represents their vision and make any adjustments that are needed. Musicians must practice their skills continually and evaluate accuracy of their performance.

Arts programs also encourage goal setting. Both artists and musicians must make a vision of what they want their skills to be, and work to achieve that vision. They must constantly evaluate their abilities and decide what they must do to reach their goals. Goal setting is a skill that will be valuable to them not only in the arts, but also in other areas of life.

What are more concrete or specific words to replace the **two** underlined words?

- ☐ promote
- ☐ provide
- ☐ supply
- ☐ establish
- ☐ implement
- ☐ start

**Key:** A, D

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#20	10	2	9	1	L.2

Evidence Statement
The student will identify and/or edit for correct use of a semicolon to link two or more closely related independent clauses.

A student is writing a report for class about her favorite sport. Select **two** sentences that are correctly punctuated.

- ☐ Basketball is a fun and exciting sport to play; but it takes hard work and dedication to develop the necessary skills to become a star player.
- ☐ To be a good basketball player, a person must be in good condition; basketball requires a great deal of running up and down the length of the court.
- ☐ Having one really good player on a basketball team is great; however, basketball is a team sport that requires each person to perform his or her role.
- ☐ Only five players from each team can be on the court at the same time during a basketball game, other sports; such as football and soccer, allow more players to be on the field.
- ☐ A high school basketball game consists of four quarters and two halves separated by halftime; with players usually going to their locker rooms so the coaches can go over plays for the second half.
- ☐ Learning to dribble the ball; using the correct form to shoot the ball; and making sure one makes good passes are all important skills; players must practice these skills a great deal if the team is going to win.

**Key:** B, C

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#21	10	2	9	1	L.2b

Evidence Statement
The student will identify and/or edit for correct use of parallel structure.

Which sentence uses **incorrect** parallel structure?

- Ⓐ Students who participate in sports also learn teamwork, confidence, and they learn to manage their time better.
- Ⓑ My autumn Saturday work projects usually include raking the leaves, cleaning out the rain gutters, and putting away the garden hoses.
- Ⓒ In order to achieve academic success, a student needs to study for tests, not have many absences, and complete all assigned readings.
- Ⓓ Hoping to get in better physical shape, Janet started her workout program by jogging a mile a day, carrying light weights around the house, and eating healthier foods.

**Key:** A

**Rubric:** (1 point) The student selects the correct option.

**The Birth of Democracy**

Listen to the presentation. Then answer questions 22–24.



Excerpt from “The Birth of Democracy”  
from *Calliope*, Vol. 21, No. 8, 2011. Copyright© 2011 by Carus  
Publishing Company. Reused by permission of Carus Publishing  
Company.

Item	Grade	Claim	Target	DOK	Standard(s)
#22	10	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

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

## Part A

Which conclusion can be made based on the presentation?

- ☐ A Athenian rulers were ruthless.
- ☐ B Many Athenian citizens were active in government.
- ☐ C Public buildings were important to Athenian government.
- ☐ D Athenian government bodies discussed matters of everyday life in Athens.

## Part B

Which detail provides support for your answer in part A?

- ☐ A The Assembly required a minimum of 6000 participants.
- ☐ B Athenian citizens were at the mercy of powerful rulers.
- ☐ C Governing bodies voted on foreign policies.
- ☐ D The Assembly managed public buildings.

**Key:** Part A: B

Part B: A

**Rubric:** (1 point) The student selects the correct option for Part A and selects the correct option for Part B.

Item	Grade	Claim	Target	DOK	Standard(s)
#23	10	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

According to the presentation, why can the system of government in ancient Athens be called a direct democracy?

- ☐ A because voting was done by a show of hands
- ☐ B because Council members were chosen by lot
- ☐ C because political office was open to almost everyone
- ☐ D because Assembly members discussed matters selected by the Council

**Key:** C

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#24	10	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Complete the table to show the characteristics of each body of Athenian government. Click in the boxes next to the detail that applies to the type of governing body.

	Council	Assembly
<b>comprised of 500 citizens</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>met 30 to 40 times per year</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>superintended religious festivals</b>	<input type="checkbox"/>	<input type="checkbox"/>
<b>every member had the right to speak</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:** comprised of 500 citizens: Council

met 30 to 40 times per year: Assembly

superintended religious festivals: Council

every member had the right to speak: Assembly

**Rubric:** (1 point) The student selects the correct four options.

**Drafting and Designing**

Listen to the presentation. Then answer questions 25–27.



Excerpt from “Drafting and Designing” by Ann Feetham,  
from *Cobblestone*, Sept.2012. Copyright © 2012 by Carus Publishing  
Company. Reused by permission of Carus Publishing Company.



Item	Grade	Claim	Target	DOK	Standard(s)
#25	10	3	4	3	SL.3

Evidence Statement
The student will draw and/or support a conclusion based on content in a presentation.

Which conclusion is **best** supported by evidence from the presentation?

- Ⓐ Jefferson preferred life in Europe to life in the United States of America.
- Ⓑ Jefferson enjoyed a friendship with the Italian architect Andrea Palladio.
- Ⓒ Jefferson chose to live on a mountain because he wanted people to see his home.
- Ⓓ Jefferson chose an Italian name for his home to show the Italian influence on its design.

**Key:** D

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#26	10	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Complete the table to show the differences in the characteristics of a traditional American home and Jefferson's home.

	faced south	built in valley	faced southwest	made from wood	made from red brick	built on mountaintop
<b>traditional American home</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Jefferson's home</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:** traditional American home: faced south, built in valley, made from wood

Jefferson's home: faced southwest, made from red brick, built on mountaintop

**Rubric:** (1 point) The student selects the correct six options.

Item	Grade	Claim	Target	DOK	Standard(s)
#27	10	3	4	1	SL.3

Evidence Statement
The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

Which details from the presentation **best** support the idea that Jefferson wanted to control the building of his house? Select **three** options.

- ☐ Jefferson was his own contractor.
- ☐ Jefferson lived in France for a time.
- ☐ Jefferson designed the domed roof.
- ☐ Jefferson drew the plans for his house.
- ☐ Jefferson had an ice house in his home.
- ☐ Jefferson used Italian design in his home.

**Key:** A, C, D

**Rubric:** (1 point) The student selects the correct three options.

Item	Grade	Claim	Target	DOK	Standard(s)
#28	10	4	3	2	W.8

## Evidence Statement

The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.

A student is writing a research report about the Iditarod Trail and annual dogsled race in northern Alaska. Read the paragraphs from her report and the directions that follow.

Alaska's Iditarod National Historic Trail has a long and rich history of travel and trade routes, including during the Gold Rush of the nineteenth century. Located close to the Arctic Circle, the one-thousand-mile trail system is known for its rugged terrain and harsh winters. But it is primarily known for the internationally famous Iditarod Trail Sled Dog Race, commonly referred to as simply the Iditarod. The Iditarod was founded in the 1970s by a few Alaskans determined to commemorate the state's rich history of dogsledding and to honor a famous event: the halt of a serious diphtheria epidemic in 1925, when a crucial medical serum was delivered by dogsled to the Alaskan citizens in need.

The Iditarod is an epic challenge for man and man's best friend: it's a grueling 1150-mile trek from Anchorage to Nome, Alaska. Although held in early spring, the conditions are extremely harsh. Each team consists of a human captain (also called a musher) leading a team of more than a dozen sled dogs—mostly Siberian Huskies, Alaskan Malamutes, or Eskimo Dogs. Together, they brave frigid conditions, including frozen tundra and icy forests. "The Last Great Race on Earth," as it is also called, starts during the first week in March with teams generally reaching Nome in 10-15 days.

Select **two** credible sources that would **most likely** give the student more information for her paragraphs.

- ☐ "Snow Huskies"  
Commercial Film  
This 1998 PG-13 film is a heartwarming tale about a team of ragtag Alaskan Malamutes who save their owner's ranch by winning the nation's premier dogsled race.
- ☐ [www.northernparks.com](http://www.northernparks.com)  
This website has information about all of Alaska's state parks for tourists planning a visit to the country's largest state.
- ☐ [www.racetheiditarod.com](http://www.racetheiditarod.com)  
Our business will provide you with all the information you will need to race in the Iditarod. Let our team of experts help you register your dogs, find local veterinarians, and secure housing and supplies.
- ☐ *Balto: Our Hero* by C.R. Benson  
This book, first published in 1957 by children's literature author C.R. Benson, tells the true dramatic tale of Balto, the lead sled dog in a race against time to deliver serum during the 1925 diphtheria epidemic in Nome, Alaska.
- ☐ "The Iditarod Trail Dog Sled Race"  
United States Geographical Society  
[www.usgeog.com/iditarod](http://www.usgeog.com/iditarod)  
In celebration of its 100-year history of documenting our planet's uniqueness, our staff ventured to the 49th state to cover the Iditarod. This article chronicles the history of one of the most grueling competitions in the world, nicknamed "The Last Great Race."
- ☐ "MUSH! Alaska's Most Challenging Race"  
Documentary Film  
This 2007 six-hour miniseries documentary by award-winning filmmaker, Bernard Kems, details the history and route of the famous Iditarod.

**Key:** E, F

**Rubric:** (1 point) The student selects the correct two options.

Item	Grade	Claim	Target	DOK	Standard(s)
#29	10	4	2	2	RI.1

Evidence Statement
The student will analyze multiple sources of information/evidence to support a presentation on a topic.

A student is writing a research report for science class about sunscreens. Read the credible source the student found and the directions that follow.

### Source 1: "Understanding how Sunscreen Works" by Tim Sheib

People are exposed to ultraviolet radiation, or UV, from the sun whenever they are outdoors. Ultraviolet rays produce radiation at wave lengths that are shorter than light rays but longer than X-rays. Sunscreen is made to protect skin from the damage UV can cause and is made from a combination of chemicals designed to either reflect light away from the skin or to absorb the sun's rays so that they do not affect the skin. Sunscreens are designed to block two types of ultraviolet radiation. The first type of UV is the one that causes wrinkling and age spots because it affects the deeper skin layers. The second type of UV causes sunburns. Sunscreens are rated by their Sun Protection Factor, or SPF, which indicates how well the sunscreen will protect the skin and approximately how long it will take before the skin begins to burn. For example, SPF 20 sunscreen will prevent burning for 20 times longer than it usually takes a person's skin to burn with no protection at all. However, studies have shown that sunscreens with an SPF higher than 50 are not likely to offer more protection than a sunscreen of 50.

The student found another source. Read Source 2 and click on **one** sentence that has information with gaps, or information that is inconsistent with the information in Source 1.

### Source 2: "Ultraviolet Rays and Sunscreen" by Louie Benjamin

The sun produces ultraviolet radiation, which can have damaging effects on the skin. The redness and pain of sunburns is caused by the sun's invisible rays. In addition to sunburn, ultraviolet rays can cause age spots and wrinkling. The combination of ingredients in sunscreen can either reflect or absorb UV radiation and provide protection that is measured in SPF (Sun Protection Factor). The higher the SPF, the more protection the sunscreen provides. The type of sunscreen is also important since some kinds of UV can cause cell damage to the skin.

**Key:** The higher the SPF, the more protection the sunscreen provides.

**Rubric:** (1 point) The student selects the correct option.

Item	Grade	Claim	Target	DOK	Standard(s)
#30	10	4	4	2	W.8

Evidence Statement
The student will cite evidence to support arguments or conjectures.

A student is writing an argumentative report about the causes of sleepwalking. She found possible sources for her report. Read the sources and the directions that follow.

### Source 1: "What is Sleepwalking?" by Mat Valerio

Sleepwalking is a sleep disorder that causes a person to get up and walk while still asleep, usually during the deepest stages of sleep. While sleepwalking, a person does not often respond when someone asks a question or touches him or her. Though sometimes a sleepwalker will verbally respond, the response will make no sense. A sleepwalking episode can include the person just walking quietly around a room or demonstrating very agitated behavior and trying to "escape" the room.

### Source 2: "Is Sleepwalking Genetic?" by Chris Shue

Sleepwalking occurs most often during middle childhood through adolescence. Some adults also sleepwalk, but it is much more common among children. Genetics may play a big role in determining who will be a sleepwalker as the tendency runs in families. Environmental and medical conditions also may contribute to sleepwalking episodes. Sleepwalking was described in some of the earliest recorded medical literature, even before Hippocrates, the "father of medicine," lived.

### Source 3: "Am I a Sleepwalker?" by Angelique Kandar

Research has shown that a variety of factors contribute to sleepwalking episodes. Sleepwalkers are usually operating under a severe lack of sleep or have an irregular or hectic sleep schedule. Often, they are under great amounts of stress or anxiety. Some medical conditions, such as abnormal heart rhythms, nighttime seizures, and **sleep apnea**, have been known to cause sleepwalking. Sometimes a person who has taken a certain medication experiences a sleepwalking episode.

The student wrote down some claims to use in her report. Look at the claims on the table. Determine if the information in the sources supports each claim. Click on the boxes to show the claims that each source supports. A source may have more than one box selected.

	Source 1	Source 2	Source 3
<b>Claim 1: Some outside influences make a person more likely to sleepwalk.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 3: When people are sleepwalking they are not aware of their surroundings.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Claim 4: Going to bed at the same time every night can help some children not to sleepwalk.</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Key:** Claim 1: Some outside influences make a person more likely to sleepwalk: Sources 2 and 3

Claim 2: If your mother was a sleepwalker, it is more likely that you will be, too: Source 2

Claim 3: When people are sleepwalking they are not aware of their surroundings: Source 1

Claim 4: Going to bed at the same time every night can help some children not to sleepwalk: Source 3

**Rubric:** (1 point) The student selects the correct five options.