



Smarter Balanced Assessment Consortium:

English/Language Arts CAT Practice Test
Scoring Guide

Grade 11

05/14/2014



Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
1	11	1	8	2	RI-1	The student will support a given conclusion with details

2650



Select the sentence from the text that **best** supports the conclusion that the clothing manufacturers have **not** been operating in an ecologically sustainable way.

- (A) "Consider that Americans threw away an estimated 13.1 million pounds of clothing and textiles in 2010, or 5.3% of all solid wastes that made it into U.S. landfills that year (according to the EPA)."
- (B) "Cotton is a very water-intensive crop that is typically grown with heavy application of insecticides; in fact, cotton accounts for more insecticide use than any other single crop in the world."
- (C) "A wide array of natural fibers—some old, some new—have become increasingly popular with consumers and manufacturers, including wool, silk, jute, corn, flax, and soy."
- (D) "One clothing company recycles plastic soda bottles and makes them into winter parkas."

Key: B

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
2	11	1	8	2	RI-1	The student will identify text evidence to support a GIVEN conclusion based on the text.

2576



Read the conclusion and the directions that follow.

The fashion industry has started to become more sustainable.

Click on the sentence that **best** supports this conclusion.

Sustainability, however, does not just mean being good to the environment; it also means being fair to fellow human beings. Clothing is often made in ways that are hazardous to workers who are underpaid and mistreated. One of the goals of the eco-fashion movement is to make sure that the farmers who grow the raw materials and the workers who manufacture the clothing are able to work in safe and fair workplaces.

Eco-fashion's rise in popularity has even caught the attention of some top fashion designers who are beginning to add organic silks and recycled-plastic fabrics in their clothing. Overall, however, the fashion industry has been slow to pick up on this trend. While the big design houses have hesitated, many smaller clothing makers have moved quickly to fill the demand, producing clothes in a sustainable way and marketing their eco-friendliness to consumers. If successful, these smaller brands are sure to get the attention of larger brands and others looking to profit from the movement.

Given this rush to capitalize on eco-fashion's newfound popularity, consumers who seek true sustainability in the products they buy would do well to remember the old Latin phrase *caveat emptor*: let the buyer beware. Shoppers everywhere are now bombarded with advertising and packaging that touts the "organic," "fair trade," or "green" qualities of a product. While some of these terms are defined by regulations (for example, organic crops are certified by the U.S. Food and Drug Administration), others are open to interpretation: what really makes a product "green"? Consumers who wish to purchase truly sustainable products should examine the labels closely—and perhaps even do some research on the manufacturers—to make sure the products are actually as eco-friendly as they say they are.

Key: While the big design houses have hesitated, many smaller clothing makers have moved quickly to fill the demand, producing clothes in a sustainable way and marketing their eco-friendliness to consumers. (selectable distractors are: Sustainability, however, does not just mean being good to the environment; it also means being fair to fellow human beings.; One of the goals of the eco-fashion movement is to make sure that the

farmers who grow the raw materials and the workers who manufacture the clothing are able to work in safe and fair workplaces.; Given this rush to capitalize on eco-fashion's newfound popularity, consumers who seek true sustainability in the products they buy would do well to remember the old Latin phrase *caveat emptor*: let the buyer beware.; Consumers who wish to purchase truly sustainable products should examine the labels closely—and perhaps even do some research on the manufacturers—to make sure the products are actually as eco-friendly as they say they are.)

Rubric: (1 point) Student selects the correct sentence.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
3	11	1	9	2	RI-2	The student will determine a central idea in a text using supporting evidence.

2524



Which statement **best** summarizes the central idea of the text?

- (A) Consumers must be wary of companies who use false advertising to benefit from the eco-friendly trend.
- (B) Workers in the garment industry must be compensated fairly and allowed to work in a sustainable environment.
- (C) The fashion industry is likely to dispose of the eco-friendly trend once consumers become interested in other types of fashion.
- (D) There are many considerations within the production, manufacturing, and recycling of textiles that support the need for sustainability.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
4	11	1	10	2	RI-4	The student will determine the meaning of a tier 2 word in an informational text.

2499



Read the sentence from the text.

Shoppers everywhere are now bombarded with advertising and packaging that touts the "organic," "fair trade," or "green" qualities of a product.

What does the word touts **most likely** mean?

- (A) appreciates
- (B) criticizes
- (C) discerns
- (D) glorifies

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
5	11	1	11	3	RI-3	The student will form a conclusion about the text and identify evidence in the text to support that conclusion.

2492



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

Part A

Based on the text, what conclusion can be drawn about the fashion industry?

- (A) It causes less harm than other industries.
- (B) It is likely to continue its non-eco-friendly practices.
- (C) It changes when the attitudes of consumers change.
- (D) It is likely to convince consumers to buy non-eco-friendly products.

Part B

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

- "As the idea of living a sustainable lifestyle has become more widespread in recent years, consumers have begun to demand that the products they buy are produced in sustainable ways."
- "Consider that Americans threw away an estimated 13.1 million pounds of clothing and textiles in 2010, or 5.3% of all solid wastes that made it into U.S. landfills that year (according to the EPA)."
- "According to the Audubon Society, about 60% of the energy cost of a T-shirt comes from washing and drying it—and washing adds a water cost as well."
- "Given this rush to capitalize on eco-fashion's new found popularity, consumers who seek true sustainability in the products they buy would do well to remember the old Latin phrase *caveat emptor*: let the buyer beware."

Key:

Part A: C

Part B: "As the idea of living a sustainable lifestyle has become more widespread in recent years, consumers have begun to demand that the products they buy are produced in sustainable ways."

Rubric: (1 point) Student selects the correct response for Part A and the correct response for Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
6	11	1	12	3	RI-3	The student will analyze the interaction between the elements of the text.

2565



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

Part A

Click on the statement that **best** describes what the use of the cotton t-shirt example shows about the fashion industry's attempt at becoming a sustainable industry.

- A. There is an increased cost in energy related to the cleaning of cotton products.
- B. There is more to a sustainable industry than just recycling; there is also production to consider.
- C. The fashion industry is already very sustainable; cotton use proves the industry presently uses natural fibers.
- D. The fashion industry must move away from natural fibers and toward man-made materials to be more sustainable.

Part B

Click on the sentences that **best** support your answer in part A.

But the environmental impact of clothing involves more than just where our used clothes end up. To calculate the true impact of, say, a cotton T-shirt, we must go back to the beginning: to the farm where the cotton was grown. Cotton is a very water-intensive crop that is typically grown with heavy application of insecticides; in fact, cotton accounts for more insecticide use than any other single crop in the world. Cotton that is grown in the U.S. is often shipped off to other countries, such as China and Honduras, where it is processed with chemicals and dyes before being made into our T-shirt. The completed shirt is then shipped back to America, where it is sold. While all that shipping back and forth uses up a lot of energy, shipping actually accounts for less than half of the energy that will eventually be used on that T-shirt over its lifetime. According to the Audubon Society, about 60% of the energy cost of a T-shirt comes from washing and drying it—and washing adds a water cost as well.

Given this environmental impact, it's easy to see why many consumers are bypassing cotton T-shirts for clothing that is produced in more sustainable ways. And where consumer dollars have gone, clothing makers have followed. Many companies have started using organic cotton that is grown without pesticides or chemicals. Others use natural fibers that require less water than cotton, such as bamboo or hemp. A wide array of natural fibers—some old, some new—have become increasingly popular with consumers and manufacturers, including wool, silk, jute, corn, flax, and soy.

Key:

Part A: B

Part B: But the environmental impact of clothing involves more than just where our used clothes end up.; Cotton is a very water-intensive crop that is typically grown with heavy application of insecticides; in fact, cotton accounts for more insecticide use than any other single crop in the world. (selectable distractors are: Given this environmental impact, it's easy to see why many consumers are bypassing cotton T-shirts for clothing that is produced in more sustainable ways.; Many companies have started using organic cotton that is grown without pesticides or chemicals. Others use natural fibers that require less water than cotton, such as bamboo or hemp.)

Rubric: (1 point) Student selects the correct response for Part A and the two correct sentences for Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
7	11	1	13	3	RI-5	The student will determine how the structure of a text impacts its meaning.

2522



How does the second paragraph affect the structure of the text as a whole?

- (A) It outlines the main reason for the need for sustainable fashion.
- (B) It explains how the EPA is helping solve the landfill problems.
- (C) It details the process of recycling clothing, which is done at U.S. landfills.
- (D) It explains the main effect that sustainable fashion has on the environment.

Key: A

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
8	11	1	1	2	RL-1	The student will identify text evidence (explicit details and/or implicit information) to support a GIVEN inference or conclusion based on the text.

2707



Read this statement about the text and the directions that follow.

Despite the fact that Richard Parker is a dangerous tiger, the narrator cares about his well-being.

Click the detail that **best** supports this inference.

I slept in fits that night. Shortly before sunrise I gave up trying to fall asleep again and lifted myself on an elbow. I spied with my little eye a tiger. Richard Parker was restless. He was moaning and growling and pacing about the lifeboat. It was impressive. I assessed the situation. He couldn't be hungry. Or at least not dangerously hungry. Was he thirsty? His tongue hung from his mouth, but only on occasion, and he was not panting. And his stomach and paws were still wet. But they were not dripping wet. There probably wasn't much water left in the boat. Soon he would be thirsty. I looked up at the sky. The cloud cover had vanished. But for a few wisps on the horizon, the sky was clear. It would be another hot, rainless day. The sea moved in a lethargic way, as if already exhausted by the oncoming heat. I sat against the mast and thought over our problem. The biscuits and the fishing gear assured us of the solid part of our diet. It was the liquid part that was the rub. It all came down to what was so abundant around us but marred by salt. I could perhaps mix some sea water with his fresh water, but I had to procure more fresh water to start with. The cans would not last long between the two of us—in fact, I was loath to share even one with Richard Parker—and it would be foolish to rely on rainwater.

Key: The biscuits and the fishing gear assured us of the solid part of our diet. (selectable distractors are: Richard Parker was restless.; He was moaning and growling and pacing about the lifeboat.; The cloud cover had vanished.; The cans would not last long between the two of us—in fact, I was loath to share even one with Richard Parker—and it would be foolish to rely on rainwater.)

Rubric: (1 point) Student selects the correct sentence.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
9	11	1	2	2	RL-2	The student will summarize a central idea of a text using supporting evidence.

2704



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

Part A

Read the excerpt from the text and the directions that follow.

As I drifted away I saw him come out into the open to fetch the morsel of fish. His head turned and he noticed the other morsel and the new object next to it. He lifted himself. He hung his huge head over the bucket. I was afraid he would tip it over. He didn't. His face disappeared into it, barely fitting, and he started to lap up the water. In very little time the bucket started shaking and rattling emptily with each strike of his tongue. When he looked up, I stared him aggressively in the eyes and I blew on the whistle a few times. He disappeared under the tarpaulin. It occurred to me that with every passing day, the lifeboat was resembling a zoo enclosure more and more: Richard Parker had his sheltered area for sleeping and resting, his food stash, his lookout and now his water hole.

Which central idea is expressed in the excerpt?

- Ⓐ The narrator is fearful of Richard Parker.
- Ⓑ The narrator feels sorry for Richard Parker.
- Ⓒ The narrator wants control over Richard Parker.
- Ⓓ The narrator would be lonely without Richard Parker.

Part B

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

- "As I drifted away I saw him come out into the open to fetch the morsel of fish."
- "His face disappeared into it, barely fitting, and he started to lap up the water."
- "When he looked up, I stared him aggressively in the eyes and I blew on the whistle a few times."
- "Richard Parker had his sheltered area for sleeping and resting, his food stash, his lookout and now his water hole."

Key:

Part A: C

Part B: "When he looked up, I stared him aggressively in the eyes and I blew on the whistle a few times."

Rubric: (1 point) Student selects the correct response for Part A and the correct response for Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
10	11	1	2	2	RL-2	The student will determine a central idea of a text using supporting evidence.

2706



Click on the set of sentences that **best** reveals the central idea of the text.

The only good thing about the day being so hot was the sight the solar stills presented. Every cone was covered on the inside with drops and rivulets of condensation. The day ended. I calculated that the next morning would make it a week since the *Tsimtsum* had sunk. The Robertson family survived thirty-eight days at sea. Captain Bligh of the celebrated mutinous *Bounty* and his fellow castaways survived forty-seven days. Steven Callahan survived seventy-six. Owen Chase, whose account of the sinking of the whaling ship, *Essex*, by a whale inspired Herman Melville, survived eighty-three days at sea with two mates, interrupted by a one-week stay on an inhospitable island. The Bailey family survived 118 days. I have heard of a Korean merchant sailor named Poon, I believe, who survived the Pacific for 173 days in the 1950s. I survived 227 days. That's how long my trial lasted, over seven months.

Key: I survived 227 days. That's how long my trial lasted, over seven months. (selectable distractors are: The only good thing about the day being so hot was the sight the solar stills presented.; The Robertson family survived thirty-eight days at sea. Captain Bligh of the celebrated mutinous *Bounty* and his fellow castaways survived forty-seven days.; The Bailey family survived 118 days. I have heard of a Korean merchant sailor named Poon, I believe, who survived the Pacific for 173 days in the 1950s.)

Rubric: (1 point) Student selects the correct sentence.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
11	11	1	3	2	RL-4, L-4.a	The student will determine the meaning of a word based on its context in a literary text.

2708



Read the sentence from the text.

The sea moved in a lethargic way, as if already exhausted by the oncoming heat.

Select the word that best defines lethargic as it is used in the sentence.

- Ⓐ blistering
- Ⓑ chaotic
- Ⓒ rhythmic
- Ⓓ sluggish

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
12	11	1	4	3	RL-6	The student will form a conclusion about a literary text and identify details within the text that support that conclusion.

2709



What do the stories of survival in the last paragraph suggest to the reader about the narrator? Support your answer using details from the text.

Score	Rationale	Exemplar
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text <p>Responses may include (but are not limited to):</p> <ul style="list-style-type: none"> • (inference) The narrator compares his survival to even the most famous stories of survival at sea to show how incomprehensibly long his lasted. • (inference) The narrator presents those stories of survival to encourage himself that many people survived for much longer than this initial week, and to fortify himself for a possibly longer stay on the boat. • (support) The situations of survival listed such as the Robertson family, 	<p>The use of the stories of survival in the last paragraph suggests that the narrator is encouraged that he will survive this overwhelming experience of being stranded at sea. He compares his own situation to those of other known historical figures, such as the Robertson family, Captain Bligh, and Owen Chase, who were all lost at sea, but survived. The narrator specifies how long these various people survived with some impressive lengths of time at sea, such as a Korean merchant sailor who survived the Pacific for 173 days in the 1950s. Perhaps these stories, in addition to the working solar stills, bring the narrator comfort that he, too, can survive despite his circumstances.</p>

	Captain Bligh, Steven Callahan, Owen Chase or the whaling ship Essex, the Bailey family and/or Poon.	
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text <p>Responses may include those listed in the 2 point response.</p>	The stories suggest that the narrator is knowledgeable about shipwreck events. He refers to Captain Bligh's mutinous Bounty and the Essex, a whaling ship.
0	<p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or no relevant information from the text 	The narrator is very smart.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
13	11	1	5	3	RL-3	The student will analyze the relationships among literary elements (character actions/interactions) within one text.

2711



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

Part A

Select the statement that **best** describes what is revealed about the narrator in paragraph one.

- (A) The narrator is intimidated by Richard Parker given his power and size.
- (B) The narrator is exhausted and delirious from taking care of Richard Parker.
- (C) The narrator is aware of the water supply and knows he and Richard Parker cannot both survive.
- (D) The narrator is in tune with his surroundings and uses his knowledge to determine what Richard Parker needs.

Part B

Which set of lines from the text **best** supports your answer in part A?

- "I slept in fits that night. Shortly before sunrise I gave up trying to fall asleep again and lifted myself on an elbow. I spied with my little eye a tiger. Richard Parker was restless."
- "He was moaning and growling and pacing about the lifeboat. It was impressive."
- "And his stomach and paws were still wet. But they were not dripping wet. There probably wasn't much water left in the boat. Soon he would be thirsty."
- "The cans would not last long between the two of us—in fact, I was loath to share even one with Richard Parker—and it would be foolish to rely on rainwater."

Key:

Part A: D

Part B: "And his stomach and paws were still wet. But they were not dripping wet. There probably wasn't much water left in the boat. Soon he would be thirsty."

Rubric: (1 point) Student selects the correct response for Part A and the correct response for Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
14	11	1	6	3	RL-5	The student will analyze or interpret why the author structured elements within the text in a certain manner and the impact of that structure on meaning.

2710



How does the second paragraph about the solar stills add to the characterization of the narrator? Select **all** that apply.

- The solar stills demonstrate the narrator's ingenuity.
- The solar stills prove that the narrator is destitute at sea.
- The solar stills represent the narrator's concern for his material belongings.
- The solar stills show how important fresh water is to the characters' survival.
- The solar stills show how hard the narrator works to be free from responsibility.

Key: The solar stills demonstrate the narrator's ingenuity.; The solar stills show how important fresh water is to the characters' survival.

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
15	11	1	7	3	L-5	The student will interpret the meaning of figurative words and phrases used in context and analyze its impact on meaning or tone.

2705



Read the sentences from the text. Then answer the question.

I tasted the water. I tasted it again. It was salt-free. "My sweet sea cow!" I exclaimed to the solar still. "You've produced, and how! What a delicious milk. Mind you, a little rubbery, but I'm not complaining. Why, look at me drink!"

Which statement **best** describes what the metaphor in the sentences adds to meaning of the text?

- (A) The metaphor proves that the narrator could not survive without the solar stills.
- (B) The metaphor implies that the narrator thinks the water is as nutritious as milk.
- (C) The metaphor demonstrates that the narrator is becoming confused adrift at sea.
- (D) The metaphor shows that the narrator is incredibly grateful for a safe source of water.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
16	11	2	1b	2	W-3.c, W-3.d	(Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by d. using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.

2601



A student is writing a memoir for a class assignment. Read the draft from the memoir and complete the task that follows.

The magnitude of the heat seemed overwhelming as I crawled among the flowers in my aunt's garden. My tedious task was to eliminate the invasive weeds that had overtaken the garden. As I started near the lilies, my mind began to drift to a different place and time until a loud buzzing noise jolted me back to the present. I began scouring the garden for the culprit that had startled me. From a distance I spotted a creature near a flower, and a thought occurred to me. The buzzing noise might not necessarily be from a menacing insect, as I had assumed, but rather from a hummingbird. Excitedly, I maintained my watch among the Columbine stalks. The hummingbird hovered above one blossom and then darted to the next. And then the smallest of birds appeared, glistening with iridescent emerald and silver. Miniscule in the scheme of the garden, it siphoned the sweet nectar before retreating to the shade of a tree.

The underlined sentence is out of order and should be moved. Move the underlined sentence to another place in the narrative that would **best** maintain coherence.

Key:

- The magnitude of the heat seemed overwhelming as I crawled among the flowers in my aunt's garden.
- My tedious task was to eliminate the invasive weeds that had overtaken the garden.
- As I started near the lilies, my mind began to drift to a different place and time until a loud buzzing noise jolted me back to the present.
- I began scouring the garden for the culprit that had startled me.
- From a distance I spotted a creature near a flower, and a thought occurred to me.
- The buzzing noise might not necessarily be from a menacing insect, as I had assumed, but rather from a hummingbird.
- Excitedly, I maintained my watch among the Columbine stalks.
- And then the smallest of birds appeared, glistening with iridescent emerald and silver.
- The hummingbird hovered above one blossom and then darted to the next.
- Miniscule in the scheme of the garden, it siphoned the sweet nectar before retreating to the shade of a tree.

Rubric: (1 point) Student puts the underlined sentence in the correct order.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
17	11	2	3b	2	W-2.f, W-2.f	1. (Organization) The student will revise informational/explanatory text by identifying improved organizational elements such as d. providing a conclusion that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of a topic).

2603



A student is writing a report on a science project for astronomy class about the planet Jupiter. The student wants to revise the draft to have a better conclusion. Read the draft of the report and complete the task that follows.

Orbiting the sun at an average distance of 500 million miles, Jupiter is the largest planet in our solar system. To gain an understanding of truly how massive Jupiter is, we can compare it to the very planet we inhabit: Earth. With a mass of 5.97219×10^{24} kg, Earth is approximately 318 times less massive than Jupiter, which also has a volume equivalent to 1,321 Earths.

In fact, Jupiter is so large that its mass is more than twice that of all the other planets in our solar system combined. Even from 400 million miles away, the planet is large enough to be seen in the night sky and is bright enough to cast a shadow on Earth.

Moreover, the famous red spot we have seen in countless satellite images and artist depictions is, at its widest, around 3 times wider than our planet. Meanwhile, one of Jupiter’s 67 moons, Ganymede, has a diameter 8% larger than that of the planet Mercury.

Choose the conclusion that **best** explains the significance of the informational text.

- (A) However, in 2013, astronomers discovered a new planet, HD 106906b, which was estimated to have a mass 11 times greater than that of Jupiter.
- (B) After Mercury, Venus, Earth, and Mars, Jupiter is the fifth planet from the sun. Indeed, the larger planets —Jupiter, Saturn, Uranus, and Neptune—are the four most distant.
- (C) It is partially because of Jupiter’s enormous size that the Earth is not frequently bombarded by large meteorites. Meteors of this kind are often diverted away from Earth’s trajectory by Jupiter’s substantial gravitational field. In this regard, Jupiter is Earth’s protector.
- (D) In 1994, a large comet broke apart and collided with Jupiter in what was the first direct observation of two Solar System objects colliding. The impact left a scar that remained visible for several months afterward.

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
18	11	2	6a	3	W-1.b	2. (Elaboration) The student will use information provided in a stimulus to write well-supported arguments by applying elaboration techniques such as a. Referencing and/or integrating relevant reasons to support claims/counterclaims

2595



A student is writing a letter to the school board about its plan to require students to wear electronic identification tags. Read the beginning of the letter and complete the task that follows.

I am writing in support of the school board’s plan to require students at my school to wear electronic identification tags (EIDs) that will allow the administration to track the location of all students. Although the proposal may raise privacy concerns, its implementation would uphold and defend the school’s very reason for being—teaching. As anyone at my school can attest, teachers and school administrators waste precious instructional time tracking down students who skip class to hangout with their friends. The purpose of school is to give young people the opportunity to learn skills and information required to succeed in life. We learn not only how to read, write, and understand math, but also how to interact with others. For these reasons, school is the most important place in a young person’s life, and the achievement of its mission should not be hindered by unruly students. EIDs would help ensure that it isn’t by allowing educators to focus on education.

Some may contend that requiring students to wear EIDs constitutes a warrantless search and so runs afoul of the Fourth Amendment.

Student Notes:

The student has taken these notes from credible sources:

- Fourth Amendment to the United States Constitution states: “The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation and particularly describing the place to be searched, and the persons or things to be seized.”
- US Supreme Court in *United States v. Jones*—police must obtain a warrant before attaching a global positioning system (GPS) tracker to the car of a suspected drug trafficker.
- US Supreme Court in *New Jersey v. T.L.O.*—schools have a responsibility to maintain order, which can override Fourth Amendment rights when there is “reasonable suspicion” that a school rule has been violated.
- US Supreme Court in *Vernonia School District 47J v. Acton*—schools have a responsibility to maintain order in the “special situation” of public schools and that that responsibility overrides the student’s right to privacy.
- National technology blogger—EIDs can be hacked to show wrong locations for people wearing them.
- Study of several Los Angeles high schools—students at schools using EIDs trust teachers less than students at schools not using EIDs.

- Study of crime rates in areas around high schools—no significant relationship between use of EIDs and crime near campus.

The writer wants to acknowledge a counterclaim to the argument introduced in the first paragraph. Using the student's notes, complete the second paragraph by writing the counterargument.

Score	Rationale	Exemplar
2	<p>The response:</p> <ul style="list-style-type: none"> • provides adequate reasoning and relevant evidence from the student notes supporting the claim • adequately addresses (or develops) counterargument using adequate reasoning and/or evidence (note: only relevant if question calls for this) • adequately elaborates reasoning and evidence using precise words/language 	<p>That amendment guarantees “the right of people to be secure in their persons...against unreasonable searches.” In interpreting this amendment, the United States Supreme Court has ruled that police must obtain a warrant from a judge before tracking a suspected drug trafficker using GPS. If it is illegal to track someone suspected of a felony without a warrant, opponents to the board's EID plan may argue, how can it be legal to track a student who may be guilty of nothing more than staying in bed with a cold? But the Supreme Court also has ruled that Fourth Amendment rights do not apply to students in schools in the same way as they apply to adults. According to recent Court rulings, schools have a responsibility to maintain order in the “special situation” of public schools, and this overrides students’ privacy rights. Opponents of EIDs also may argue that their use undermines trust. Being suspicious about “Big Brother watching” is understandable; however, these objections will diminish over time.</p> <p>Annotation: This response uses appropriate evidence from the student notes to address (rebut) the counterargument. While other “2” responses could have used different evidence from the notes to support the major claim, this response connects and elaborates the evidence chosen (e.g., “rights do not apply to students in schools in the same way as they apply to adults”) using well-chosen language to undermine the opposing point of view (“overrides,” “undermines”). Note that other “2” responses may organize the paragraph by just addressing counter argument without rebuttal.</p>
1	<p>The response:</p> <ul style="list-style-type: none"> • provides general reasoning and 	<p>That amendment says people have a right against unreasonable searches. The Supreme Court has</p>

	<p>general and/or limited and/or listed evidence supporting the claim from the student notes. The reasoning and evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied or loosely related to the claim.</p> <ul style="list-style-type: none"> partially addresses (or develops) counterarguments using general and/or limited and/or listed evidence supporting the counterargument(s) (if question calls for this) partially elaborates reasoning and evidence using general words/language 	<p>said that cops can't use GPS to track criminals, how can it be right to use it to track kids who aren't doing anything wrong? Also, EIDs will make students not trust their teachers if they think they're always being watched.</p> <p>Annotation: While this response does reference some appropriate information from the student notes, the evidence and elaboration do not adequately address (analyze or rebut) the opposing point of view. The response also overstates causal relationships (e.g., EIDs making students mistrust teachers), and the language is too general ("cops," "aren't doing anything wrong") to advance the argument. While other responses that earn a "1" may have different strengths/weaknesses, the "1" responses will be overall partial or limited.</p>
0	<p>The response:</p> <ul style="list-style-type: none"> provides reasoning and evidence supporting the claim from the student notes that is minimal, irrelevant, absent, incorrectly used, or predominately copied and may interfere with the meaning of the text provides a weak or no attempt to address (or develop) counterargument(s). Reasoning and evidence supporting the arguments is minimal, irrelevant, absent, incorrectly used, or predominately copied and may interfere with the meaning of the text (if question calls for this) includes no elaboration of reasoning and evidence or, if present, primarily uses inappropriate or vague words/language 	<p>But everyone knows it's not right to spy on people. The Constitution says so.</p> <p>Annotation: This response makes very weak reference to student notes ("Constitution"). The only attempt to address counterargument is an assumption based on "everyone knows..." and relies on vague language ("it's not right") does not advance the argument.</p>

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
19	11	2	8	2	W-2, L-6	The student will identify and use a better word or words to make vague language in text more precise.

2599



A student is writing an article for her student newspaper about toe fungus. Read the draft of the article and answer the question that follows.

Nail fungus can be a minor problem that can turn into an infection if not treated properly. Nail fungus can occur in one’s fingernail or toenail. They usually find their way into the body through a small crack in the nail. Nail fungi grow in warm, wet places such as a locker room where they can spread from person to person. Sometimes, people can develop a fungus if they wear warm socks to bed on a daily basis. If nails become thick, then an annoying fungus can stick to them. Home remedies include soaking the nail in a bowl of antiseptic mouthwash or apple cider vinegar. If home remedies do not help, making a doctor appointment is probably needed. The doctor will probably recommend a topical cream or oral medications. If an infection is left untreated, surgery may be required.

The author of the article wants to replace the two underlined words. Which **two** pairs of words **best** replace the underlined words to fit the author’s intended purpose and audience?

- predicament, connect
- annoyance, attach
- irritation, adhere
- situation, join
- torment, link
- agony, clamp

Key: annoyance, attach; irritation, adhere

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
20	11	2	8	2	L-6, L-6	2. The student will identify and use the best academic or grade-level or below domain-specific (but not scientific or social studies) construct-relevant word(s)/phrase to convey the precise or intended meaning of a text especially with informational/explanatory writing.

2594



A student is writing a critical review for the high school newspaper about an upcoming music revue. Read the draft of the review and complete the task that follows.

The high school music revue is always one of the most eagerly anticipated events of the school year. With more than fifteen acts taking part in the proceedings, this year’s event was of a very high caliber. Particularly impressive was when the high school orchestra closed the event with a series of ragtime classics. Performing their closing number for a second time, the orchestra returned to the stage at the end of the night for what would be a richly received segment.

The student wants to make sure that his word choices are appropriate to inform his audience about the upcoming music revue. Choose the **best two** words to replace the underlined word.

- interlude
- sequel
- encore
- overture
- reprise
- prelude

Key: encore; reprise

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
21	11	2	9	1	L-1	The student will identify and/or edit for correct use of a semicolon to link two or more closely related independent clauses.

2597



Brad is writing a research paper on bats for his biology class. Read the draft of the paper and then complete the task that follows.

Bats are an important part of our ecosystem. The bat population is decreasing because people are destroying its natural habitat. Consequently, the bats' homes are disappearing. The need to replicate their shelter is great. Providing bat houses is one way to achieve this goal. Bat houses, like bird houses, are easy to construct and virtually maintenance free, and their benefits are monumental.

Brad wants to join the underlined sentences. Choose the sentence that is punctuated correctly.

- (A) The bat population is decreasing because people are destroying its natural habitat; consequently the bats' homes are disappearing.
- (B) The bat population is decreasing because people are destroying its natural habitat; consequently, the bats' homes are disappearing.
- (C) The bat population is decreasing because people are destroying its natural habitat consequently; the bats' homes are disappearing.
- (D) The bat population is decreasing because people are destroying its natural habitat, consequently; the bats' homes are disappearing.

Key: B

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
22	11	3	4	1	SL-3, SL-2	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

2471



Based on information in the presentation, what does the term "mass produced" mean in pop culture?

- Ⓐ shared across various types of formats
- Ⓑ made available for the public to alter or change
- Ⓒ recreated or repeated for an unlimited amount of time
- Ⓓ rearranged in order to appeal to people of a different time period

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
23	11	3	4	2	SL-3, SL-2	2. The student will analyze how information is presented and/or the effects of the delivery.

2470



Why does the author use the rhetorical technique of comparison to show how popular culture is mass produced?

- Ⓐ to explain that ballet dancers are more athletic than actors
- Ⓑ to suggest that ballet performances are more detailed than movies
- Ⓒ to show how some forms are more difficult to reproduce than others
- Ⓓ to emphasize that the popularity of the content affects whether it can be reproduced

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
24	11	3	4	3	SL-3, SL-2	2. The student will analyze how information is presented and/or the effects of the delivery.

2469



Which point does the author emphasize by including details about performances?

- (A) Ballet dancers and movie makers connect to their audiences in different ways.
- (B) Ballets are limited because more people would rather watch a movie than a ballet.
- (C) Popular culture content that gets mass produced is less artistic because it loses its spontaneous nature.
- (D) The potential for popular culture content to be mass produced depends on the involvement of the participants.

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
25	11	3	4	1	SL-3, SL-2	4. The student will draw and/or support a conclusion based on content in a presentation.

2472



Which of the following terms **best** describes the Carter Center’s overall agenda?

- Ⓐ peaceful
- Ⓑ judiciary
- Ⓒ economic
- Ⓓ humanitarian

Key: D

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
26	11	3	4	3	SL-3, SL-2	2. The student will analyze how information is presented and/or the effects of the delivery.

2578



The presentation describes the conditions in the countries where the Carter Center helps with elections. How does this information **best** influence the listener's understanding of the presentation?

- Ⓐ It explains why the Carter Center is independent from the government.
- Ⓑ It provides evidence of the bravery required to monitor controversial elections.
- Ⓒ It provides evidence to support a primary reason the Carter Center was created.
- Ⓓ It emphasizes an absence of fair, organized elections in countries around the world.

Key: C

Rubric: (1 point) Student selects the correct response.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
27	11	3	4	3	SL-3	1. The student will identify, interpret, or analyze the point of view, purpose, central idea, or key points of a presentation.

2491



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

Part A

What does the fact that The Carter Center does not represent the United States government demonstrate?

- (A) that The Carter Center is politically neutral
- (B) that The Carter Center is unable to acquire government funding
- (C) that the United States government wants to avoid potential wars
- (D) that some countries may not want the involvement of the United States government

Part B

Which detail from the presentation **best** supports your answer in part A?

- The Carter Center is a privately funded, nonprofit organization.
- Countries participating in the program often are emerging from civil wars or armed conflicts.
- Election monitoring teams only go to countries where all political parties will welcome them.
- Representatives of the program go to countries undergoing troubling or dangerous conditions.

Key:

Part A: A

Part B: Election monitoring teams only go to countries where all political parties will welcome them.

Rubric: (1 point) Student selects the correct response for Part A and the correct response for Part B.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
28	11	4	2	2	WLiteracy-8, RLiteracy-2(Sci/Tech)	The student will analyze multiple sources of information in order to integrate the information that is paraphrased while avoiding plagiarism.

2561



A student is writing a research report about different ways people can be environmentally conscious for environmental biology class. Read the credible sources that the student found and the directions that follow.

Source 1: Article from the magazine *Family Life*

Being environmentally aware does not have to be difficult. Recycling has been a common practice for many years. In fact a recent study funded by a paper association shows that over 87% of Americans have access to recycling opportunities. Not every item needs to be sent away to be recycled. Recycling at home is as easy as asking yourself a simple question before throwing something away: "Can this item be used for anything else?" It is surprising to find that the answer is usually "yes." Recycling items that would ordinarily be trash by altering their original function is known as repurposing.

Source 2: Environment column from *City Times*

Waste Management reports that more than 40% of America's landfill waste is made up of paper products. Many Americans are attempting to lower that percentage by recycling or repurposing. Cereal boxes can be cut into dresser-sized organizers and used to sort dress socks, athletic socks, and odd socks. Magazine holders can be created by cutting cereal boxes on a diagonal. The uses of this single piece of trash are endless. As long as the repurposed item stays out of the landfill, it does not matter how it is transformed or used.

The student wants to include information from the sources in her report but does not want to plagiarize the authors' ideas. Read the paragraph from the report and click on the **two** sentences that are plagiarized.

People sometimes throw away things without regard for the environment. Forty percent of waste in America's landfills are recyclable paper products. There are many ways of being environmentally conscious that do not cost money but require a little extra effort. Many people are aware that recycling can reduce the amount of landfill waste. When trash is converted into something useful, it is called repurposing. For example, cereal boxes can be used to organize dresser drawers or store magazines. Recycling and repurposing can have a positive impact on the environment.

Key: Forty percent of waste in America's landfills are recyclable paper products.; For example, cereal boxes can be used to organize dresser drawers or store magazines. (All text is selectable.)

Rubric: (1 point) Student selects the two correct sentences.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
29	11	4	3	2	Wliteracy-8, W-8	The student will use reasoning, evaluation, and evidence to assess the credibility of multiple sources in order to select relevant information to support research.

2579



A student is writing a research report about the history of pickup trucks in the United States. Read the paragraph from his report and the directions that follow.

Modes of transportation have changed over the years based upon new innovations and consumer needs. First appearing in 1931, pickup trucks in the United States were adaptations of automobile models. Instead of backseats, the pickup trucks had flat platforms. They were bought and used mostly by farmers who needed an effective way to haul bales of hay around their land and into town. It wasn't until the 1950s that pickups became a popular transportation option for those in rural and urban environments that their production and sales increased throughout the entire United States. With two-tone paint, color-coordinated fabric seats, and racy, powerful engines, many young people in large cities started buying pickups in the 1960s. Some researchers contend that an interest in pickups continued to grow in the 1970s and 1980s when Americans became increasingly more interested in country-western music. Pickups became widely popular with all age groups, partly because they were one way to identify with the country-western culture that was popularized by several Western-themed movies, popular singing artists, clothing, and food choices.

Choose **two** credible sources that would **most likely** give the student more information for his paragraph.

- A History of Cars and Trucks in America* by Jackson Tolliver
This book describes the history of the transportation industry in the United States from the 1800s to the 1980s.
- The Old and New: America's Fascination with Cars and Trucks* by Brandon Carmichael
This book explores the cultural and demographic shifts that have affected car and pickup truck sales trends in the United States.
- America's Reality: The Battle Continues* by Frank Denton
This book describes the historical context that has led to a long-standing sales competition between US auto and pickup truck companies.
- "Pick Up Trucks: Up Close & Personal" by Tyrone Sheldon
The writer of this blog tells why he owns pickup trucks. Describing their style, speed, and function, he chronicles America's fascination with trucks.

- "Designed to Last: America and Its Cars and Trucks" by Whitney Winston

This article describes the design changes that have occurred in American automakers' most popular pickup trucks and luxury cars from the 1950s to the present.

- Consumer Report*: "The Vehicles Americans Are Buying Today" by Brian Billups

This article in a consumer magazine focuses on statistics and explores why some people opt not to buy cars or pickup trucks, but instead are purchasing SUVs, sports utility vehicles.

Key: *The Old and New: America's Fascination with Cars and Trucks* by Brandon Carmichael; "Designed to Last: America and Its Cars and Trucks" by Whitney Winston

Rubric: (1 point) Student selects the two correct responses.

Item #	Grade	Claim	Target	DOK	Item: Standards	Evidence Statement
30	11	4	4	2	WLiteracy-8, W-1b	The student will cite evidence to support arguments or conjectures.

2454



A student is writing an argumentative research report about invasive species for ecology class. Read the possible sources the student found and the directions that follow.

Source 1: "Invasive Species in the Great Lakes" by Temh Patel

Invasive species have the ability to change entire ecosystems. Invasive species are plants and animals that are not original to an ecosystem, but when they are introduced there, the invasive species causes some kind of damage to the other plant and animal life in that ecosystem. This occurred in the St. Clair ecosystem in 1988 with the zebra mussel. The zebra mussel quickly spread through the lakes, rivers, and canals. They have gotten into the nearby power plants and water systems, clogging up the pipes and drains, which then have needed repair. Furthermore, the native clam population of this lake has become almost non-existent due to the negative impact of the zebra mussel.

Source 2: "Overwhelming Plants" by Greg Timmons

Some of the most dangerous invasive species are plants. Invasive plant species can easily and quickly grow out of control within an ecosystem. Many invasive plant species are seed producers and the seeds can spread throughout the area and overwhelm the native plant species that exist there. Boating and fishing disturbances can also spread invasive plant species in waterways. When the invasive plant species takes over an area that was once occupied by a native plant species, an imbalance in the ecosystem can occur.

Source 3: "How Are Invasive Species Introduced?" by Franklin Black

There are many ways that invasive species enter ecosystems they do not belong in. One way is through ballast water. Ballast water is the water that comes out of cargo ships as they load and unload their freight in harbors. On land, invasive insect species can be in wood products that are shipped throughout the world. Although people often do introduce invasive species into an ecosystem, there are things people can do to prevent the spread of invasive species. Planting plants that are native to the area helps promote species that are good for the ecosystem. In addition, reporting any non-native species to the proper authorities can help that species to not grow into a threat.

The student wrote down some claims to use in his report. Look at the claims on the table. Determine if the information in the sources supports each claim. Click on the boxes that appropriately describe each claim. There may be more than one box selected for each claim and source.

	Source 1	Source 2	Source 3
Claim 1: People are a major cause of furthering the growth of invasive species.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 2: People can help prevent the spread of invasive species before they become too damaging to an ecosystem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 3: When invasive species are introduced into an ecosystem, the species that belong in that ecosystem are harmed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claim 4: Invasive species not only have a negative effect on the animals and plants in an environment, but they can also negatively affect the systems put in place for human use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key:

Source 1 = Claim 3, Claim 4

Source 2 = Claim 1, Claim 3

Source 3 = Claim 1, Claim 2

Rubric: (1 point) Student matches all sources to the appropriate supported claims.