



# Smarter Balanced Assessment Consortium: Practice Test Scoring Guide

Grade 8

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## **There's No 'I' in Elephant**

By Stephen Ornes

Elephants are social animals. They live with their families, give hugs and call each other by using their trunks as trumpets. They also might know how to help each other.

In a recent elephant study by researchers from the United States and Thailand, pairs of giant animals learned to work together to get some ears of corn. Other animals, especially some primates, are already known to work together to complete tasks, but now elephants have joined the club. Perhaps the finding is not too surprising: scientists suspect that elephants, with their big brains and survival savvy, may be among the smartest animals on the planet.

Joshua Plotnik, who worked on the study, told Science News that the animals didn't just learn a trick. Instead, the ways the elephants behaved show that they understand how working together brings benefits to everyone involved. Plotnik is a comparative psychologist now at the University of Cambridge in England. Psychology is the study of behaviors and mental processes, and comparative psychologists study how animals other than humans behave.

It's not easy to study these formidable mammals' behavior. Elephants are the largest mammals that walk on solid ground, and if they don't like a particular experiment, look out! Scientists have to be careful to keep their distance.

To figure out whether elephants can cooperate, Plotnik and Frans de Waal, a comparative psychologist at Emory University in Atlanta, built a test. The test was based on one that's been used to study the behavior of primates for more than 70 years. Primates include animals such as chimpanzees and monkeys. (Humans are also primates but these experiments didn't focus on humans.)

The test is so simple to set up, you could build one yourself. You need a long piece of string, a book and a friend. First, sit next to your friend. Second, place the book in front of both of you. Third, lay down the string so that it starts in front of you, wraps around the back of the book, and then ends up in front of your friend. The string should form a u-shape, with the book inside.

Now for the experiment: pull on the string by yourself, and you'll notice that it slides toward you without moving the book. If your friend pulls on the

other end of the string without your help, the string slides in the other direction—but the book still doesn't move. If both of you pull on the ends of the string at the same time, though, the book slides toward you.

In other words, you and your friend must cooperate to get the book. In the case of elephants, they weren't motivated to get a book. Instead, they were trying to get to some delicious corn sitting on a platform. The rope ran around the platform. Animals received corn treats only if both pulled the rope ends at the same time with their trunks. This cooperation brought the platform close enough for them to reach the corn with their trunks.

The scientists studied six elephants at the Thai Elephant Conservation Center in Lampang, Thailand. The elephants figured out how to get the corn, but Plotnik and his colleagues wanted to know if the animals had simply learned a trick, or if they understood some basic ideas about cooperation. So the researchers did more experiments. In one, a single elephant was led to the rope and stood, alone, waiting. The animal waited patiently for more than 25 seconds for another elephant to come along—the animals seemed to know that sometimes, you have to wait for help to get the job done.

Sometimes an elephant waited as long as 45 seconds. "That's a long time for an animal waiting for food," Plotnik told Science News.

So far, only elephants and primates have successfully cooperated to master this kind of pull-together test. But that doesn't necessarily mean other animals don't cooperate. Plotnik says many behaviors in the animal kingdom may be explained by cooperation, but perhaps human scientists don't understand the rules. Experiments like the simple pull-together test give scientists a way to begin to learn.

"There's No 'I' in Elephant" by Stephen Ornes from *Science News for Kids*, March 2011 issue, copyright © 2011 by Society for Science & the Public. Reprinted by permission.

1036



With which statement would the author **most likely** agree?

- Ⓐ Learning about elephants can teach scientists about humans.
- Ⓑ Learning about animal behavior is an important part of science.
- Ⓒ Scientists should spend more time studying humans than animals.
- Ⓓ Scientists should study elephants in different ways than they currently do.

The correct response, option B, receives a score of 1 point.

998



The author includes a description of a test that readers can try themselves. How does the author's example of using a book and a piece of string help the reader understand the research conducted by the scientists?

- Ⓐ It reproduces the scientists' experiment.
- Ⓑ It models cooperation without conversation.
- Ⓒ It determines how mammals work together.
- Ⓓ It analyzes the differences in human behavior.

The correct response, option A, receives a score of 1 point.

1034



Click to highlight **six** sentences in the text that explain why elephants might be considered some of the most intelligent animals on the planet.

Elephants are social animals. They live with their families, give hugs and call each other by using their trunks as trumpets. They also might know how to help each other.

In a recent elephant study by researchers from the United States and Thailand, pairs of giant animals learned to work together to get some ears of corn. Other animals, especially some primates, are already known to work together to complete tasks, but now elephants have joined the club. Perhaps the finding is not too surprising: scientists suspect that elephants, with their big brains and survival savvy, may be among the smartest animals on the planet.

Joshua Plotnik, who worked on the study, told *Science News* that the animals didn't just learn a trick. Instead, the ways the elephants behaved show that they understand how working together brings benefits to everyone involved. Plotnik is a comparative psychologist now at the University of Cambridge in England. Psychology is the study of behaviors and mental processes, and comparative psychologists study how animals other than humans behave.

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So far, only elephants and primates have successfully cooperated to master this kind of pull-together test. But that doesn't necessarily mean other animals don't cooperate. Plotnik says many behaviors in the animal kingdom may be explained by cooperation, but perhaps human scientists don't understand the rules. Experiments like the simple pull-together test give scientists a way to begin to learn.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose five or more correct details:

- Other animals, especially some primates, are already known to work together to complete tasks, but now elephants have joined the club.
- Perhaps the finding is not too surprising: Scientists suspect that elephants, with their big brains and survival savvy, may be among the smartest animals on the planet.
- Instead, the ways the elephants behaved show that they understand how working together brings benefits to everyone involved.
- This cooperation brought the platform close enough for them to reach the corn with their trunks.
- The elephants figured out how to get the corn, but Plotnik and his colleagues wanted to know if the animals had simply learned a trick, or if they understood some basic ideas about cooperation.
- In one, a single elephant was led to the rope and stood, alone, waiting.
- The animal waited patiently for more than 25 seconds for another elephant to come along-the animals seemed to know that sometimes, you have to wait for help to get the job done.
- Sometimes an elephant waited as long as 45 seconds.
- "That's a long time for an animal waiting for food," Plotnik told *Science News*.
- So far, only elephants and primates have successfully cooperated to master this kind of pull-together test.

1000



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

In other words, you and your friend must cooperate to get the book. In the case of elephants, they weren't motivated to get a book.

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

- Ⓐ propelled
- Ⓑ influenced
- Ⓒ compelled
- Ⓓ persuaded

The correct response, option C, receives a score of 1 point.



1040



Read the sentence containing a main idea and the directions that follow.

Experiments show elephants understand that cooperation brings benefits to everyone involved.

Select the **two** key details from the text that support the main idea.

- A) One will wait alone at the rope until another comes to help pull.
- B) They give hugs and call each other by using their trunks as trumpets.
- C) Experiments like the simple pull-together test give scientists a way to begin to learn.
- D) Animals received corn treats only if both pulled the rope ends at the same time with their trunks.
- E) Two elephants can pull on rope ends at the same time to get corn close enough for both to eat.
- F) To figure out whether elephants can cooperate, Plotnik and Frans de Waal, a comparative psychologist at Emory University in Atlanta, built a test.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose both correct responses: option A and option E.

## **Samuel Peppard and the Wind Wagon**

by Stephanie M. Bearce

"What kind of crazy contraption are you building?"

"That invention of yours is gonna kill you yet!"

"Samuel Peppard, you've gone plumb crazy!"

Samuel Peppard just laughed at his neighbors' warnings and kept on working. Throughout the spring of 1860, Samuel holed up in his barn in Oskaloosa, Kansas, building something big. Something nobody in town had ever seen before. Something called a wind wagon.

At twenty-seven, Samuel had an aptitude for construction. He was a millwright by trade and earned his money building and repairing mill parts such as wooden wheels and metal gears, which were also used to build wagons.

Having grown up on the Midwestern plains, he also knew something about the prairie winds. These winds seemed to blow constantly, and Samuel thought they would provide the perfect energy source for driving a wagon. The wind offered many advantages over a horse: it didn't have to eat, drink, or sleep, and it certainly didn't leave behind piles of smelly manure. The wind wagon seemed to be the ideal transportation for anyone headed to the Colorado gold fields—and that's just where Samuel planned to go.

So all spring Samuel hammered. He sewed his sails and carved out a mast. And with the help of three friends—Steve Randall, J.T. Forbes, and Gid Colon—Samuel built his dream. By early May the wind wagon was ready for a test run. A warm spring wind whipped at their faces as Samuel and his friends hauled the wagon a mile out of town.

Samuel climbed on board the wind wagon. He raised the mainsail, and it immediately caught the breeze. The wagon sped forward but then suddenly lunged toward the ground. Samuel held on for dear life, afraid the wagon would flip over. Quickly he lowered the large sail and hoisted the small one. The small sail caught less wind, and the wagon raced smoothly through the

prairie grass. Samuel and his friends were still cheering when the wagon rolled over a small hill, leaped thirty feet into the air, and crashed.

Samuel crawled out to inspect the damage. It was nothing a good millwright couldn't fix. Samuel and his friends pushed the wagon back to town, and in two days, it was as good as new. Shaped like a small boat on buggy wheels, the wagon now had a hand brake to control the speed and a rudder for steering.

"Where are you going with that contraption?"

"You'll never get to Colorado."

"Samuel Peppard, you've gone plumb crazy!"

Samuel waved good-bye to his neighbors as he and his friends loaded food, camping equipment, and rifles into the wind wagon. Samuel, J.T., Steve, and Gid then sailed north on the prairie grass to join the Oregon Trail to Fort Kearny.

At times the prairie winds cooperated, and the wagon zipped through the rolling plains at fifteen miles per hour. J.T., Steve, and Gid laughed and shouted as Samuel steered past old-fashioned buggies pulled by horses.

But other days, the winds died down, and the horse-drawn wagons marched past as the wind wagon sat still. On those days J.T., Steve, and Gid went hunting for supper while Samuel waited with the wagon for the wind to return. As soon as the wind picked up, Samuel hoisted the sail, and his friends ran to jump on board. The wind wagon crew had to be ready to sail whenever the wind blew, even if it was the middle of the night. Sometimes J.T. and Steve watched the prairie moon and listened to the coyotes call as Samuel and Gid steered the wagon west.

It only took fifteen days for the wind wagon to reach Fort Kearny. When it rolled into town there was quite a commotion.

"What in the world is that strange wagon?"

"I've never seen anything like it."

"Somebody's gone plumb crazy!"

Samuel Peppard's wind wagon became an instant hit. A reporter for Frank Leslie's Illustrated Newspaper wrote an article about the wagon, and people up and down the Oregon Trail were talking about how fast it could travel and how much money it saved with no horses to feed.

Even Native Americans were amazed at the sight of the wind wagon. Samuel told the reporter that when a group of Indians on horseback had seen the wagon, they started a playful contest. All the riders raced alongside trying to keep up with the wind wagon; one by one, they dropped off. When the last rider finally gave up, he waved to Samuel and said, "White man fly like a bird."

After Fort Kearny, Samuel and his friends sailed parallel to the Oregon Trail all the way to Fort Morgan, Colorado. There, the wind wagon met its match.

"What's that swirling dust?"

"Hurry, Samuel, lower the sail!"

"This wagon's gone plumb crazy!"

When the dust devil blew away, the wind wagon lay in a broken heap with no hope of repair. Fortunately, neither Samuel nor his friends were hurt. By the time they dusted themselves off, they were surrounded by many horse-drawn wagons offering rides.

Samuel and his friends hitched a ride with the baggage wagon for the rest of their journey to Denver. They had crossed over five hundred miles in their wind wagon in only a month.

Samuel Peppard never built another wind wagon. After hunting for gold in Colorado, he joined the Union army and fought in the Civil War. When the war was over, he went home to Oskaloosa, got married, and raised thirteen children.

And sometimes, when he told the story of his wind wagon, Samuel Peppard heard his grandchildren say:

"What kind of contraption was that?"

"You could have been killed."

"Grandpa, you were plumb crazy."

"Samuel Peppard and the Wind Wagon" by Stephanie M. Bearce from *Spider* Magazine's March 2011 issue, copyright © 2011 by Carus Publishing Company. Reprinted by permission.

999



What lesson can the reader conclude from the text? Select **all** that apply.

- A) Everyone encounters an obstacle in their lives.
- B) Inspiration comes from the most unlikely places.
- C) Extraordinary people are steadfast and focused.
- D) Persistence and dedication to a task can lead to success.
- E) Do not let the opinions of others restrain you or your ideas.
- F) Even when dreams are demolished, they can still be realized.
- G) Mishaps occur along the way, but solutions can be easily found.

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose both correct responses: option A and option E.

**1037**

What is revealed about Samuel Peppard's grandchildren by their responses to his story of the wind wagon?

- Ⓐ They feared for his safety during the trip to Colorado.
- Ⓑ They were proud of their grandfather's crazy accomplishment.
- Ⓒ They thought his attempt to build the wagon was a bad idea.
- Ⓓ They could understand why people were amazed by the wagon.

The correct response, option C, receives a score of 1 point.

1038



Read this excerpt from the text and the question that follows.

"What's that swirling dust?"

"Hurry, Samuel, lower the sail!"

"This wagon's gone plumb crazy!"

Which of the following is **best** revealed through this dialogue?

- Ⓐ Peppard and his friends had never experienced a wind storm that violent.
- Ⓑ Throughout the trip, the characters rarely spoke and had little to say to each other.
- Ⓒ The characters were surprised by the wind storm that appeared without warning.
- Ⓓ Peppard's friends were too distracted by the wagon to notice the approaching storm.

The correct response, option C, receives a score of 1 point.



1039



Which sentence from the text **best** supports the idea that Samuel Peppard is committed to succeeding with his wind wagon?

- A) The wind wagon seemed to be the ideal transportation for anyone headed to the Colorado gold fields—and that’s just where Samuel planned to go.
- B) Samuel and his friends pushed the wagon back to town, and in two days, it was as good as new.
- C) The wind wagon crew had to be ready to sail whenever the wind blew, even if it was the middle of the night.
- D) All the riders raced alongside trying to keep up with the wind wagon; one by one, they dropped off.
- E) They had crossed over five hundred miles in their wind wagon in only a month.

The correct response, option E, receives a score of 1 point.

**1001**

What is the significance of the author's repeated use of the expression "plumb crazy"?

- A) It demonstrates that everyone agreed his idea was a problem.
- B) Repeating the phrase was just a coincidence in the story.
- C) It emphasizes the importance of Samuel's persistence.
- D) Repeating the phrase creates a rhythm in the story.
- E) Repeating the phrase provides a sense of humor.

The correct response, option E, receives a score of 1 point.

1002



Read the paragraph from the text and the question that follows.

At twenty-seven, Samuel had an aptitude for construction. He was a millwright by trade and earned his money building and repairing mill parts such as wooden wheels and metal gears, which were also used to build wagons.

Which word is a synonym for, or means the same as, aptitude?

- A) capacity
- B) ambition
- C) preference
- D) enthusiasm

The correct response, option A, receives a score of 1 point.

**1041**

Read the sentence from paragraph 4 and the directions that follow.

Samuel Peppard just laughed at his neighbors' warnings and kept on working.

Using details from the text, explain how this sentence affects the reader's understanding of Samuel Peppard.

A two-point response includes an explanation of how the given sentence affects the reader's understanding of Samuel Peppard and at least one correct supporting detail from the text.

Sample two-point response:

The narrator's statement makes the reader think that Samuel is confident in his idea for the wind wagon. Samuel knew he could make it work because he was good at construction, and he laughed because he knew his neighbors didn't understand wagon-building as well as he did.

A one-point response includes an explanation of how the given sentence affects the reader's understanding of Samuel Peppard with limited or missing support from the text.

Sample one-point response:

The narrator's statement shows that Samuel is confident even though his neighbors don't understand what he is doing.

A response that does not explain how the given sentence affects the reader's understanding of Samuel Peppard receives no credit.

Sample zero-point response:

Samuel's neighbors are curious.

**1003**

Which **best** describes the mood of the text?

- A) a feeling of disappointment and loss
- B) a combination of humor and seriousness
- C) a sense of satisfaction and achievement
- D) an overall feeling of intensity and frustration
- E) an informal description of dramatic events

The correct response, option B, receives a score of 1 point.

1004



With the sentence below, the author begins the text by referring to the wind wagon as a "contraption."

"What kind of crazy contraption are you building?"

How does the author's use of the word "contraption" impact the tone of the text?

- A) It creates a negative tone in the story.
- B) It establishes a humorous tone in the story.
- C) It shows the reader that the wind wagon would fail.
- D) It shares the character's experience with the reader.

The correct response, option B, receives a score of 1 point.

**1006**

Samuel Peppard can be described in many ways. Think of a character trait that Samuel possesses and give examples from the text that support your response.

Type your answer in the space provided.

A two-point response includes an appropriate character trait and a supporting example from the text. Correct responses may include a description of Samuel's determination and dedication.

Sample two-point response:

Samuel Peppard was a determined person who didn't care what other people thought. From the beginning, other people told him his idea of a wind-drawn wagon was crazy. But he never let their doubts slow him down. In the story, "Samuel Peppard just laughed at his neighbors' warnings and kept working." He believed in his idea, and he persisted in rebuilding his wagon even after its first crash.

A one-point response includes an appropriate character trait with missing or incomplete support.

Sample one-point response:

Samuel was an independent thinker. He didn't mind when people thought his ideas were strange.

A response that does not provide an appropriate character trait receives no credit.

Sample zero-point response:

Samuel's neighbors warned him.

1055



A student is writing an argumentative essay about physical education (PE) classes in middle schools for her English assignment. The teacher suggested the student add an opening sentence that establishes a clear claim. Read the student's draft and the directions that follow.

Too many kids waste dozens of hours each week in front of the TV or computer. They may be exercising their fingers and sometimes their minds, but they are not exercising the rest of their bodies. But, in physical education class, they do. Recent research has shown that physical education class has many benefits: it can teach teamwork, build confidence, and increase academic success. Students who take regular physical education classes not only develop healthier habits throughout their lives, but the activity reduces anxiety and improves judgment. One study revealed that students who did not have access to these classes were 2.5 times more likely to become inactive. Some students may feel awkward in physical education class; however, they may be getting more out of it than they realize.

Write **at least one** sentence at the beginning of the paragraph that establishes a clear claim.

Type your answer in the space provided.

A one-point response includes at least one sentence that establishes a clear claim for the given paragraph.

Sample one-point response:

Middle school kids need classes like physical education.

A response that does not include a sentence that establishes an appropriate claim for the paragraph receives no credit.

Sample zero-point response:

Our school has gym twice a week this year.



1044



For health class, Cristi has written an informational report on eating a more nutritional diet. Her teacher has asked that she include evidence to support her research. Read two paragraphs from the report, her notes, and the directions that follow.

Fruits and vegetables are important to a healthy diet and lifestyle. We need vitamins and minerals found in these foods in order to be our best. Finding the sweetest, juiciest of these foods will help people enjoy eating them.

People who do not eat enough fruits and vegetables may have serious health risks. Without the proper fiber in their diet, some people may have poor digestion. This can cause high cholesterol, which may lead to heart disease. These foods also provide antioxidants, which help us to prevent illnesses and even cancer. Furthermore, having a lack of vitamin C in the body can create problems like dry skin, brittle hair and nails, dental problems, and tiredness. In order to live the healthiest life possible, it is essential to add these natural foods to our daily diets.

Notes about Fruits and Vegetables from Research

- Some of the highest fiber fruits: apples and bananas; some of the highest fiber vegetables: broccoli, beans, carrots
- Vitamin B: found in many vegetables, such as green peas and potatoes; keeps energy at high level
- Vitamin C: in citrus fruit, such as oranges; helps immune system fight off illness
- Folic acid: found in many fruits and vegetables; helps brain development and functioning of the brain.

Revise the paragraphs using the facts in the box to better support the key ideas. The revised paragraph should be well organized and should include sentences that are clear and complete.

Type your answer in the space provided.

A two-point response uses the additional facts to better support the key ideas in the paragraphs. The response uses appropriate word choices and organization for the intended audience and purpose. The sentences and ideas are coherent and connected through the use of appropriate transitions, organization and a variety of sentence structures.

Sample two-point response:

Fruits and vegetables are important to a healthy diet and lifestyle. Most of our bodies need vitamins and minerals found in these foods in order to be our best. Vitamin B, found in many vegetables such as green peas and potatoes, is important to keeping our energy at its highest level. Foods containing vitamin C, like oranges, help to keep our immune systems working to fight off illness. Many of the fruits and vegetables also contain folic acid, which studies have shown help brain development and functioning. Finding the sweetest, juiciest of these foods will help people enjoy eating them.

A one-point response includes most of the additional facts in a somewhat well-developed paragraph. The response may include extraneous or loosely related details and may have limited and predictable vocabulary that may not be consistently appropriate for the intended audience and purpose. Some evidence of coherent structure through use of transitions, organization and sentence variety is present, if used inconsistently.

Sample one-point response:

Fruits and vegetables are important to a healthy diet and lifestyle. Most of our bodies need vitamins and minerals found in these foods in order to be our best. Vitamins like B and C are in vegetables like peas and oranges and help people stay healthy and fight diseases. Folic acid helps the brain. Finding the sweetest, juiciest of these foods will help people enjoy eating them.

A response that does not use the given facts in a correct or complete paragraph receives no credit. The response may include few supporting details that may be vague, repetitive, incorrect, or interfere with the meaning of the text. The response may have inappropriate vocabulary for the intended audience and purpose.

Sample zero-point response:

Fruits and vegetables are important to a healthy diet and lifestyle. People should eat different kinds of fruits and vegetables. Finding the sweetest, juiciest of these foods will help people enjoy eating them.

1053



Suzanne has written a narrative story for her creative writing class about her favorite moment at school. Her teacher suggested she use narrative strategies such as dialogue to improve the story. Read the story and the directions that follow.

Most of the students filing into the auditorium were dreading the long assembly, but I was excitedly chomping on my fingernails. Our teacher, Mrs. Jones, stopped in the aisle to look back and scan her finger along our class row. After which, she put her closed fist to her lips, turned it like a key, and then threw it away over her shoulder. Weren't we too old for that gesture? Evidently, Mrs. Jones was serious; she waited until every student nodded a personal promise of silence.

As Mrs. Jones read the name of the fourth-grade winner in the illustrated short story category, I knew there had to be some mistake. Kristin squealed and ran up to the stage. I tried to clap, but my hands suddenly wouldn't work. I wanted to run out screaming, but I sulked quietly, biting my lip to keep from crying.

Then I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school, and my front cover was up on a screen at the back of the stage. When she finished, she called me to the stage and gave me a big hug. She had sent my story to a national contest. That was my favorite moment at school.

Which of the following examples provides the **strongest** option to strengthen the narrative strategies in the underlined text by inserting dialogue?

- (A) I heard Mrs. Jones's clear voice reading my story aloud to the whole school. When I looked up, my front cover was projected on the screen at the back of the stage. "See what a wonderful writer Suzanne has become. Let's give her a big hand." I was so happy!
- (B) I heard Mrs. Jones's clear voice breaking through my anger. She was reading my story aloud to the whole school. When she finished, I ran onto the stage and gave her a big hug. "I am sending your story to a national contest." That was my favorite moment in school.
- (C) Mrs. Jones's clear voice read my story aloud to the whole school. She even projected my front cover on the screen at the back of the stage. "Suzanne, come on up." Mrs. Jones hugged me and told me she had sent my book to a national contest. "Wow, Mrs. Jones, this is truly a surprising day!"
- (D) Mrs. Jones's clear voice rang out: ". . .the princess took her rightful place on the throne beside the little man who saved her life." Those were my words, and that was my story. Why on earth was she not reading Kristin's? "Suzanne, come on up to the stage to take *your* rightful place as finalist in a national contest."

The correct response, option D, receives a score of 1 point.

**1045**

One sentence in the paragraph contains an error in grammar usage. Read the paragraph and the directions that follow.

Sheila and Desmond began their new jobs at a local bakery. After showing them around the store, the owner told them not to eat while working behind the counter. Sheila, with a cupcake frosted with vanilla icing, watched Desmond stuff his mouth. Just then, the owner came in, saw what had happened, and fired Desmond.

Type the incorrect sentence below, correcting the error in grammar usage.

A two-point response identifies the incorrect sentence and corrects the error in grammar usage.

Sample two-point response:

Sentence 3: Sheila watched Desmond stuff his mouth with a cupcake frosted with vanilla icing.

A one-point response identifies the incorrect sentence, but includes a partial or incorrect revision of the sentence.

Sample one-point response:

Sentence 3: With a cupcake frosted with vanilla icing, Sheila watched Desmond stuff his mouth.

A response that does not identify the incorrect sentence receives no credit.

Sample zero-point response:

Sentence 1: At the local bakery, they began their new jobs.

**1054**

Choose the sentence that does **not** contain any errors in grammar usage or punctuation.

- Ⓐ John chose to bring his own homemade, bagged lunch to school.
- Ⓑ Every Friday, the cafeteria serves pizza to students on paper plates.
- Ⓒ The pizza, with pepperoni and sausage, was the one I wanted for lunch.
- Ⓓ Topped with hot fudge sauce, John could not believe I ate the entire sundae.

The correct response, option A, receives a score of 1 point.

1043



Luke is revising his paper on Venus Flytraps which he plans to submit to a contest sponsored by a science website. He has decided that the underlined words are not precise enough for his audience.

The trapping job of the Venus Flytrap is performed by the terminal portion of each of the plant's leaves and is started by tiny hairs on their inner surfaces. When an insect or spider crawling along the leaves contacts a hair, the trap closes. Small insects and spiders have no chance of escape from this carnivorous plant.

Rewrite the first sentence, replacing the underlined words with more precise terms.

Type your answer in the space provided.

A two-point response replaces both underlined words with more precise terms.

Sample two-point response:

The trapping function of the Venus Flytrap is performed by the terminal portion of each of the plant's leaves and is activated by tiny hairs on their inner surfaces.

A one-point response includes one precise term to replace one of the underlined words.

Sample one-point response:

The trapping job of the Venus Flytrap is performed by the terminal portion of each of the plant's leaves and is triggered by tiny hairs on their inner surfaces.

A response that does not replace either of the general underlined terms with more precise terms receives no credit.

Sample zero-point response:

The trapping job of the Venus Flytrap is performed by the terminal portion of each of the plant's leaves and is started by tiny hairs on their inner surfaces.

## **Forces of Nature: Weather 101**

**Listen to the presentation. Then, answer the questions.**

*"Forces of Nature: Weather 101" video by NationalGeographic.com, copyright by National Geographic Society. Used by permission.*

Slideshow available online.

1035



Which statement **best** illustrates the narrator's description of weather as "the temporary state of the earth's atmosphere at any given place at any given time"?

- Ⓐ Air at the equator is warmer than air at the poles.
- Ⓑ A barometer is a device used to measure air pressure.
- Ⓒ Winds push masses of warm and cold air away from where they form.
- Ⓓ A cold front passing over a small town creates a brief but violent thunderstorm.

The correct response, option D, receives a score of 1 point.



1032



A student gets out of school and notices the humidity is high and it is raining.

Explain which type of front is **most likely** occurring. Support your answer with information from the presentation.

Type your answer in the space provided.

A two-point response includes a correct identification of the type of front along with information from the presentation.

Sample two-point response:

The front that most likely is occurring is a warm front. The result of a warm front, according to the presentation, is usually hot and muggy temperatures. There is also a chance that thunderstorms could occur.

A one-point response includes a correct identification of the front with minimal or incomplete information from the presentation.

Sample one-point response:

A warm front is happening.

A response that does not identify a front receives no credit.

Sample zero-point response:

The rain is warm.

**1033**

A group of scientists states that if the overall temperature of the earth increases, weather patterns will change.

Write a paragraph that supports the scientists' statement. Support your answer with **two** details from the presentation.

Type your answer in the space provided.

A two-point response includes two correct details that support the scientists' claim about the relationship between weather patterns and temperature.

Sample two-point response:

The video talked about how the weather is caused by the interactions between air, water, and heat from the sun. Not all parts of the earth are heated equally by the sun, and this difference in temperatures causes air to move. An increase in the temperature of the earth would affect this air movement so that would cause weather patterns to change.

A one-point response includes one correct detail that support the scientists' claim with an incomplete or missing detail.

Sample one-point response:

The weather is caused by moving hot and cold air. Increasing the earth's temperature would cause the weather patterns to change.

A response that does not support the scientists' statement or include any correct supporting details receives no credit.

Sample zero-point response:

If the earth got warmer, the weather would be warmer because the weather is on the earth.

**1048**

What information does a meteorologist need to know to predict whether precipitation would fall as rain, snow, or hail? Support your answer using evidence from the presentation.

Type your answer in the space provided.

A two-point response explains that a meteorologist needs to know the atmosphere's temperature to predict the type of precipitation. It should also provide a detail explaining which temperature determines which type of precipitation.

Sample two-point response:

In order to predict whether precipitation will fall as rain, snow, or hail, a meteorologist would have to know the temperatures in the atmosphere where the precipitation will fall. According to the video, if the temperatures are above freezing, precipitation will fall as rain. If the temperature is below freezing it will fall as snow. If precipitation falls through air that is both above and below freezing, it will fall as hail or sleet.

A one-point response includes an explanation of what a meteorologist needs to make a prediction, with incomplete or missing support from the presentation.

Sample one-point response:

The meteorologist has to know how cold the air is to know if it will be rain or snow.

A response that does not explain what a meteorologist would need to make a prediction receives no credit.

Sample zero-point response:

A meteorologist can predict what the weather will be.

## **Trust Your Feet**

**Listen to the presentation. Then, answer the questions.**



Audio presentation available online.

1046



In the presentation, the narrator explains that it is important to trust your senses. Which evidence from the presentation **best** supports this statement?

- Ⓐ A skilled rock climber must commit to using his or her feet.
- Ⓑ You have to learn to feel around for what you think might be there—
- Ⓒ This clinging, however natural and instinctive, is not efficient.
- Ⓓ The first climber might see a few moves and execute them in a straightforward fashion.

The correct response, option B, receives a score of 1 point.

1050



Which sentence from the presentation **best** supports the idea that rock climbers use the features of a rock to help them climb?

- Ⓐ Climbing shoes are equipped with a special type of rubber that allows your feet to stick to what they would not normally stick to.
- Ⓑ You would look at those flakes and never think they were good footrests.
- Ⓒ You have to learn to feel around for what you think might be there—but you do not know for sure.
- Ⓓ A skilled climber must not only know but also understand his or her body—its size, how it moves, how strong it is, how far it can reach.

The correct response, option B, receives a score of 1 point.

**1047**

What advice does the narrator give to rock climbers to help reduce their fear? Use **two** details from the presentation to support your answer.

Type your answer in the space provided.

A two-point response includes a correct explanation of the narrator's advice with two supporting details from the presentation.

Sample two-point response:

Gaining trust in what they are doing is the way that the speaker says that a rock climber can reduce fear. One way to gain trust is to rely upon your senses. More importantly, a climber needs to trust his feet. Finding the right rock climbing shoes will allow your feet to stick to things they normally wouldn't. Another way to gain trust is to trust rely on your instincts. The more you climb, the more comfortable you will be with understanding how your body works like how far you can reach.

A one-point response includes a correct explanation of the narrator's advice to rock climbers with missing or incomplete support from the presentation.

Sample one-point response:

The author says that trust means you can let go of fear and move on to better things. This means that people who trust can reduce their fear.

A response that does not explain the narrator's advice to rock climbers and does not include evidence from the presentation receives no credit.

Sample zero-point response:

Trust feels a whole lot better than fear, so it's a good thing to work on trust in order to get rid of fear.

1049



What is the narrator's **main** purpose in presenting information about rock climbing?

- Ⓐ to identify the most challenging places for both beginner and expert rock climbers
- Ⓑ to provide the listener with techniques essential for successful rock climbing
- Ⓒ to introduce the listener to the basic equipment used in rock climbing
- Ⓓ to describe the personal characteristics of expert rock climbers

The correct response, option B, receives a score of 1 point.



1051



A student used these two sources for a report on the American Revolution. Read the two sources and the question that follows.

Source 1

When settlers first came to the American colonies, they were loyal to the British king. They thought of themselves as British citizens rather than Americans. However, over time, they began to feel wronged by Britain. They believed that if they paid taxes to the king, they should have a vote in the British Parliament. The rallying cry for all Americans became "no taxation without representation."

Source 2

The history of the American Revolution is often told from the point of view of those who wanted to separate from Great Britain. Those who favored independence from Great Britain were called patriots. They included leaders who fought for independence, such as George Washington and Thomas Jefferson. However, 15 to 20 percent of the colonists wanted to remain subjects of the British king, and they were known as Loyalists or Tories.

Which sentence from Source 2 disagrees **most** with the information given in Source 1?

- Ⓐ The history of the American Revolution is often told from the point of view of those who wanted to separate from Great Britain.
- Ⓑ Those who favored independence from Great Britain were called patriots.
- Ⓒ They included leaders who fought for independence, such as George Washington and Thomas Jefferson.
- Ⓓ However, 15 to 20 percent of the colonists wanted to remain subjects of the British king, and they were known as Loyalists or Tories.

The correct response, option D, receives a score of 1 point.

1052



A student is writing a research paper for history class about how American women won the right to vote. He is searching the following text for evidence to use in his report. Read the text and the directions that follow.

The 19th Amendment, which granted American women the right to vote, passed in 1920. But it had taken many years for women to win suffrage. ("Suffrage" is another way of saying the right to vote.) The National American Woman Suffrage Association was led by Susan B. Anthony and Elizabeth Cady Stanton. They did not push for a national women's suffrage law. Instead, they worked state by state to win the vote for women. They were most successful in the West. Many people think that was because men's and women's roles were not as rigidly defined in the newer settlements as they were in the more established East.

Members of the National Woman's Party, on the other hand, hoped for a national amendment for women's suffrage. Alice Paul was their leader. She had worked toward women's suffrage in England. They took direct action. They picketed at the White House. Some were arrested and went on hunger strikes in jail. After they supported President Woodrow Wilson's decision for the United States to get involved in World War I, they asked, "Mr. President, what will you do for woman suffrage?"

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

**Part A**

Which conclusion can the student make based on the evidence in the text?

- A) Women were patriotic so they should have the right to vote.
- B) Women needed widespread public support in order to win the right to vote.
- C) Women's groups used different methods in order to obtain the right to vote.
- D) Picketing the White House was the most effective way to win women's suffrage.

**Part B**

Which sentences from the text provide evidence for your answer to part A? Select **all** that apply.

- A) The 19th Amendment, which granted American women the right to vote, passed in 1920. But it had taken many years for women to win suffrage.
- B) They did not push for a national women's suffrage law. Instead, they worked state by state to win the vote for women.
- C) They were most successful in the West. Many people think that was because men's and women's roles were not as rigidly defined in the newer settlements as they were in the more established East.
- D) Members of the National Woman's Party, on the other hand, hoped for a national amendment for women's suffrage. Alice Paul was their leader. She had worked toward women's suffrage in England.
- E) They took direct action. They picketed at the White House. Some were arrested and went on hunger strikes in jail.
- F) After they supported President Woodrow Wilson's decision for the United States to get involved in World War I, they asked, "Mr. President, what will you do for woman suffrage?"

This item requires the student to choose multiple correct responses. To receive the full-credit score of 1 point, the student must choose option C in part A and one or more correct options in part B: option B, option E, or option F.