

Reading Assessment Practice Materials Grade 9 ELA-TEACHER KEY

Item #1

A. Item Prompt: *During the course of this story, the pendulum undergoes a major transformation. What lesson does he learn, and how does the dial help him reach this new understanding? Use details from the story to support your response.*

	Scoring Rubric
2	The response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to summarize the central idea and key events from the story• Includes specific details that make clear reference to the text• Adequately supports the summary with clearly relevant details from the text
1	The response: <ul style="list-style-type: none">• Gives limited evidence of the ability to summarize the central idea and key events from the story• Includes some specific details that make reference to the text• Supports the summary with limited details from the text
0	A response gets no credit if it provides no evidence of the ability to summarize the central idea and key events, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The pendulum learns to approach life one step at a time rather than becoming overwhelmed by the totality of his responsibilities. The dial teaches him this important lesson by asking the pendulum to break down his ticking responsibilities into a short series of six ticks and evaluate his reaction. When hearing that the pendulum considers these discrete tasks to be quite manageable, the dial reminds his friend that he can make his task simpler by focusing only on what's immediately before him.

Score Point 2 Sample:

The pendulum learns that he needs to take life one step at a time and not worry about getting his whole job finished at a single stretch. The dial helps the pendulum understand this point by telling him to make a few ticks at a time. The pendulum can do this without feeling tired, and the dial reminds him that he just needs to focus on the single steps ahead in order to get the whole job done.

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Score Point 1 Sample:

The pendulum learns that if he makes a just a few ticks at a time instead of worrying about ticking forever, then he will be able to get the job done without feeling exhausted.

Score Point 0 Sample:

The clock was old and lazy.

B. Item Stem: *Read this dictionary entry for the word “countenance.”*

Distractor Analysis:

- A. **Correct**—calm expression: In both paragraphs, the dial’s composure and calmness is tested by challenges resulting from the pendulum’s refusal to operate.
- B. moral support: The dial’s interactions with the other clock parts (including the pendulum) reflect his own concern rather than support and encouragement of others.
- C. behavior: While the context of the first paragraph might support this definition, the usage in the second paragraph does not. In the latter, the dial exhibits more specific concern than is described by the general nature of “behavior.”
- D. face: While the dial’s calm facial expression changes as a result of the challenges posed by the pendulum’s behavior, its actual face does not. In particular, the context of the second paragraph does not support this definition.

Item #2

A. Item Prompt: *The poet wrote this poem using couplets, paired rhyming lines with the same meter. Describe how this structure emphasizes what takes place in the poem. Support your answer using details from the poem.*

	Scoring Rubric
2	The response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze the impact of text structures on meaning• Includes specific descriptions that make clear reference to the text• Adequately supports the descriptions with clearly relevant examples from the text

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1	The response: <ul style="list-style-type: none">• Gives limited evidence of the ability to analyze the impact of text structures on meaning• Includes some descriptions that make reference to the text• Supports the descriptions with limited examples from the text
0	A response gets no credit if it provides no evidence of the ability to analyze the impact of text structures, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The use of couplets creates a very distinct rhythm, like a march. In this poem it helps to reinforce the military theme of the poem and help the reader to feel the rhythmic steps of the soldiers marching. It also has a very uniform visual effect that is representative of lines of soldiers in uniform marching in unison.

Score Point 2 Sample:

The poet uses couplets, which are pairs of rhyming lines, to create a strong rhythm in the poem. There is a military theme in this poem, and the rhythm of the lines helps to create a marching quality that is similar to soldiers marching in battle. In addition, the ends of each pair of lines look similar because of the rhyming words and the lengths of the lines. This quality helps the reader think of soldiers marching in unison—all in the same uniform.

Score Point 1 Sample:

The poet's use of couplets emphasizes what happens in the poem. The ending words in each pair of lines rhyme, and most of the lines are about the same length. These features create a rhythm to the poem that matches the military theme.

Score Point 0 Sample:

The poem is about the civil war.

B. Item Stem: *Which words from the poem are intended to emphasize Barbara Frietchie's advanced age?*

Distractor Analysis:

- A. "Rose" and "snatched" describe Barbara's actions but have nothing to do with age.
- B. **Correct:** "Bowed" and "gray" suggest a picture of a woman whose hair has grayed and back is bowed over with age.
- C. "Bravest" and "royal" indicate her courage and determination, not age.
- D. "Dame" and "deed" are older words not often used but do not have anything to do with Barbara's age.

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Item #3

A. Item Prompt: *In the PINK highlighted sentences in the excerpt, the narrator compares Fanny to a magpie and Tom to a meteor. Explain what the author suggests about Polly by using these similes.*

Scoring Rubric	
3	<p>The response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to interpret the intent of figurative language • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	<p>The response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to interpret the intent of figurative language • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	<p>The response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to interpret the intent of figurative language • Includes explanations, but they are not explicit or make only vague references to the text • Supports the explanation with at least one detail but the relevance of that detail to the text must be inferred
0	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to interpret the intent of figurative language, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include but is not limited to: The first simile sets up a clear contrast between Fanny's nonstop chattering and Polly's respectful listening. The second simile contrasts Tom's rushed exit from the room with Polly's more measured and thoughtful behavior. Both similes show that Polly does not care for Fanny and Tom and prefers to spend time with Madam Shaw.

Score Point 3 Sample:

When the narrator compares Fanny to a magpie, which is a noisy bird, it shows that Fanny likes to talk a lot and probably doesn't give other people a chance to say much. Polly is described as being much quieter and low-key. The comparison of Tom to a meteor shows that he's very fast-moving and maybe knocks things around a little. The narrator describes Polly as a thoughtful and more careful person, someone who probably wouldn't run around like Tom. Using these comparisons shows the reader that Polly is very different from Fanny and Tom and is much more like Madam Shaw.

Score Point 2 Sample:

The narrator compares Fanny to a magpie, which is a noisy bird, because Fanny has similar characteristics. A meteor is a fast-moving object, and when the narrator compares Tom to it, it means that Tom also moves fast. These comparisons show that Fanny and Tom are different from Polly.

Score Point 1 Sample:

The narrator compares Fanny to a magpie and Tom to a meteor, which moves fast, to show that they share some characteristics with those objects. It shows that Polly is different than the other children.

Score Point 0 Sample:

Polly sings and Tom is a character in the story too.

B. Item Stem: *Madame Shaw seems to regard Polly more warmly than she does the other children. Choose the YELLOW highlighted sentence from the story that provides the best evidence that Polly shares this feeling.*

Distractor Analysis:

A. Madam Shaw, a quiet old lady, with an imposing cap, exclaimed on seeing Polly, "Bless my heart! The image of her mother a sweet woman how is she, dear?" and kept peering at the new-comer over her glasses, till, between Madam and Tom, poor Polly lost her appetite. : While this sentence shows Madam Shaw's initial warmth toward Polly, it also demonstrates Polly's initial level of anxiety around her.

B. Polly didn't like to sing before strangers, for she had had no teaching but such as her busy mother could give her; but she had been taught the utmost respect for old people, and having no reason for refusing, she directly went to the piano, and did as she was bid. : While this sentence shows Polly's respect for Madam Shaw, it doesn't show that she feels a strong connection to her.

C. "I can't sing any more; I 'm tired," she said, and walked away to Madam in the other room. : Although this sentence demonstrates Polly preferring to be with Madam Shaw rather than Tom, it doesn't show that she feels a strong connection to her.

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D. Correct: "How proud you must have been!" cried Polly, leaning on the old lady's knee with an interested face. : The fact that Polly feels comfortable enough to lean on Madam Shaw after her initial formality reflects Polly's growing warmth and sense of connection with the older woman.

Item #4

A. Item Prompt: *What is the author's main purpose for writing this text? Analyze how the author uses language and other strategies to reinforce the main purpose? Support your response using specific details from the text.*

	Scoring Rubric
4 Exemplary	<p>An <i>exemplary</i> response:</p> <ul style="list-style-type: none"> • Gives substantial evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant information from the text
3 Adequate	<p>An <i>adequate</i> response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant information from the text
2 Partial	<p>A <i>partial</i> response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes general explanations that make few references to the text • Partially supports the explanations with few relevant information from the text
1 Minimal	<p>A <i>minimal</i> response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to explain how an author presents information to reinforce a specific purpose • Includes explanations but they are not explicit or make only vague references to the text • Supports the explanations with at least one detail but the relevance of that detail to the text must be inferred
0 No credit	<p>A response gets no credit if it provides no evidence of the ability explain how an author presents information to reinforce a specific purpose, includes no relevant information from the text, or is vague.</p>

Scoring Notes:

Response may include but is not limited to: The primary purpose of this press release is to notify the public about the launch of a new technology interface and to encourage people to try it once it is released. The author uses evocative verbs such as “journey,” “explore,” and “cruise” to engage and interest readers. The author also includes a quote by Blaine Baggett that is based on a familiar and reassuring statement heard on commercial airplanes. In addressing the second part of his quote directly to the readers (“See what NASA’s spacecraft see...”), the speaker creates a feeling of immediacy and energy and appeals to their sense of adventure. The author uses specific word choice to describe functionality to clarify for the reader (e.g. “2-D” “3-D”)

Score Point 4 Sample: The main purpose of the press release is for NASA to tell the public about the new technology tool and to encourage people to use it. The author uses powerful words that make the reader feel eager about trying out the new interface. For example, he uses verbs such as “journey,” “cruise,” and “explore” to create a sense of adventure. He also puts in a quote that sounds similar to “You are now free to move about the cabin,” which is a statement that is often heard on airplanes. Once passengers hear it, they feel safe and reassured that everything is going well, and readers will also feel comfortable with the new technology. Finally, the quote by Blaine Baggett addresses the readers directly (“See what NASA’s spacecraft see”), which helps people feel more interested and engaged in what is being described in the press release. They might be more willing to try out the new technology.

Score Point 3 Sample:

The press release is meant to tell the public about NASA’s new technology tool and encourage them to try it out. In order to accomplish this goal, the author uses strong and descriptive words in the text to interest the readers (for example, “cruise,” “journey,” and “explore”). These words are action verbs that help the readers feel as if they’re on a space trip. The author also uses direct quotations from experts that show some interesting features of the tool and some of its benefits. Quotes from experts can convince readers that this is a worthy technology to try out.

Score Point 2 Sample:

The author of the press release is announcing to the public the release of a new technology tool and is trying to encourage people to try it out. The writer uses language and other strategies to achieve his goal. For example, he uses descriptive verbs when talking about how users can experience space travel. These action verbs help the readers become excited about going on a space adventure. Also, the author uses quotations from experts to convince readers to try out the technology tool.

Score Point 1 Sample: The author’s point in writing the press release is to announce the launch of NASA’s new technology tool. He uses language and other strategies to encourage readers to try out the new tool. The language in the text is more casual than a scientific document and is written in such a way to interest its readers. For example, the author uses quotes from experts in the press release.

Score Point 0 Sample:

The author writes about NASA. It is an interesting text.

B. Item Stem: *Choose the two yellow highlighted sentences that show that NASA makes predictions about the data space missions will generate before the missions occur. Write your sentences below:*

Distractor Analysis:

KEY: “The tool is populated with NASA data dating back to 1950 and projected to 2050.” AND “When NASA’s Juno spacecraft launched on Aug. 5, 2011, users could look ahead to see the mission’s five-year journey to Jupiter in a matter of seconds.” In order for NASA to include projected data to 2050 and the five-year mission of a spacecraft that just launched, the agency must predict data from missions before the missions occur.

C. Item Stem: *Select the red highlighted word that comes from a Latin root that means “to perform work by hand.”*

Distractor Analysis: KEY: maneuvers is the only option that comes from the Latin manuopera, meaning “hand work”

Item #5

A. Item Stem: *The author needs to revise the above paragraph to eliminate information that is not part of the topic. Select the sentence that should be removed.*

Distractor Analysis: KEY Second Sentence (“Many types of caves can be found throughout the world and contain incredible rock formations.”) This sentence is not about lava tubes and should be removed from the passage. All other sentences contribute information to the main topic and should remain in the passage.

Item #6

A. Item Stem: *Which of the following is the best conclusion for this paragraph?*

Distractor Analysis:

- A. This option discusses the ad in the previous sentence but is not a conclusion for the paragraph.
- B. This option does not logically follow the ideas presented in the paragraph.
- C. This option does not logically follow the ideas presented in the paragraph.

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D. correct

Item #7

A. Item Stem: *What is the best way to revise the highlighted sentence to match the language and style of the paragraph?*

Distractor Analysis:

- A. This option uses too much scientific language to fit with the rest of the paragraph.
- B. This option is more informal than the rest of the paragraph.
- C. Correct
- D. This option uses too much figurative language to fit with the rest of the paragraph.

B. Item Stem: *Select the correct way to revise the sentence highlighted in red.*

Distractor Analysis:

- A. This option has incorrect grammar and comma usage.
- B. Correct
- C. This option has incorrect comma usage.
- D. This option has incorrect grammar and comma usage.

Item #8

A. Item Stem: *Evaluate whether the evidence used in these paragraphs is relevant and comes from a credible source. Write the highlighted statements in the appropriate boxes below.*

Key and Distractor Analysis:

Not a credible source	Not relevant to the argument	Credible and relevant
<p>Their students had higher test scores than students who attended schools with a traditional schedule.</p> <p>Students won't mind attending school in the summer if they get to relax during their other breaks</p>	<p>That a longer break in winter is beneficial because people can spend more time skiing.</p>	<p>They have to spend September and October reviewing material taught the previous year.</p>