

Reading Assessment Practice Materials Grade 10 ELA-Teacher Key

Item #1

A. Item Prompt: *In paragraphs 1 and 2, the narrator provides two general observations about human behavior. Explain the effect this beginning has on the reader's interpretation of the interaction between Mr. and Mrs. Bennet. Support your answer using details from the passage.*

Scoring Rubric	
3	A response: <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze the impact of text structure on meaning • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze the impact of text structure on meaning • Includes some specific explanations that make reference to the text
	<ul style="list-style-type: none"> • Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze the impact of text structure on meaning • 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	<ul style="list-style-type: none"> • A response gets no credit if it provides no evidence of the ability to analyze the impact of text structure on meaning, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The beginning helps to set up the contrast between Mr. and Mrs. Bennet. Mrs. Bennet is shown to be a conventional person, because she subscribes to the types of widespread beliefs described by the narrator in the first two paragraphs. Mr. Bennet is shown not to think in this same way. You can tell this, for example, when Mrs. Bennet says that the single new rich man moving into the neighborhood will be a fine thing for their daughters and Mr. Bennet asks with indifference how it will even affect them. Also, the beginning is stated as fact, not a claim, but this is juxtaposed by the couple's different views. He also gently mocks his wife for pushing this conventional view: "I have a high respect for your nerves. . . ."

Score Point 3 Sample:

The first two paragraphs set up the interaction that takes place between Mr. and Mrs. Bennet and the contrast between their characters. Mrs. Bennet understands the universal truth mentioned in the first paragraph, that a single man with money wants a wife. This is expressed when her immediate reaction is to treat Mr. Bingley as a potential husband for her daughters. In contrast, Mr. Bennet does not believe in this truth and demonstrates this by telling his wife that he doesn't understand how having a new rich single neighbor will affect their family.

Score Point 2 Sample:

The first two paragraphs help the reader understand what is going to happen in the scene between Mr. and Mrs. Bennet. Mrs. Bennet believes in the universal truth that their new neighbor could be a potential husband for their daughters. Mr. Bennet, while content to have her visit the neighbor, sees no reason to do so himself.

Score Point 1 Sample:

The first two paragraphs tell about the characters. It shows that Mrs. Bennet thinks that the new neighbor will want to marry one of her daughters, but Mr. Bennet does not agree with her and refuses to welcome the new neighbor.

Score Point 0 Sample:

The first two paragraphs tell the theme of the story.

Item #2

A. Item Prompt: *Summarize the main point the passage makes about Lincoln's motivations for selecting his cabinet members. Support your summary with details from the text.*

	Scoring Rubric
3	A response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to summarize central ideas and key details• Includes specific ideas that make clear reference to the text• Fully supports the ideas with clearly relevant details from the text

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2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to summarize central ideas and key details • Includes some specific ideas that make reference to the text • Adequately supports the ideas with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to summarize central ideas and key details • Includes ideas, but they are not explicit or make only vague references to the text • Supports the ideas 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 summarize central ideas and key details, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The passage makes the point that Lincoln chose his cabinet members based on their diversity because he wanted to bring together a divided country. At the end of the passage, it says that Lincoln thought the times were too perilous for ambitious schemes and rivalries—he needed his cabinet members to act like his family.

Score Point 3 Sample:

President Lincoln knew the country was in danger of falling apart. He believed it was his job to keep it together and the only way he could do that would be to “unite the various classes of the North.” He used this cabinet to do this by selecting secretaries from different states and different political beliefs. He wanted a diverse cabinet, not just people who supported him. He asked his cabinet members to put aside their differences and work together “to save the republic” like a “happy family.”

Score Point 2 Sample:

President Lincoln used his cabinet to unite a divided country and that is why he selected people from different places. Some of his friends didn’t agree with his choices; he wanted Mr. Chase to be Secretary of the Treasury but some people disagreed, and they told him how they felt. When President Lincoln suggested mixing things up, they realized their mistake and let him make the decisions.

Score Point 1 Sample:

President Lincoln picked people for his cabinet who would act like his family. He called his cabinet his “happy family.” Even though the country was divided, the cabinet members supported the president and got along like a family. He also chose people from different states.

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Score Point 0 Sample:

President Lincoln wanted Mr. Chase to be Secretary of the Treasury but some people didn't agree with him.

Item #3

A. Item Prompt: *Analyze President Kennedy's beliefs about international relations at the time of his inauguration and how he expresses those views in this speech. Support your response using details from the text.*

	Scoring Rubric
3	A response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze how the author's point of view is presented in the text• Includes specific explanations that make clear reference to the text• Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none">• Gives some evidence of the ability to analyze how the author's point of view is presented in the text• Includes some specific explanations that make reference to the text• Adequately supports the explanations with relevant details from the text
1	A response: <ul style="list-style-type: none">• Gives limited evidence of the ability to analyze how the author's point of view is presented in the text• 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	<ul style="list-style-type: none">• A response gets no credit if it provides no evidence of the ability to analyze how the author's point of view is presented in the text, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: Kennedy believed nations should be united in the preservation of liberty and freedom, specifically democracy. He opposed the arms race as an abuse of power that would only lead to mutual destruction and jeopardize freedom. He felt that countries expressed their strength by engaging in civil negotiations to end the arms race. He called on citizens of American and the world to work together to actively support the preservation of freedom and liberty and requested our

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adversaries to begin a sincere quest for peace. This was a warning to those who would oppose freedom, separate from the issue of nuclear arms: the US will “pay any price, bear any burden. . .”.

believed that all countries should work together for peace, freedom, and liberty. He thought the arms race was dangerous and would only lead to “planned or accidental self-destruction.” He felt that countries should “explore what problems unite” them and end the threat of nuclear war. He asked people around the world to work together for freedom and asked our enemies to negotiate for peace.

Score Point 2 Sample:

President Kennedy believed that countries were stronger when they were united for a common cause. He felt that cause should be preserving freedom. He believed people had to work for freedom and he told Americans “ask not what your country can do for you; ask what you can do for your country.”

Score Point 1 Sample:

President Kennedy wanted the world to be at peace. He believed everyone should be free and have the liberty to do what they want. He thought countries should work together in order to achieve peace, freedom, and liberty for everyone in the world.

Score Point 0 Sample:

This is one of President Kennedy’s most famous speeches. Everyone in America knows the

B. Item Prompt: *In paragraph 5, President Kennedy states “those who foolishly sought power by riding the back of the tiger ended up inside.” Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.*

	Scoring Rubric
3	A response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze figurative language and its impact on meaning• Includes specific explanations that make clear reference to the text• Fully supports the explanations with clearly relevant details from the text
2	A response: <ul style="list-style-type: none">• Gives some evidence of the ability to analyze figurative language and its impact on meaning• Includes some specific explanations that make reference to the text• Adequately supports the explanations with relevant details from the text

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1	<p>A response:</p> <ul style="list-style-type: none">• Gives limited evidence of the ability to analyze figurative language and its impact on meaning• 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	<ul style="list-style-type: none">• A response gets no credit if it provides no evidence of the ability to analyze figurative language and its impact on meaning, includes no relevant information from the text, or is vague.

Scoring Notes:

Response may include, but is not limited to: The only way to keep from being eaten by a tiger is to continue riding it, which is an impossible task. Kennedy uses this metaphor to make a point about countries that align themselves with despotic powers. The end result of riding a tiger is certain death, just as the end result of alignment with a despot is annihilation. Kennedy is trying to warn countries that they should look out for their own welfare by supporting freedom and aligning themselves with other free countries.

Score Point 3 Sample:

The metaphor President Kennedy used, “those who foolishly sought power by riding the back of the tiger ended up inside,” means if you ride on a tiger you are going to get eaten by the tiger. Kennedy used this metaphor as a warning to other countries that might join with other more powerful but dangerous nations. The larger dangerous nations would end up swallowing, or destroying, the smaller nation. Kennedy wanted all countries to support their own freedom by joining with other free countries, such as the United States, and then we could help them remain free.

Score Point 2 Sample:

President Kennedy used this metaphor to warn countries not to support dangerous countries (tigers) or the dangerous countries would take them over. Small countries might want to be powerful but they need to be careful what countries they join with or they could end up losing all of their freedoms. Kennedy is telling them that if they join with dangerous powerful countries they will be destroyed, but if they join with countries that support freedom they will be free too.

Score Point 1 Sample: Riding a tiger is dangerous and no one should ride a tiger if they don't want to get eaten. President Kennedy said this to warn countries that the same thing will happen to them if they try to take power that does not belong to them. They might have some power for a while, but then they will only end up inside more powerful countries.

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Score Point 0 Sample:

President Kennedy was telling people not to ride tigers or they would end up inside the tiger.

C. Item Stem: *One of the most significant themes in President Kennedy’s speech is the importance of international collaboration. Choose the highlighted portions of the speech that directly support this conclusion.*

Distractor Analysis:

1st highlighted section: While there are many people acknowledged in President Kennedy’s address, this section does not refer to collaboration or working together.

2nd highlighted section—Correct: This sentence affirms Kennedy’s belief in the power of nations and allies working together to accomplish goals.

3rd highlighted section: Although Kennedy issues a statement about several nations who have recently won their freedom, his statement does not center on teamwork with them.

4th highlighted section—Correct: Kennedy’s call for negotiation provides evidence that he is stressing teamwork and collaboration in this speech.

5th highlighted section—Correct: Kennedy’s statement about nations working together to accomplish several types of goals supports the theme of collaboration.

6th highlighted section—Correct: Kennedy ends his speech with a call to all humanity to work together to achieve and maintain freedom.

Item #4

A. Item Prompt: *Revise this paragraph to make the student’s claim clearer.*

	Scoring Rubric
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3	<ul style="list-style-type: none"> • Maintains adequate focus on the topic and has adequate supporting details • Has a logical organizational pattern and conveys a sense of wholeness and completeness, although some lapses occur • Provides adequate transitions in an attempt to connect ideas • Uses adequate language and appropriate word choices for intended audience and purpose • Includes sentences, or phrases where appropriate, that are somewhat varied in length and structure
2	<ul style="list-style-type: none"> • Demonstrates an inconsistent focus and includes some supporting details, but may include extraneous or loosely related details • Shows an attempt at an organizational pattern, but exhibits little sense of wholeness and completeness • Provides transitions which are weak or inconsistent • Has a limited and predictable vocabulary which may not be appropriate for the intended audience and purpose • Shows limited variety in sentence length and structure
1	<ul style="list-style-type: none"> • Demonstrates little or no focus and few supporting details which may be inconsistent or interfere with the meaning of the text. • Has little evidence of an organizational pattern or any sense of wholeness and completeness • Provides transitions which are poorly utilized, or fails to provide transitions • Has a limited or inappropriate vocabulary for the intended audience and purpose • Has little or no variety in sentence length and structure
0	The response does not meet any of the criterion.

Item #5

A. Item Prompt: *A student is writing a report about the debates that took place during the Constitutional Convention, the meeting where the Constitution was written, and has found these two*

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sources. Explain how each source may contribute to the body of research needed to address the question on the Constitutional Convention debates and which of the texts is most relevant. Support your answer with details from the texts.

	Scoring Rubric
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant information from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant information from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to evaluate the relevancy and completeness of information from multiple sources • 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	A response gets no credit if it provides no evidence of the ability to evaluate the relevancy and completeness of information from multiple sources, includes no relevant information from the text, or is vague.

Scoring Notes:

Responses may include, but are not limited to:

- The first document shows those opposed to the Constitution believed 1) The Senate had too much power, not representative of the people; 2) The president was not sufficiently supported by staff; 3) The federal judiciary had too much power.
- The second document shows that one debate was ensuring equal representation through the House and Senate.
- The first document, Objections to the Constitution, is more relevant because it is a primary source, it gives the opinion of someone at the convention, and it presents one side of the debate.

Score Point 3 Sample:

The article by George Mason shows that the delegates opposed to ratifying the Constitution believed that it gave federal judiciary too much power over the state courts, the Senate had too much power and it was not representative of the people, and the President did not have enough support staff. The second article shows that one debate during the convention was about how to structure the House of Representatives and the Senate so that there would be equal representation.

The first source is the most relevant because it was written by a delegate to the convention and presents his view on the debate. The second source is mostly about the end result of the debates and not about the debates themselves.

Score Point 2 Sample:

In the first article, George Mason explains why he didn't vote to ratify the Constitution. He believed it took too much power away from the people and the states and wasn't creating a representative government. The second article shows how the delegates debated about how to create the House of Representatives and the Senate.

The first source is the most relevant for this topic because it is a primary source. It was written by someone who was at the convention and did not agree with the Constitution. The second source is helpful for understanding why some of the decisions were made about the Constitution.

Score Point 1 Sample:

Both of these sources are helpful for understanding the debates at the Constitutional Convention, but the first one might be a little better because it was written in 1787 when the Constitution was still new. It shows that some people didn't vote to ratify the Constitution because they thought it took too much power from the states.

Score Point 0 Sample:

Both of these passages are about the Constitution and can be used to write a report.

Item #6

A. Item Stem: *The passage suggests that Vera deliberately tried to upset Framton Nuttel. Choose the highlighted portion of the passage that directly supports this conclusion and write it below.*

Distractor Analysis:

- First highlighted portion: In the first highlighted portion, Vera is making simple conversation with Framton, not deliberately trying to upset him.
- **Second highlighted portion/ Correct:** The second highlighted portion of text shows Vera checking to make certain Framton knows nothing about her aunt before beginning a story about

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a tragedy (certain to upset him) that happened to take place after Framton's sister knew Vera's aunt.

- Third highlighted portion: This portion shows Framton running away in fright, but it does not show Vera deliberately trying to upset him.
- Fourth highlighted portion: This portion shows Vera lying to her aunt and uncle about why Framton was upset, but it does not show Vera deliberately trying to upset him.

Item #7

A. Item Stem: *Identify the sentence in the text that does not fit with the overall organization of the passage.*

Distractor Analysis:

- (1) This sentence introduces the topic of introverts.
- (2) This sentence provides background information about the introvert population and fits with the flow of the paragraph.
- (3) This sentence is the topic sentence for the paragraph and sets up the forthcoming discussion on work and socializing settings.
- (4) This sentence provides an example about work and study and supports the statement in (3).
- (5) This sentence provides an example about social settings and supports the statement in (3).
- (6) This sentence adds a follow-up example about social settings and flows from sentence (5).
- (7) **Correct:** This sentence does not fit into this paragraph, which describes introverts and their comfort level in different settings. This statement about how others may perceive introverts disrupts the flow and organization of the passage.

Item #8

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. Correct: There is an appropriate level of formality and objectivity in this option to fit with the rest of the paragraph.
- B. This language is too casual and colloquial to fit with the more formal tone of the text.
- C. This option is written in first-person voice, while the source text is written from a third-person perspective.

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D. This option includes several subjective adjectives that do not fit with the objective tone of the paragraph.

Item #9

A. Item Stem: *What is the correct way to revise the highlighted sentence?*

Distractor Analysis:

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