

Reading Assessment Practice Materials Grade 11 ELA-Teacher Key

Item #1

A. Item Prompt: *In the passage, Dr. Mortimer speaks several times of a legend surrounding the Baskerville family. Explain how the reader can tell that the legend suggests that a frightening hound haunts the family. Support your answer using details from the text.*

Sample Generic Reading 2-Point CR Rubric	
2	A response <ul style="list-style-type: none">• Gives sufficient evidence of the ability to cite explicit textual evidence to support inferences. Includes specific inferences that make clear reference to the text.• Adequately supports the inferences with clearly relevant details from the text.
1	<ul style="list-style-type: none">• A response• Gives limited evidence of the ability to cite explicit textual evidence to support inferences. Includes some inference that makes reference to the text.• Supports the inferences with limited details the text.
0	A response gets no credit if it provides no evidence of the ability to cite explicit textual evidence to support inferences and includes no relevant information from the text.

Scoring Notes :

The response may include, but is not limited to:

Sir Charles believed the legend and thought “a dreadful fate overhung his family.” He asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles.

The ending suggests that the legend is about a hound haunting the family. It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 2 Sample:

Sir Charles thought “a dreadful fate overhung his family.” He must have believed in the legend of a hound haunting the family, because he asked Dr. Mortimer if he had seen or heard a hound. Dr. Mortimer saw a mysterious large animal while visiting sir Charles. The ending suggests that a hound had been at the scene.

Score Point 1 Sample:

The ending shows that there is a hound that haunts the family. It was a “false statement” that there were “no traces upon the ground round the body.”

Score Point 0 Sample: A hound haunting the family is only a legend.

Item #2:

A. Item Prompt: *In the final paragraph, the author writes, “It had been taken a week before his death.” Explain the irony in this statement and how it relates to the events in the story. Use details from the story to support your response.*

Sample Generic Reading 3-Point CR Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze a literary element • Includes specific explanations that make clear reference to the text • Fully supports the explanations with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze a literary element • Includes some specific explanations that make reference to the text • Adequately supports the explanations with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze a literary element • 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	<p>A response gets no credit if it provides no evidence of the ability to analyze a literary element and includes no relevant information from the text.</p>

Scoring Notes:

Response may include, but is not limited to: the reader does not expect the photograph to show Barting without a mustache. It proves he is really still alive or a ghost.

Score Point 3 Sample:

This ending is ironic because the reader does not expect there to be evidence of the picture of Barting without a mustache. The photograph shows that either Barting is still alive or that he is a ghost, both of which are surprise endings. The twist at the end surprises the reader and makes the reader wonder, like the narrator does, about the supernatural.

Score Point 2 Sample:

There is irony at the end because the picture proves that the man Mr. Conway met could not have been Barting. Barting shaved his mustache before he died and the man Mr. Conway met did not have a mustache and that made him look like Barting. But Barting was dead so it must have been someone else.

Score Point 1 Sample:

There is irony at the end because the picture proves that Barting is not really dead. This is a surprise to the reader because the letters say that he died four days earlier.

Score Point 0 Sample:

Barting is not really dead.

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B. Item Prompt: *Explain the two meanings of the word “cold” in the title and how this word develops the tone of the overall story. Support your answer using details from the story.*

Sample Generic Reading 3-Point CR Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language • Includes specific descriptions that make clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language • Includes some specific descriptions that make reference to the text • Adequately supports the descriptions with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language • Includes descriptions they are not explicit or make only vague references to the text • Supports the descriptions 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 includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: Cold means that the greeting was not friendly when the narrator greeted Barting. It could have been unfriendly because the man was not Barting. The man who looked like Barting greeted the narrator like a stranger.

The other meaning of cold is that the greeting was between a dead person or ghost (Barting) and the narrator. The use of the word cold in the title develops a somber tone. It foreshadows something lifeless to come in the story. The title suggests an aloof or distant tone. The way the narrator narrates the story is with a distant manner. The events took place in the past and the reader hears the story in a non-emotional distant re-telling.

Score Point 3 Sample:

The word “cold” develops two themes in the story. The first is the impersonal or cold greeting given by Mr. Conway. This can be associated with the question presented in the story of how one should behave toward acquaintances as opposed to friends.

The second meaning of cold refers to the idea of a body literally being cold to the touch after death. Because Barting is dead, and the figure that Conway saw may have been a

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ghost, then the word “cold” also creates an eerie or supernatural tone in the story, because we are told that Conway and Barting had agreed that the one who died first would communicate in some way from beyond the grave.

Score Point 2 Sample:

Cold has two meanings in the story. The first meaning refers to a type of greeting, or a way of greeting someone. Barting, who may actually be dead, greets the narrator in a very cold way, which creates a tone of unfriendliness throughout the story.

The other meaning of cold is that of being dead, or a ghost. This meaning of the word makes the story have a supernatural or eerie tone because it makes you think of a world of ghosts that may be in the story.

Score Point 1 Sample:

Cold means a way of saying hello and it might mean that somebody is a ghost in the story, since Barting is maybe not alive and he didn't greet anyone.

Score Point 0 Sample:

There is a strange event taking place in this story that has to do with ghosts.

Item #3:

A. Item Prompt: *Explain what effect the repetition of the phrases “something there is that doesn’t love a wall” and “good fences make good neighbours” has on the meaning of the poem. Support your answer using details from the poem.*

Reading 3-Point CR Rubric	
3	A response: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to analyze text structure• 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 text structure• 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 text structure• 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	A response gets no credit if it provides no evidence of the ability to analyze text structure and includes no relevant information from the text.
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Scoring Notes:

Response may include but is not limited to:

The two statements reinforce the two contrasting views presented in the poem.

“Something there is that doesn’t love a wall” shows that the speaker believes that walls create artificial barriers between people.

“Good fences make good neighbours” shows the neighbor’s belief that divisions are beneficial, that he isn’t particularly friendly, and that he isn’t very open minded.

Score Point 3 Sample:

These two statements reinforce the two main ideas in the poem. The repetition of “something there is that doesn’t love a wall” emphasizes the speaker’s idea that walls create unnecessary divisions between people. The repetition of “good fences make good neighbours” reinforces the neighbor’s opposite attitude—the idea that good neighbors keep their distance from each other. The repetition of “good fences make good neighbours” emphasizes the stubbornness of the neighbor and his inability to see past his narrow view.

Score Point 2 Sample:

The statements reinforce the main theme of the poem, that walls separate people and make them unfriendly to one another, because they are repeated throughout the poem. This shows how much the poet believed that it is a good idea not to shut out people with walls. The other statement shows that the neighbor doesn’t like people.

Score Point 1 Sample:

The poet repeats the phrase “Good fences make good neighbours” to show that he believes people get along better if they don’t get too close to one another. The speaker disagrees with this believe and thinks there shouldn’t be a wall between neighbors.

Score Point 0 Sample:

The poet repeats these phrases because they sound good in the poem.

Item #4

A. Item Prompt: *Identify the main idea of each passage and explain how Locke’s treatise supports Anthony’s argument.*

Sample Generic Reading 3-Point CR Rubric	
3	<p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to analyze figurative language • Includes specific descriptions that make clear reference to the text • Fully supports the descriptions with clearly relevant details from the text
2	<p>A response:</p> <ul style="list-style-type: none"> • Gives some evidence of the ability to analyze figurative language • Includes some specific descriptions that make reference to the text • Adequately supports the descriptions with relevant details from the text
1	<p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to analyze figurative language • Includes descriptions they are not explicit or make only vague references to the text • Supports the descriptions 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 includes no relevant information from the text.

Scoring Notes:

Response may include, but is not limited to: Cold means that the greeting was not friendly when the narrator greeted Barting. It could have been unfriendly because the man was not Barting. The man who looked like Barting greeted the narrator like a stranger.

The other meaning of cold is that the greeting was between a dead person or ghost (Barting) and the narrator. The use of the word cold in the title develops a somber tone. It foreshadows something lifeless to come in the story. The title suggests an aloof or distant tone. The way the narrator narrates the story is with a distant manner. The events took place in the past and the reader hears the story in a non-emotional distant re-telling.

Score Point 3 Sample:

The word “cold” develops two themes in the story. The first is the impersonal or cold greeting given by Mr. Conway. This can be associated with the question presented in the story of how one should behave toward acquaintances as opposed to friends.

The second meaning of cold refers to the idea of a body literally being cold to the touch after death. Because Barting is dead, and the figure that Conway saw may have been a ghost, then the word “cold” also creates an eerie or supernatural tone in the story, because we are told that Conway and Barting had agreed that the one who died first would communicate in some way from beyond the grave.

Score Point 2 Sample:

Cold has two meanings in the story. The first meaning refers to a type of greeting, or a way of greeting someone. Barting, who may actually be dead, greets the narrator in a very cold way, which creates a tone of unfriendliness throughout the story.

The other meaning of cold is that of being dead, or a ghost. This meaning of the word makes the story have a supernatural or eerie tone because it makes you think of a world of ghosts that may be in the story.

Score Point 1 Sample:

Cold means a way of saying hello and it might mean that somebody is a ghost in the story, since Barting is maybe not alive and he didn't greet anyone.

Score Point 0 Sample:

There is a strange event taking place in this story that has to do with ghosts.

Item #5:

A. Item Prompt: *Explain why the author most likely provided general information about estuaries before the “Principles and Concepts” section. Support your answer using details from the passage.*

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

Scoring Notes:

Response may include but is not limited to: The author provides general information first in order to build background knowledge and engage the reader in the topic.

Score Point 2 Sample: The author gives general information first so that the reader will understand what estuaries are before getting to the more scientific information. The reader learns the importance of estuaries, thus becoming engaged enough in the topic to keep reading. The overall structure of the passage conveys straightforward scientific research or facts.

Score Point 1 Sample: The author provides the reader with an explanation of what estuaries are before giving scientific details. Readers who don't know what estuaries are

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will not understand the “Principles and Concepts” section because it gives a lot of scientific information that readers may find confusing.

Score Point 0 Sample: The author who wrote this article wanted readers to know about estuaries because they are important places in our environment that we need to protect.

B. Item Prompt: *Read the sentence from the final paragraph. “The dynamic nature of estuarine processes presents a challenge to the organisms living there.” Explain what the phrase “dynamic nature” means and why it is a good way to describe estuaries. Support your response using information from the passage.*

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

Scoring Notes:

Response may include but is not limited to:

Dynamic nature means that estuaries have many interrelated and changing parts and that they change in response to different conditions, e.g., animals, environment, tides.

Estuaries have “dynamic nature” because they are complex. A variety of animals live there. Estuaries provide different habitats and are both fresh and salt water.

Estuaries have a dynamic nature because the organisms that live there are dynamic in that they are alive and changing. “Organisms that reside in estuaries are adapted to the rhythm of change. For example, tides can change local sea level by several feet each day, leaving sessile organisms alternately inundated with water or exposed to air.”

Score Point 2 Sample: The phrase “dynamic nature” means that something is constantly changing. This is a good description of estuaries because they are very complex with many inter-related parts that are constantly changing in response to different conditions. For example, animals are affected by the tides, which change dramatically each day.

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Score Point 1 Sample: Estuaries have a “dynamic nature” because many different animals live there. There are also many different environments and not every estuary is the same, which makes them dynamic.

Score Point 0 Sample: The author describes estuaries as having a “dynamic nature” because they are very interesting and they occur in nature.

Item #6:

A. Item Stem: *Select the sentence in the passage that does not fit with the overall structure and explain why it is disruptive to the organization of the passage.*

Sample Generic 2-point (Grades 3-11) Brief Writing Rubric	
2	<p>The response:</p> <ul style="list-style-type: none"> • demonstrates sufficient focus on the topic and includes some supporting details • has an adequate 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
1	<p>The response:</p> <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 <p style="padding-left: 40px;">has a limited or inappropriate vocabulary for the intended audience and purpose</p> <ul style="list-style-type: none"> • has little or no variety in sentence length and structure
0	<p>A response gets no credit if it provides no evidence of the ability to [fill in with key language from the intended target] and includes no relevant information from the text.</p>

Scoring Notes:

Response may include but is not limited to:

Sentence 3 (*A puffy hat, one that covers the ears, not just the top of the head, is something even the most fashionable person should never be caught without.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

OR

Sentence 6 (*The philosopher Henry David Thoreau has a famous piece of advice: "Beware of all enterprises that require new clothes"—meaning, in his case, that it's best to avoid any type of work that would require you to shop for a "professional" uniform.*) is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. Also, the sentence remains undeveloped within the context of the passage, because it is never elaborated upon.

Score Point 2 Sample:

Sentence 3 is disruptive because it isn't part of the main topic and talks about a hat but not the mother's hat or anything she was wearing. The sentence seems to be generally about hats but not about what the mom is wearing.

Score Point 1 Sample:

Sentence 6 is disruptive because it is about someone other than the author's mother.

Score Point 0 Sample:

Sentence 4 is disruptive because it is about coats, not shoes.

B. Item Stem: *Select the two sentences in the text above that do not fit with the overall organization of the passage.*

Distractor Analysis:

Sentence 1: This sentence establishes the basic organization of the passage: recalling the mother's advice about fashion.

Sentence 2: This sentence qualifies the first sentence and provides an example of what is meant by the mother's general advice in the first sentence (the need for comfortable shoes and a warm coat).

Sentence 3 (**Correct**): This sentence is disruptive to the organization of the passage because it digresses from the specific focus on the mother's fashion advice. It is unclear whether the advice issues from the narrator or whether it is meant to be a paraphrase of advice by the mother.

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Sentence 4: This sentence, while introducing a quotation, keeps to the general structure of the passage by presenting a specific example of why one needs comfortable shoes.

Sentence 5: This sentence follows up on sentence 5, introducing another specific example of the mother’s advice (the need for a warm coat).

Sentence 6 (KEY): This sentence is disruptive to the organization of the passage because it digresses from and lacks clear connection to the specific focus on the mother’s fashion advice.

Sentence 7: This sentence ends the passage on the theme of the mother’s personal sense of fashion and introduces a final quotation giving an example of her fashion advice.

Item #7:

A. Item Stem: *What does the word “deviation” mean as it is used in this paragraph?*

Distractor Analysis:

- A. The narrator did not make a conscious choice.
- B. **Correct:** The narrator has traveled a different path than the one of the stream and his companions.
- C. The narrator does not see the deviation as an opportunity; he accidentally took a wrong turn.
- D. The narrator taking the wrong turn was unexpected, but the deviation itself was not an event.

Item #8

A. Item Stem: *What does the word “mitigation” mean as it is used in this paragraph?*

Distractor Analysis:

- A. Students who select this answer do not understand the context of the paragraph.
- B. Students who select this answer are likely thinking about the previous sentence, which discusses installing mitigation systems.
- C. **Correct:** “mitigation” means “making less severe” and this paragraph is about methods for alleviating, or making less severe, the amount of radon in a home.
- D. Students who select this answer do not understand the context of the paragraph.

Item #9:

A. Item Prompt: *The writer wants to revise this draft to make the description more vivid and precise. Which of the possible sets of revisions below would best help the writer accomplish this goal?*

Distractor Analysis:

- A. This answer is incorrect because “7 am,” while more precise than “early in the morning,” is not vivid. And “thousands of people,” while more precise than “crowds of people,” is still not particularly precise, and not vivid either.
- B. This answer is incorrect because “obeying laws neither of them could understand” is not more vivid or precise than the original “following no rules.” And “scooters in the thousands” is not more vivid or precise than “scooters too many to count.”
- C. **Correct:** “At the height of dawn” is more vivid and more precise than “early in the morning.” And “buzz of fretted pedestrians” is more vivid and precise than “crowds of people.”
- D. This answer is incorrect because “this so-called capital” is no more vivid or precise than “this smaller capital.” And “the bright sun instead of bright city lights” is only very marginally more vivid and precise than “the sun instead of a bunch of city lights,” since all it does is add the word “bright” two times.

Item #10

A. Item Prompt: *For each claim, write the one sentence from the passage in its appropriate location on the chart. Sentences can be used more than once.*

<i>Key and Distractor Analysis:</i>	
<i>Only one correct sentence is needed for each field.</i>	
Inference / Conclusion	Text Evidence
Axel believes he does not have a way to find food.	I was buried alive, with the prospect before me of dying of hunger and thirst.
Axel believes he will survive if he finds his uncle.	"Oh, my uncle!" burst from my lips in the tone of despair. OR Who could place my feet on the right path, and bring me back to my company?

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Axel took a different path than his companions did.	Then I understood the reason of that fearful silence, when for the last time I listened to hear if any sound from my companions could reach my ears. OR It is evident that at that moment a deviation had presented itself before me, whilst the Hansbach [the stream], following the caprice of another incline, had gone with my companions away into unknown depths.
Axel is inclined to forgive his uncle.	It was my only word of reproach, for I knew how much he must be suffering in seeking me, wherever he might be.

Item #11

A. Item Stem: *This is a short argumentative article written by a student. The paragraph needs to be better organized to more clearly establish the claim. Rewrite the paragraph putting it in proper order.*

Key and Distractor Analysis:

- { sentence order: 3,1,4,2 } = 2 points
- { sentence order 3,4,1,2 } = 1 point
- { any other combination } = 0 point

(3) Extracurricular activities, such as clubs and sports, are an essential component of any high school education. (1) Some people argue that clubs and activities are a waste of time and distract students from more important academic pursuits but studies show that students involved in extracurricular activities are more likely to graduate and earn better grades than students who don't participate. (4) Clubs, activities, and sports teams help students stay focused, build school spirit and unity, and provide a way to make friends in the daunting high school social environment (Rombakas, 1995). (2) It is true that academics are a high school's primary role; however, the students who are proud of their school, feel like they belong, and have activities to look forward to are the ones who care most about their grades and stay in school.

Item #12:

A. Item Stem: *Rewrite the underlined phrases so that each phrase maintains the language and style of the paragraph. No key for this—technology enhanced*