About the Sample Test Scoring Guide

The AzM2 Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AzM2 Sample Test items.

The Grade 10 ELA Sample Test is broken up into three parts:
- Grade 10 ELA–Writing Sample Test
- Grade 10 ELA–Reading Sample Test #1
- Grade 10 ELA–Reading Sample Test #2

Within this guide, each item is presented with the following information:
- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AzM2 Grade 10 ELA.
Grade 10 ELA–Writing Sample Test

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<td>Writing</td>
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<td>W.9-10.2a</td>
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Passage(s):

- *In German Suburb, Life Goes On Without Cars*
- *Paris bans driving due to smog*
- *Car-free day is spinning into a big hit in Bogota*
- *The End of Car Culture*

Write an explanatory essay to inform fellow citizens about the advantages of limiting car usage. Your essay must be based on ideas and information that can be found in the passage set.

Manage your time carefully so that you can
- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your essay in the space provided.
# Grades 9–11 Informative-Explanatory Essay Writing Guide

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<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration</th>
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<tr>
<td>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea and effective organizational structure creating coherence and completeness. The response includes most of the following:</td>
<td>The response provides thorough and convincing support, citing evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</td>
<td>The response demonstrates an adequate command of basic conventions. The response may include the following:</td>
</tr>
<tr>
<td>• Strongly maintained controlling idea with little or no loosely related material</td>
<td>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</td>
<td>• Some minor errors in usage but no patterns of errors</td>
</tr>
<tr>
<td>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text</td>
<td>• Adequate use of punctuation, capitalization, sentence formation, and spelling</td>
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<tr>
<td>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</td>
<td>• Clear and effective expression of ideas, using precise language</td>
<td></td>
</tr>
<tr>
<td>• Appropriate style and objective tone established and maintained</td>
<td>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</td>
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<tr>
<td></td>
<td>• Varied sentence structure, demonstrating language facility</td>
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</table>

## References and Citations

When referring to evidence and information from passages, students should use paraphrasing and short quotations. To credit sources, students should use informal, in-text citations (e.g., MLA author or title tags).
Grade 10 ELA–Reading Sample Test #1

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Passage(s):

- *Sea Turtles*

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

**Part A**
How do paragraphs 26 and 27 help develop the ideas of the passage?

A) by calling on readers to participate in sea turtle conservation

**B** by emphasizing the practical nature of Lohmann’s research

C) by arguing that Lohmann’s research should continue

D) by suggesting that sea turtles require further study

**Part B**
Select two sentences from the passage that support the answer in Part A.

26 Loggerheads, leatherbacks and other sea turtles are threatened in many parts of the world. As someone who has cared for lizards, snakes, frogs, toads and turtles since he was a kid, Lohmann believes his work will be part of the solution.

27 “The people who are involved in our research usually are passionate about both science and conservation. They enjoy the challenge of trying to figure out things that are very difficult to learn about. At the same time, they are deeply devoted to the welfare of animals. We really like sea turtles and want to see them prosper in the future. Part of the fun for us is using our scientific expertise to do research that promotes sea turtle conservation,” said Lohmann.

(1 Point) Student selected the correct answer(s) for each part.
Read the sentence from the passage.

“Outfitted in their ‘bathing suits’ and suspended on a mechanical wave simulator that moves them in circles, the turtles ‘swim’—without any water!” (paragraph 16)

What does the word *simulator* mean as it is used in the sentence?

A. a method used for tracking  
B. a machine used for imitation  
C. a device used for encouragement  
D. a tool used for long-distance transportation  

(1 Point)
What evidence do the authors provide to support the claim that sea turtle hatchlings are born with survival skills?

A. the similarity of sea turtles to other animals
B. the way the egg yolk sac can be used for nutrition
C. the amount of time it takes eggs to hatch after they are buried
D. the absence of interaction between baby turtles and their parents

(1 Point)
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is a central idea of the passage?

- A. Sea turtles change their migration patterns as they age.
- B. Sea turtles can be rehabilitated using newly discovered methods.
- C. Sea turtles use magnetic fields to navigate along their migration routes.
- D. Sea turtles are taught to swim at an early age in order to escape predators.

**Part B**

Which sentence from the passage develops the central idea in Part A?

- A. “Their entire survival strategy seems to be predicated on the idea that the faster you get away from land, the better,’ he said.” (paragraph 4)
- B. “In effect, sea turtles have a crude global positioning system that is based on the Earth’s magnetic field,’ said Lohmann.” (paragraph 14)
- C. “Older turtles might spend an hour to an hour and a half swimming (or ‘air swimming’) for this navigation research.” (paragraph 19)
- D. “Lohmann’s study of animals and magnetism began when he was studying neurobiology, working with sea slugs as a graduate student.” (paragraph 22)

(1 Point) Student selected the correct answer for each part.
Why do the authors refer to the findings of Lohmann’s experiments in the passage?

A. to show that younger sea turtles are easier to train than older sea turtles

B. to demonstrate that younger sea turtles have natural instincts that help them survive

C. to describe how studying sea turtles can lead to a better understanding of human behavior

D. to explain how experiments in a laboratory can have different results from experiments in the ocean

(1 Point)
<table>
<thead>
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<td>Language</td>
<td>Vocabulary Acquisition and Use</td>
<td>L.9-10.4a</td>
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Read the sentence from the passage.

“"But when you learn more about particular species, you discover that the list of criteria for what constitutes an environment may be somewhat different."” (paragraph 24)

What does constitutes mean as it is used in the sentence?

- A. controls
- B. empowers
- C. makes up
- D. protects

(1 Point)
How does paragraph 24 develop the author’s ideas about sea turtles?

A. It describes the major threats to sea turtle habitats.
B. It demonstrates the practical relevance of research on sea turtles.
C. It lists the difficulties of conducting scientific research on sea turtles.
D. It compares the advantages of different sea turtle conservation methods.

(1 Point)
Select three details from the passage that should be included in a summary.

- “There’s no off-the-shelf ... turtle bathing suit that we know about, laughed biologist Ken Lohmann, as he attached a soft cloth harness, or bathing suit, to a three-month-old loggerhead turtle.” (paragraph 1)

- “But the hatchlings seem to be programmed with an astonishing ‘Survival To Do List.’” (paragraph 3)

- “We’ve found over the years that one of the turtles’ main tricks for navigation is that they are exquisitely sensitive to the Earth’s magnetic field,’ said Lohmann.” (paragraph 6)

- “For example, there’s a magnetic field off Portugal that triggers the turtles to turn south.” (paragraph 8)

- “The turtles will actually act out their swimming behavior in air,’ said Lohmann.” (paragraph 17)

- “The dramatic connection between turtles and magnetic fields is already altering conservation efforts for these reptiles.” (paragraph 23)

- “The people who are involved in our research usually are passionate about both science and conservation.” (paragraph 27)

(1 Point) Student selected the three correct options.
How do the authors support the claim that conservation practices have changed as a result of sea turtle research?

A. with scientific data
B. with expert testimony
C. with a practical example
D. with close-up observation

(1 Point)
Passage(s):

- Apollo and Daphne
- Daphne

Read the sentence from Passage 1.

“‘My arrows fly true to the mark; but, alas! an arrow more fatal than mine has pierced my heart!’” (paragraph 3)

Which theme from Passage 1 does this sentence illustrate?

- [ ] Unreturned love is a punishment worse than death.
- [x] The most painful situations are always unanticipated.
- [ ] True love is rare and only the lucky get to experience it.
- [ ] Even the strongest discover that there is always someone more powerful.

(1 Point)
This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
Select two ways in which Daphne’s refusal changes Apollo over the course of Passage 1.

A) He becomes angry over being rejected.
B) He is forced to acknowledge weaknesses.
C) He learns what it truly means to love another.
D) He develops respect for Daphne’s athletic skills.
E) He realizes that he is mistaken about his love for Daphne.

**Part B**
Select two details from Passage 1 that support the answers in Part A.

"You make me miserable, for fear you should fall and hurt yourself on these stones, and I should be the cause. Pray run slower, and I will follow slower. I am no clown, no rude peasant. Jupiter is my father, and I am lord of Delphos and Tenedos, and know all things, present and future. I am the god of song and the lyre. My arrows fly true to the mark; but, alas! an arrow more fatal than mine has pierced my heart! I am the god of medicine, and know the virtues of all healing plants. Alas! I suffer a malady that no balm can cure!"

The nymph continued her flight, and left his plea half uttered . . . . The god grew impatient to find his wooings thrown away, and, sped by Cupid, gained upon her in the race. . . . Her strength began to fail, and, ready to sink, she called upon her father, the river god: ‘Help me, Peneus! open the earth to enclose me, or change my form, which has brought me into this danger!’ (paragraphs 3–4)

(1 point) Student selected the correct answer for Part A; student selected two of the three correct highlighted details for Part B.
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**In Passage 1, when Apollo speaks to Cupid, what tone does his word choice convey?**

- arrogance
- curiosity
- pity
- thoughtfulness

(1 point)
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

In Passage 1, how do Apollo’s characteristics add to the irony of the situation?

- Apollo is strong in the context of war, but he cannot defend against Cupid’s arrow.
- Apollo’s love for Daphne consumes him entirely, but she does not return his feelings.
- Apollo is all-knowing when it comes to many others, but he lacks self-knowledge.
- Apollo is an imperfect human, but his intense love makes him feel as if he has god-like abilities.

**Part B**

What evidence from Passage 1 supports the answer in Part A?

- “Behold the conquest I have won by means of them over the vast serpent who stretched his poisonous body over acres of the plain!” (paragraph 1)
- “With the leaden shaft he struck the nymph Daphne, the daughter of the river god Peneus, and with the golden one Apollo, through the heart.” (paragraph 2)
- “Forthwith the god was seized with love for the maiden, and she abhorred the thought of loving.” (paragraph 2)
- “Apollo loved her . . . ; and he who gives oracles to all the world was not wise enough to look into his own fortunes.” (paragraph 3)

(1 Point) Student selected the correct answer for each part.
14 | Reading for Literature | Key Ideas and Details | RL.9-10.3 | 2

Read the lines from Passage 2.
“I can leave you in my place
A pink bough for your embrace.” (lines 5–6)

What do these lines suggest about Daphne in Passage 2?

- She feels that she is in control.
- She still has affection for Apollo.
- She has a close connection with nature.
- She feels that Apollo is a worthy opponent.

(1 Point)
How does the rhyme scheme in Passage 2 contribute to the tone of the poem?

A. It develops a suspenseful tone as it suggests that Daphne is leaving clues.
B. It develops a sarcastic tone as it reveals that Daphne is cruel.
C. It creates a tranquil tone as if Daphne is singing a lullaby.
D. It creates a playful tone as if Daphne is teasing Apollo.

(1 Point)
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Millay offers a very different portrayal of Daphne in Passage 2 from that in Passage 1. How is Daphne’s character different in Passage 2?

A. She is kind and tries to help Apollo rather than ignoring his pleas.

B. She is confident and taunts Apollo rather than fleeing from him out of fear.

C. She is generous and offers Apollo a gift rather than spurning his affections.

D. She is insecure and runs away from Apollo rather than letting him catch her.

**Part B**

What evidence from the text supports the answer in Part A?

A. “Why do you follow me?—” (line 1)

B. “Any moment of the chase” (line 4)

C. “Still it is your will to follow,” (line 8)

D. “I am off;—to heel, Apollo!” (line 9)

(1 Point) Student selected the correct answer for each part.
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In both passages, Daphne becomes a tree. How is her transformation different in Passage 2 than in Passage 1?

A. In Passage 1 it is against her will, but in Passage 2 she accepts it.

B. In Passage 1 she is excited by it, but in Passage 2 she is fearful about it.

C. In Passage 1 she does it to trick Apollo, but in Passage 2 she does it to impress him.

D. In Passage 1 she relies on her father to do it, but in Passage 2 she suggests she has control over it.

(1 Point)
Passage(s):

- *Peary vs. Cook*
- *from The Frozen North* (listening passage)

Based on the audio, why is the North Pole unique? Select **two** answers.

- [ ] It is unusually dark.
- [x] Night and day last for months.
- [x] There is only one real direction.
- [ ] Strange creatures live in the area.
- [ ] The sunlight seems to have a different color.

**1 Point** Student selected both correct options.
### Item Number | Strand | Cluster | Content Standard | DOK
--- | --- | --- | --- | ---
19 | Listening Comprehension (Informational) | Comprehension and Collaboration | SL.9-10.3 | 2

Which detail from the audio supports a skeptical interpretation of Peary’s discovery?

A. his confusion about directions
B. his measurements of sea depth
C. his estimation of the time of day
D. his reliance on his own observations

(1 Point)
Which **two** details from Passage 1 support the main idea from the audio?

- “... there were gaps in his [Peary’s] documentation.” (paragraph 5)
- “... current maps of ocean depths align closely with Peary’s soundings.” (paragraph 5)
- “Computerized analyses of his photographs also support his claim.” (paragraph 5)
- “Who discovered the North Pole?” (paragraph 6)
- “Whether he really did or not, we may never know.” (paragraph 6)

(1 Point) Student selected both correct details.
Read the sentence from Passage 1.

“The world knew Peary had been striving to reach the North Pole for years.” (paragraph 2)

How does the audio expand on this idea of Peary’s struggle?

A. by highlighting how different the environment was from what Peary expected

B. by depicting the wonder that Peary displayed upon finally reaching his destination

C. by describing Peary’s relief after so many years of trying to locate the North Pole

D. by suggesting that Peary felt uncomfortable with the conditions of the North Pole

(1 point)
Passage(s):

- *Cleaning the Attic* (editing task)

It was time to clean out the attic once and for all, Jessica decided. It had been years since she had taken the time to go through it all. There was a thick layer of dust on *everything: and* she was amazed at how many spider webs hung in the corners of the musty room. She started by dusting everything she could reach. Once that was done, she turned her attention to all of the boxes.

(1 point)
She began with the stack of boxes filled with her old clothes. Her mother had insisted Jessica take them along when she moved. There were clothes from kindergarten mixed in with the things she had worn in high school there was no apparent order to any of it. She stumbled across old jerseys, costumes, and dresses. Each held a story, and inevitably a flood of memories came rushing back. Jessica decided to keep a few of the more important items for sentimental reasons and donate the rest.

Replace "school there was no apparent order" with:

```
school, there was no apparent order
```

Replace "inevitably" with:

```
inevitably
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(1 point for each correct answer)
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Next, she moved on to the boxes with old photo albums. She thoroughly enjoyed going through the pictures and reliving all the family memories. Since she had moved to the West Coast several years ago. She hadn’t spent much time with her family. The longer she sat there, the more she realized just how much she missed them. Jessica decided to bring the photo boxes downstairs and out of the attic heat.

Replace "ago. She" with:
- ago; she
- ago, she
- ago she
- ago. She

(1 point)
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<td>Language</td>
<td>Conventions of Standard English</td>
<td>L.9-10.1a</td>
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After carrying the boxes of photos downstairs, Jessica was tired and ready for a break. Her roommate, Kate, helped her take boxes to the donation center. As they did so, Jessica thought of how those old boxes meant so many different things to different people. To her mom, they were treasured keepsakes; to her roommate, they were simply things to give away; and she felt, they were special memories. After coming back from the donation center, Jessica and Kate spent the rest of the day looking through old photos and reminiscing. By the end of the day, Jessica was relieved to have one less chore on her mind, and happy to have some “new” photos pinned to her bedroom wall.

Replace "and she felt," with:

- to her,
- to her, she thought,
- but in her opinion,
- and she felt.

(1 point)
Grade 10 ELA—Reading Sample Test #2

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Passage(s):

- *Playing along with the Mozart effect*
- *“Mozart Effect” Was Just What We Wanted To Hear* (listening passage)

Read this excerpt from Passage 1.

“At the other end of life, musical memories can be imprinted on the brain so *indelibly* that they can be retrieved, perfectly intact, from the depths of a mind ravaged by Alzheimer’s disease.” (paragraph 1)

What does the word *indelibly* mean as it is used in this sentence?

A. effortlessly  
B. intricately  
C. permanently  
D. quickly

(1 Point)
What connection does the author of Passage 1 make between listening to music and mental ability?

A. Listening to music can have a negative effect on a child’s mental abilities.

B. Listening to music you like can result in some short-term mental benefits.

C. Listening to classical music can significantly enhance a person’s mental abilities.

D. Listening to recorded music has greater mental benefits than listening to live music.

(1 Point)
The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

What is a central idea of Passage 1?

A. All types of music equally benefit the brain.
B. The link between music and development is unclear.
C. Music has a greater effect on adults than on children.
D. The benefits of listening to music are misunderstood.

**Part B**

How does the author develop this idea?

A. She provides evidence from her personal experiences.
B. She shares statistics on the effects of different types of music.
C. She gives examples of individuals who make exaggerated claims about music.
D. She describes research on how college students benefited from listening to music.

(1 Point) Student selected the correct answer for each part.
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<td>Craft and Structure</td>
<td>RI.9-10.5</td>
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How do paragraphs 17–19 help develop the author’s claims about the impact of music?

- A They suggest reasons why some children are better than others at playing instruments.
- B They explain how playing an instrument can help students develop broader learning skills.
- C They describe how listening to music can specifically improve performance on simple tasks.
- D They indicate that music can affect the sense of accomplishment students feel when completing a task.

(1 Point)
Select two details that show that listening to music can have benefits.

☐ “... for years parents have been seduced by even loftier promises from an industry hawking the recorded music of Mozart and other classical composers as a means to ensure brilliant babies.” (paragraph 3)

☐ “Entrepreneur Don Campbell, dubbed the ‘P. T. Barnum of the Mozart effect,’ has built a thriving online business selling CDs with names like ‘Mozart to Go’ to enhance children’s creativity and school performance.” (paragraph 8)

☑ “Positive mood, in turn, increases focus and attention, which improves performance on many tests of mental sharpness.” (paragraph 13)

☐ “Electrical signals traveled more swiftly and efficiently through the brains of the Suzuki-trained kids, who also showed improved performance on tasks that required sustained attention . . .” (paragraph 17)

☑ “But one thing we know beyond a doubt is that it brings pleasure—and few psychologists scoff at the power of that.” (paragraph 20)

(1 Point) Student checks both correct options.
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Spring 2020

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

**Part A**

What is the author’s purpose in Passage 1?

A. to argue that music needs to be listened to regularly to have an impact

B. to explain how listening to music can be used to manage stress and emotions

C. to suggest that children should not be a target audience for the music industry

D. to demonstrate that learning to play music is more beneficial than just listening to it

**Part B**

How does the author advance the purpose in Part A?

A. by referring to famous musicians to demonstrate the popularity of her position

B. by citing the findings of various studies to show how understanding has changed

C. by using an extended metaphor to help readers draw a connection to their own lives

D. by making an emotional appeal to convince readers of the importance of her argument

(1 Point) Student selected the correct answer for each part.
What evidence from the audio supports Rauscher’s idea that there is a connection between music and performance?

A. Students improved their scores on the SATs.
B. Certain states began providing CDs to babies.
C. College students improved their scores on spatial tasks.
D. The music industry began creating music for young children.

(1 Point)
Complete the table to show how Passage 1, Passage 2, or both passages address the research study that led to the idea of the Mozart effect.

<table>
<thead>
<tr>
<th>shows that the study focused on adults, not children</th>
<th>Passage 1</th>
<th>Passage 2</th>
<th>Both</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>gives examples of those who misapplied the research</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>points out that the study’s researchers have changed their direction</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>highlights that the author of the study stands by her original research</td>
<td></td>
<td>✓</td>
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</table>

(1 Point) Student selected the correct passage option for each example.
Select the boxes to indicate whether each detail is emphasized in Passage 1, Passage 2, or both.

<table>
<thead>
<tr>
<th>Detail</th>
<th>Passage 1</th>
<th>Passage 2</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>the reasons the results of the initial study became so popular</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>the impact of musical training on the brain’s processes</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the ways the initial study impacted the music industry</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>the specific approach used in the initial study</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

(1 Point) Student selected the correct passage option for each detail.
Passage(s):

- from *The Odyssey*
- *The Sirens*
- Beware the Siren

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

**Part A**

What is a characteristic of Ulysses’s that can be inferred from Passage 1?

- He is grateful.
- He is fearful.
- He is clever.
- He is angry.

**Part B**

Which lines from the poem support the answer in Part A?

- "O friends, oh ever partners of my woes, / Attend while I what Heaven foredooms disclose." (lines 1–2)
- "Me, me alone, with fetters firmly bound, / The gods allow to hear the dangerous sound." (lines 7–8)
- "Now every sail we furl, each oar we ply; / Lash’d by the stroke, the frothy waters fly.” (lines 17–18)
- "Then every ear I barr’d against the strain, / And from access of frenzy lock’d the brain." (lines 23–24)

(1 Point) Student selected the correct answer for each part.
<table>
<thead>
<tr>
<th>Item Number</th>
<th>Strand</th>
<th>Cluster</th>
<th>Content Standard</th>
<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Reading for Literature</td>
<td>Craft and Structure</td>
<td>RL.9-10.4</td>
<td>2</td>
</tr>
</tbody>
</table>

Read these lines from Passage 2.

“And all sweet sounds of earth and air
Melt into one low voice alone,
That murmurs over the weary sea” (lines 76–78)

What is the effect of the author’s contrasting “sweet sounds of earth” with “weary sea”?

- [ ] A. It increases the attractiveness of the Sirens’ island.
- [ ] B. It explains why the Sirens live on the rocky island.
- [ ] C. It shows how the earth and the sea can be united.
- [ ] D. It hints at the dangers posed by the Sirens’ songs.

(1 point)
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</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Language</td>
<td>Vocabulary Acquisition and Use</td>
<td>L.9-10.5a</td>
<td>2</td>
</tr>
</tbody>
</table>

How does the descriptive language in lines 70–75 contribute to the meaning of Passage 2?

A. The figurative song of the ocean adds force and clarity to the Sirens’ songs.

B. The imagery highlights the Sirens’ perception of ocean life compared to life on land.

C. The exaggeration of the ocean’s feelings emphasizes the deceitful nature of the Sirens.

D. The personification suggests the sailors should adopt the ocean’s attitude toward the Sirens.

(1 point)
Select **two** effects that are created by the structural elements in Passage 2.

- The inclusion of dialogue clarifies the motivations of the Sirens and the sailors.
- The repetition of words like “forevermore” highlights the danger the Sirens pose.
- The alternating imagery of sea and land emphasizes the Sirens’ temptation to the sailors.
- The long stanzas dramatize the sense of uncertainty the sailors feel about going ashore.
- The rhyme pattern of “shore” and “forevermore” accentuates the idea that life is hard for sailors.

(1 Point) Student selected both correct options.
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<th>DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Reading for Literature</td>
<td>Key Ideas and Details</td>
<td>RL.9-10.1</td>
<td>2</td>
</tr>
</tbody>
</table>

Which lines from Passage 3 suggest that the male listener’s thoughts are foolish and unrealistic?

A. “She sits on the rocks, alone, / humming quiet songs / of heartbreak.” (lines 95–97)

B. “as that melodious web / arcs in your direction.” (lines 100–101)

C. “You are enraptured, / tangled in the idea / of her bittersweet tragedy.” (lines 102–104)

D. “She needs you, / your strength, your stability.” (lines 105–106)

(1 Point)
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Language</td>
<td>Vocabulary Acquisition and Use</td>
<td>L.9-10.4a</td>
<td>2</td>
</tr>
</tbody>
</table>

Read these lines from Passage 3.

“But as you lift the veil / that once beguiled you, / you face your folly.” (lines 116–118)

Which two meanings does beguiled have as it is used in this sentence?

- ✔ attracted
- ☐ changed
- ☐ concealed
- ✔ deceived
- ☐ empowered

(1 Point) Student selected both correct options.
What is one way the Siren in Passage 3 is different from the Sirens in Passages 1 and 2?

A. She is more sincere than they in her invitation to sailors.
B. She is less obvious than they in her efforts to lure sailors.
C. She is less concerned than they with acting like other Sirens.
D. She is more interested than they in leaving her life as a Siren.

(1 Point)
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<tbody>
<tr>
<td>17</td>
<td>Reading for Literature</td>
<td>Integration of Knowledge and Ideas</td>
<td>RL.9-10.9</td>
<td>3</td>
</tr>
</tbody>
</table>

Passages 2 and 3 are interpretations of the original myth presented in Passage 1. Which element in these passages differs from the original?

- A. the sailors’ state of mind
- B. the physical location of the sailors
- C. the kinds of temptation the Sirens present to the sailors
- D. the mode of communication the Sirens use with the sailors

(1 Point)
Complete the table to correctly define the relationship between the sirens and their intended victims in each passage. Some statements relate to more than one passage.

<table>
<thead>
<tr>
<th>The victims are drawn by their own pride.</th>
<th>Passage 1</th>
<th>Passage 2</th>
<th>Passage 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>The sirens seem to have sympathy for their victims.</td>
<td>✔️</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>The victims see the sirens as objects of desire.</td>
<td></td>
<td></td>
<td>✔️</td>
</tr>
</tbody>
</table>

(1 Point) Student selected correct passage option for each statement.
Passage(s):

- *Invasive Plants*

- *The Tower of Frequency: Ecology* (listening passage)

**How does the speaker in the audio support the argument that invasive species can be problematic?**

- A by claiming it is impossible to control some invasive species
- B by emphasizing how difficult it is to identify invasive species
- C by indicating that invasive species can overpower native plants
- D by explaining that invasive species can withstand extreme weather

*(1 Point)*
How does the speaker in the audio convey a sense of optimism in her message about invasive species?

A. She describes how some invasive species can serve an ornamental function.

B. She suggests that people can minimize the damage caused by invasive species.

C. She points out that some invasive species only grow at certain times of the year.

D. She explains that there can be benefits to the root system of an invasive species.

(1 Point)
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<tbody>
<tr>
<td>21</td>
<td>Listening Comprehension (Informational)</td>
<td>Comprehension and Collaboration</td>
<td>SL.9-10.2</td>
<td>3</td>
</tr>
</tbody>
</table>

Select two ways the audio enhances the information presented in Passage 1.

- [ ] It gives the history of different attempts to contain invasive plants.
- [x] It describes the mechanism that enables many invasive plants to spread.
- [ ] It describes several ecosystems to show how they have changed over time.
- [x] It provides examples of specific species that have invaded a particular area.
- [ ] It includes a personal anecdote to show that invasive species can be beautiful.

**1 Point** Student selected both correct options.
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<td>Listening Comprehension (Informational)</td>
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<td>SL.9-10.2</td>
<td>3</td>
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</table>

How do both passages establish a connection between humans and invasive plants?

- They suggest that humans may unknowingly introduce or spread invasive plants.
- They suggest that widespread development is responsible for most invasive plants.
- They explain that learning about root systems might help humans solve the problem of invasive plants.
- They explain that planting gardens might encourage invasive plants to share resources with other species.

(1 Point)
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<tbody>
<tr>
<td>23</td>
<td>Language</td>
<td>Conventions of Standard English</td>
<td>L.9-10.2b</td>
<td>1</td>
</tr>
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</table>

Passage(s):

- *The Novel* (editing task)

One of the most popular and common forms of literature in English is the novel. Novels are read for entertainment and studied from grade school to graduate school. Some of the most famous novelists have become household names: Hawthorne, Defoe, Melville, Dickens, Austen, and the Brontës. When one looks at a list of names of that literary significance, it can seem that the novel has always been a part of English literature.

Replace "names" with:

- names,
  - names,
  - names;
  - names;
  - names;

(1 point)
This idea ignores some important facts, one of them is that the novel is a relative newcomer to the English language. It is true that the novel has been found in other languages for hundreds and sometimes thousands of years. Examples in Latin, Japanese, Spanish, and many other languages all predate their English counterparts. The first English novels began appearing near the middle of the eighteenth century.

(1 point for each correct answer)
A key fact that supports this is that there is no mention of the novel from earlier time periods. It is likely that if the novel had been around before the 1700s, then there would be a range of authors from the fifteenth, sixteenth, and seventeenth centuries closely associated with the novel. For example, William Shakespeare and other noted authors of his time identified themselves as playwrights and poets—not novelists.

Replace "will be" with:

is
was
would be
will be

(1 point)
<table>
<thead>
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<tbody>
<tr>
<td>26</td>
<td>Language</td>
<td>Conventions of Standard English</td>
<td>L.9-10.2a</td>
<td>1</td>
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The novel began growing in the late eighteenth and early nineteenth centuries however, it was seen as a lower form of literature—less distinguished than poetry. Many of the intellectual elite of that time period saw the novel as a basic form of entertainment. They were unable to comprehend the conscientious effort that went into creating novels. They saw only the humble beginnings of a genre that has since become a remarkably influential part of society.

(1 point for each correct answer)