Computer-Based Sample Test Scoring Guide
End-of-Course ELA 10
AzMERIT

Updated January 2019

Prepared by the Arizona Department of Education and the American Institutes for Research®
About the Sample Test Scoring Guide

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

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 AzMERIT End-of-Course ELA 10.
EOC ELA 10–Writing Sample Test

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<td>Writing</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>
</tr>
<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>
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<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>
<td></td>
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<td></td>
<td>• Varied sentence structure, demonstrating language facility</td>
<td></td>
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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).
EOC ELA 10–Reading Sample Test

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<td>Craft and Structure</td>
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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.
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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)
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<td>Integration of Knowledge and Ideas</td>
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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

- 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.
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<td>Key Ideas and Details</td>
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Why do the authors refer to the findings of Lohmann’s experiments in the passage?

- to show that younger sea turtles are easier to train than older sea turtles
- to demonstrate that younger sea turtles have natural instincts that help them survive
- to describe how studying sea turtles can lead to a better understanding of human behavior
- to explain how experiments in a laboratory can have different results from experiments in the ocean

(1 Point)
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)
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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)
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Spring 2019

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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)
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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?

A  He is grateful.
B  He is fearful.
C  He is clever.
D  He is angry.

**Part B**

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

A  “‘O friends, oh ever partners of my woes, / Attend while I what Heaven foredooms disclose.’” (lines 1–2)
B  “Me, me alone, with fetters firmly bound, / The gods allow to hear the dangerous sound.” (lines 7–8)
C  “Now every sail we furl, each oar we ply; / Lash’d by the stroke, the frothy waters fly.” (lines 17–18)
D  “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.
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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”?

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

(1 point)
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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)
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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.
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)
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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.
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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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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)
(1 Point) Student selected correct passage option for each statement.
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.
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)
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Which **two** details from Passage 1 support the main idea from the audio?

- [ ] “... there were gaps in his [Peary’s] documentation.” (paragraph 5)
- [x] “... current maps of ocean depths align closely with Peary’s soundings.” (paragraph 5)
- [x] “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.
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**Spring 2019**

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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
- school, there was no apparent order, school there was no apparent order
- school, there was no apparent order
- school there was no apparent order

Replace "inevitably" with:

- inevitably
- inevitably
- inevitably

(1 point for each correct answer)
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.

(1 point)
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,
- she thought,
- but in her opinion,
- and she felt.

(1 point)