Computer-Based Sample Test Scoring Guide
End-of-Course ELA 11
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 11.
EOC ELA 11–Writing Sample Test

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<td>Writing</td>
<td>Text Types and Purposes</td>
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Passage(s):

- *Fair and Unfair Competition*
- *Uber deserves a fair chance to compete in Virginia and elsewhere*
- *With Uber, Less Reason to Own a Car*

On a recent visit to a large city, you saw a friend use an application on his smartphone to summon a cab within minutes. Intrigued by such a new way of using taxis, you decide to write an editorial for your school newspaper on the subject. Write an argumentative article in which you support a claim about whether the operation of independent “ride-sharing” businesses constitutes fair or unfair competition. Use the information from the texts in your essay.

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
- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Type your response in the space provided.
Grades 9–11 Argumentative Essay Writing Guide

<table>
<thead>
<tr>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions</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 claim and effective organizational structure creating coherence and completeness. The response includes most of the following:</td>
<td>The response provides thorough, convincing, and credible support, citing evidence for the writer’s claim 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 claim 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>• Clearly addressed alternate or opposing claims</td>
<td>• Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</td>
<td>• Adequate use of punctuation, capitalization, sentence formation, and spelling</td>
</tr>
<tr>
<td>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
<td>• Clear and effective expression of ideas, using precise language</td>
<td></td>
</tr>
<tr>
<td>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</td>
<td>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</td>
<td></td>
</tr>
<tr>
<td>• Appropriate style and tone established and maintained</td>
<td>• Varied sentence structure, demonstrating language facility</td>
<td></td>
</tr>
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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).
EOC ELA 11–Reading Sample Test

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<td>Craft and Structure</td>
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Passage(s):

- *The Big Squeeze*

How does the series of examples in paragraphs 1–3 help clarify points the author makes later in the passage?

A. by providing background information about the Carnegie Institution
B. by describing the kinds of materials Carnegie Institution scientists work with
C. by highlighting the intriguing nature of the research done at the Carnegie Institution
D. by introducing the kinds of experiments the Carnegie Institution scientists conduct

(1 Point)
Read this sentence from the passage.

“Scientists use the high-pressure transformations to explore permutations of matter that do not exist in most of the universe, casting insight on what is going on near Earth’s core or within Jupiter.” (paragraph 6)

What does the word permutations mean as it is used in paragraph 6?

- new uses
- altered forms
- different examples
- unknown characteristics

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

**Part A**

Which sentence contains two central ideas from the passage?

- Diamonds are extremely durable and are ideal for use in research on high-pressure environments.
- Scientists are learning about new materials, which helps them find more efficient ways to create high-pressure environments.
- Atoms and molecules behave differently at higher pressures, and scientists are using that knowledge to improve existing materials.
- Scientists hope to learn more about the pressures in different environments, but they have had difficulty reproducing some conditions in their labs.

**Part B**

Which **two** sentences support the answer in Part A?

- "They also hope the experiments will lead to new materials that more efficiently capture sunlight in electricity-producing solar cells or serve as fuel tanks for hydrogen-powered cars." (paragraph 6)
- "Even so, certain places in the universe are far more crushing." (paragraph 11)
- "Inside, the bending of the cylinder plates presses together tips of two small diamonds, each a quarter to half a carat, typically no bigger than a quarter of an inch." (paragraph 13)
- "The usual form of silicon cannot directly absorb the photons of sunlight." (paragraph 16)
- "One of the surprises is the changes that atoms undergo under pressure." (paragraph 21)

**(1 Point)** Student selected the correct answer(s) for each part.
What is the author’s purpose in paragraphs 8–11?

A. to explain how experiments with pressure affect scientists in other parts of the world

B. to describe the data used in scientists’ experiments with matter at increased pressures

C. to provide context for the amount of pressure used by the scientists in their experiments

D. to raise questions about the effects of increased pressure on elements in scientists’ experiments

(1 Point)
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<td>Reading for Informational Text</td>
<td>Key Ideas and Details</td>
<td>RI.11-12.3</td>
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The following question has two parts. First, answer part A. Then, answer part B.

**Part A**
Which problem is Dr. Strobel attempting to solve in paragraph 17?

A. Silicon is not capable of producing electricity.

B. Current forms of silicon are structurally unstable.

C. Scientists do not understand how silicon interacts with other elements.

D. The structure of silicon does not allow sunlight to be absorbed efficiently.

**Part B**
What solution has Dr. Strobel found to solve this problem?

A. He has discovered the unique lattice shape of silicon atoms.

B. He has created tubes of silicon that absorb photons without shaking.

C. He has found that pressure is not needed to create metastable silicon.

D. He has observed how pure silicon stabilizes under different degrees of pressure.

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

22 At modest pressures, atoms stack neatly, like cannonballs, and scientists expected that the atoms would remain in this efficiently packed pattern as they were squeezed closer together.

How does this use of language help support the author’s purpose?

A. It helps explain the reasoning behind the design of the scientists’ experiments.

B. It helps explain why the scientists experiment with certain elements but not others.

C. It helps explain the type of knowledge scientists hope to gain through their experiments.

D. It helps explain the difference between scientists’ expectations and the results of their experiments.

(1 Point)
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Read this paragraph from the passage.

25 As the atoms converge, the electrons are squirted into different locations, **reconfiguring** the molecules they are part of. The process turns some metals, which readily conduct electricity, into insulators, which do not. Some insulators turn into superconductors, ferrying current without resistance.

What does the word **reconfiguring** suggest about molecules when they are pressurized?

- A. The molecules are easily transformed.
- B. The structure of the molecules is changed.
- C. The behavior of the molecules is difficult to understand.
- D. The molecules become harder for scientists to work with.

(1 Point)
### Sample Test Scoring Guide - EOC ELA 11
#### Spring 2019

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The periodic table is a diagram that organizes elements like sodium and carbon according to their characteristics and their behavior. When Hemley speaks of the periodic table in paragraph 26, which idea mentioned earlier in the passage is he developing?

- A  the idea that new elements have been discovered because of his experiments
- B  the idea that the elements he experiments on are known to behave unusually
- C  the idea that there is an upsurge of interest in high-pressure chemistry
- D  the idea that elemental properties can change under certain conditions

(1 Point)
Select **two** sentences that should be included in a summary of the passage.

- [ ] The effects of gravity are much more significant on other planets.
- [x] Increasing the pressure on atoms causes their structure to change.
- [ ] Scientists are interested in carbon but are unclear about how much exists.
- [ ] The machine scientists use to create pressure has an unassuming appearance.
- [x] Researching chemical elements will help scientists better understand the interiors of planets.

*(1 Point)* Student selected both correct options.
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Spring 2019

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Read this sentence from the passage.

“It is as if 100 elephants were pushing down on the point of a pencil, if one could find a pencil capable of holding all those elephants.” (paragraph 15)

What is the effect of this image on the meaning of the passage?

- It illustrates conditions that would create a large amount of pressure.
- It highlights the danger scientists face when working with increased pressure.
- It highlights the results of scientists’ experiments on different forms of matter.
- It illustrates the difficulty of designing experiments that meet scientists’ goals.

(1 Point)
How does the phrase “tyranny of the present” convey Emerson’s point of view in paragraph 1 of Passage 1?

A. As an understatement, it encourages readers to embrace the present.

B. As a metaphor, it explains how the present can be cruel and oppressive.

• As an example of irony, it emphasizes the importance of enjoying present surroundings.

D. As an example of sarcasm, it indicates that the past and future are more important than the present.

(1 point)
Which sentence supports Emerson’s idea that nature offers an immediate reprieve from the pretense associated with city life?

A. “At the gates of the forest, the surprised man of the world is forced to leave his city estimates of great and small, wise and foolish.” (paragraph 1)

B. “The knapsack of custom falls off his back with the first step he makes into these precincts.” (paragraph 1)

C. “We never can part with it; the mind loves its old home: as water to our thirst, so is the rock, the ground, to our eyes, and hands, and feet.” (paragraph 2)

D. “Cities give not the human senses room enough.” (paragraph 2)

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

**Part A**
Which **two** themes does Emerson explore in Passage 1?

A) the purity of nature  
B) the difficulties of solitary life  
C) the tendency of humans to alter their surroundings  
D) the relationship between humans and their environment  
E) the conflicts that exist between different climates of the world

**Part B**
Select **two** excerpts from Passage 1 that each develop both themes from Part A.

A) “There are days which occur in this climate, at almost any season of the year, wherein the world reaches its perfection, when the air, the heavenly bodies, and the earth, make a harmony...” (paragraph 1)  
B) “...when, in these bleak upper sides of the planet, nothing is to desire that we have heard of the happiest latitudes, and we bask in the shining hours of Florida and Cuba...” (paragraph 1)  
C) “The tempered light of the woods is like a perpetual morning...” (paragraph 1)  
D) “The incommunicable trees begin to persuade us to live with them, and quit our life of solemn trifles.” (paragraph 1)  
E) “Here no history, or church, or state, is interpolated on the divine sky and the immortal year.” (paragraph 1)

**1 Point** Student selected correct answers for each part.
How does the repetition of “Give me” in lines 1–10 affect the meaning of Passage 2?

A. It reveals the speaker’s plan to escape the chaos of daily life.
B. It highlights the variety of creatures that exist in the outdoors.
C. It shows the importance of enjoying surroundings with multiple senses.

• It emphasizes the speaker’s desperation to change his current situation.

(1 Point)
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What is the effect of Passage 2 being separated into two parts?

- A. It separates distinct periods of the speaker’s life.
- B. It emphasizes the tension between opposing lifestyles.
- C. It shows the balance a person can gain from different settings.
- D. It highlights the anxiety the speaker feels about making a choice.

(1 Point)
Read these lines from Passage 2.

“These to procure *incessantly* asking, rising in cries from my heart, / While yet *incessantly* asking still I adhere to my city” (lines 12–13)

What does the word *incessantly* mean as used in these lines?

- [ ] constantly
- [ ] emotionally
- [ ] immediately
- [ ] suddenly

(1 Point)
How does the speaker’s relationship with the city affect the tone of Passage 2?

- The pain the city brings to the speaker creates a somber tone.
- The power the city holds over the speaker creates a distressed tone.
- The struggle the speaker has to stay in the city creates a hopeless tone.
- The extreme loyalty the speaker feels toward the city builds a grateful tone.

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

**Part A**

Which theme is present in both Passage 1 and Passage 2?

- the dangers present in urban areas
- the transition from the city to the country
- the conflict between civilization and nature
- the presence of nature in the midst of chaos

**Part B**

How is the theme from Part A addressed differently in Passage 1 and Passage 2?

- While Emerson condemns civilization in Passage 1, the speaker in Passage 2 lists positive qualities of city life.
- While Emerson encourages people to live in nature in Passage 1, the speaker in Passage 2 believes people should leave nature alone.
- While Emerson maintains his preference for living in the natural world in Passage 1, the speaker in Passage 2 feels he is unable to leave the city.
- While Emerson remains undecided about his preference in Passage 1, the speaker in Passage 2 expresses a clear opinion about the superiority of civilization.

*(1 Point)* Student selected the correct answer for each part.
Passage(s):

- NASA's Mission to Pluto and Kuiper Belt
- The New Horizons Mission and the Importance of Knowing More about Pluto (listening passage)

```
How does the audio build on the information given in Passage 1?

A. It includes what scientists hope to discover on Charon.
B. It explains how to calculate the time it will take to travel to Pluto.
C. It describes the finer details that New Horizons will be able to see.
D. It indicates which tools from New Horizons will study the different aspects of Pluto.
```

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

**Part A**

In the audio, what is the speaker’s point of view about Pluto?

- Scientists need more information about Pluto.
- Scientists will finally learn something about Pluto.
- Scientists have relied on misinformation about Pluto.
- Scientists worry about how information on Pluto is gathered.

**Part B**

How does the speaker support this point of view?

- by exaggerating the facts
- by using emotional language
- by referencing scientific data
- by asking a series of rhetorical questions

(1 Point) Student selected the correct answer for each part.
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Why does the speaker in the audio compare Pluto to a fuzzy blob?

A. to emphasize the fluid shape of Pluto
B. to indicate what types of landforms are on Pluto
C. to suggest that exploration of Pluto could be dangerous

- to show how ineffective other means of studying Pluto have been

(1 Point)
Both passages describe the tools scientists will use to gain information about Pluto. Click on the table to show which tool will be used to answer each question.

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<tr>
<td><strong>Are there craters on Pluto?</strong></td>
<td>☐</td>
<td>☑</td>
<td>☐</td>
</tr>
<tr>
<td><strong>Is Pluto’s surface made of nitrogen ice?</strong></td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td><strong>How cold does Pluto get as it moves away from the sun?</strong></td>
<td>☐</td>
<td>☐</td>
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(1 point) Student selected the correct tool for each question in the table.
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Passage(s):

- *Portmantic* (editing task)

Have you ever watched a sitcom? Have you ever eaten TexMex with a spork? If so, you’ve made use of something that linguistes call a portmanteau. These scientists who study language define a portmanteau as a word made by combining parts of two or more words.

Replace "linguistes" with:

(1 point)
In addition to words like “rockumentary” (from “rock” and “documentary”), “brunch” (from “breakfast” and “lunch”), and “moped” (from “motor” and “pedal”) are all portmanteaus, words like “jellyfish,” “streetcar,” “applesauce,” and “blackbird” are not. This is because the latter set of words are compound words, made not just of word parts, but of entire words. Portmanteaus are also different from new words like “Internet” and “extravert” because these words are made by combining root words with preexisting prefixes.

Replace "In addition to" with:

Because
Besides
While

(1 point)
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<td>L.11-12.2a</td>
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We might chortle at some of the sillier **portmanteaus “punny”** (from “pun” and “funny”), “jorts” (from “jeans” and “shorts”), or “chillax” (from “chill” and “relax”). “Chortle” is quite a valid choice for this kind of reaction it is a portmanteau itself. The word “chortle” comes from the words “chuckle” and “snort.” In fact, the word “chortle” was invented by the very writer who came up with the term “portmanteau” itself: Lewis Carroll.

(1 point for each correct answer)
Carroll was the author of the **much loved-children’s classics** *Alice’s Adventures in Wonderland* and *Through the Looking-Glass*, among other less well-known books. It was in *Through the Looking Glass* that Humpty Dumpty explained to Alice the meaning of a portmanteau. Maybe we ought to call Lewis Carroll “Lewroll” every now and again to honor his gift to the English language: the portmanteau.

Replace "much loved-children’s classics" with:

- **much loved children’s-class**

(1 point)