Computer-Based Sample Test Scoring Guide
End-of-Course ELA 9
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 9.
EOC ELA 9–Writing Sample Test

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

- *What is the Electoral College?*
- *The Indefensible Electoral College: Why even the best-laid defenses of the system are wrong*
- *In Defense of the Electoral College: Five reasons to keep our despised method of choosing the President*

Write a letter to your state senator in which you argue in favor of keeping the Electoral College or changing to election by popular vote for the president of the United States. 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.

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

<table>
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<tr>
<th>Purpose, Focus, and Organization</th>
<th>Evidence and Elaboration</th>
<th>Conventions</th>
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<tbody>
<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></td>
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<tr>
<td>• Strongly maintained claim with little or no loosely related material</td>
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<tr>
<td>• Clearly addressed alternate or opposing claims</td>
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<tr>
<td>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</td>
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<tr>
<td>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</td>
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<tr>
<td>• Appropriate style and tone established and maintained</td>
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<tr>
<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></td>
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<tr>
<td>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</td>
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<tr>
<td>• Effective use of a variety of elaborative techniques to support the claim, demonstrating an understanding of the topic and text</td>
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<tr>
<td>• Clear and effective expression of ideas, using precise language</td>
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<tr>
<td>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</td>
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<tr>
<td>• Varied sentence structure, demonstrating language facility</td>
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<tr>
<td>The response demonstrates an adequate command of basic conventions. The response may include the following:</td>
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<tr>
<td>• Some minor errors in usage but no patterns of errors</td>
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<tr>
<td>• Adequate use of punctuation, capitalization, sentence formation, and spelling</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).
EOC ELA 9–Reading Sample Test

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<td>Reading for Informational Text</td>
<td>Craft and Structure</td>
<td>RI.9-10.4</td>
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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?

- Effortlessly
- Intricately
- Permanently
- Quickly

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

- Listening to music can have a negative effect on a child’s mental abilities.
- Listening to music you like can result in some short-term mental benefits.
- Listening to classical music can significantly enhance a person’s mental abilities.
- 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.
How do paragraphs 17–19 help develop the author’s claims about the impact of music?

- They suggest reasons why some children are better than others at playing instruments.
- They explain how playing an instrument can help students develop broader learning skills.
- They describe how listening to music can specifically improve performance on simple tasks.
- 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.
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.
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<td></td>
<td>(Informational)</td>
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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></th>
<th>Passage 1</th>
<th>Passage 2</th>
<th>Both</th>
</tr>
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<tbody>
<tr>
<td>shows that the study focused on adults, not children</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>
<td></td>
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</tbody>
</table>

**(1 Point)** Student selected the correct passage option for each example.
(1 Point) Student selected the correct passage option for each detail.
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.
- 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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<td>Craft and Structure</td>
<td>RL.9-10.4</td>
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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.
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<td>Key Ideas and Details</td>
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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)
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<td>RL.9-10.5</td>
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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?

- She is kind and tries to help Apollo rather than ignoring his pleas.
- She is confident and taunts Apollo rather than fleeing from him out of fear.
- She is generous and offers Apollo a gift rather than spurning his affections.
- 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?

- “Why do you follow me?—” (line 1)
- “Any moment of the chase” (line 4)
- “Still it is your will to follow,” (line 8)
- “I am off;—to heel, Apollo!” (line 9)

(1 Point) Student selected the correct answer for each part.
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<td>Integration of Knowledge and Ideas</td>
<td>RL.9-10.9</td>
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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.

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

(1 Point)
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Spring 2019

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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)
Sample Test Scoring Guide

Item Number | Strand | Cluster | Content Standard | DOK |
---|---|---|---|---|
19 | Listening Comprehension (Informational) | Comprehension and Collaboration | SL.9-10.3 | 2 |

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

- It gives the history of different attempts to contain invasive plants.

- It describes the mechanism that enables many invasive plants to spread.

- It describes several ecosystems to show how they have changed over time.

- 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.
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)
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:

[Dropdown: 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)
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)