



Grade 7

Reading MCA-III Item Sampler
Teacher Guide

Overview of Item Samplers

Item samplers are one type of student resource provided to help students and educators prepare for test administration. While standardized tests are familiar to almost all students, each assessment has its own layout and ways students interact with it. The item samplers should be used to familiarize students and educators with how the content is assessed by providing examples of the format and item types students could encounter on the MCA.

Other Resources

While this Teacher Guide provides detailed information about the item samplers, the student tutorial is the resource that should be used to familiarize students and educators with the general functionality of the online test, including navigation, tools, and examples of all item types.

For further information about the student tutorial and using student resources, refer to the *Purposes of Student Resources* on the [Item Samplers page](#) of PearsonAccess Next (PearsonAccess Next > Preparing for Testing > Item Samplers). Please contact mde.testing@state.mn.us for any questions about the MCA or resources for testing.

Contents of this Teacher Guide

The Teacher Guides provide supplementary information for the items in the online item samplers, including:

- A detailed answer key for all items in the online item sampler, including: correct answer, item type (multiple choice or technology enhanced), skill domain (benchmark classification based on the academic standards), benchmark, and cognitive complexity (indicated as Depth of Knowledge or DOK) from the test specifications.*
- Passage characteristics, including: substrand, Lexile, and word count.
- Item images that show correct answers followed by: benchmarks to which the sample items align (based on test specifications), DOK, and detailed rationales for correct and incorrect answer options.

For detailed information on benchmarks and cognitive complexity levels, see the [test specifications](#) on the MDE website (Districts, Schools and Educators > Statewide Testing > Test Specifications).

*The answer key for paper item samplers (12-point, 18-point, 24-point and braille test books) is included on the last page of this Teacher Guide. Some items on the paper item samplers appear in the online item sampler and the answer key includes information on where corresponding item information can be found in this guide.

Student Responses

Upon completion of the online item samplers, a report is displayed, which provides student responses for some item types. This report can be printed for use in conjunction with the information in this Teacher's Guide on how the student responded to those items. Note that the overall score on the report is **not** a predictor of performance on the MCA; it is simply a total of correct responses to some items.

**MCA-III Item Sampler Online Answer Key
Grade 7 Reading**

**Section 1
15 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	N/A	TE	Key Ideas and Details	7.4.3.3	III
2	A	MC	Key Ideas and Details	7.4.1.1	II
3	N/A	TE	Craft and Structure	7.4.4.4	II
4	C	MC	Craft and Structure	7.4.4.4	II
5	N/A	TE	Key Ideas and Details	7.4.3.3	III
6	N/A	TE	Key Ideas and Details	7.4.1.1	III
7	D	MC	Key Ideas and Details	7.4.1.1	III
8	A	MC	Key Ideas and Details	7.4.3.3	III
9	D	MC	Craft and Structure	7.4.6.6	III
10	D	MC	Craft and Structure	7.4.4.4	II
11	C	MC	Key Ideas and Details	7.4.3.3	II
12	C	MC	Key Ideas and Details	7.4.3.3	II
13	N/A	TE	Key Ideas and Details	7.4.1.1	II
14	C	MC	Key Ideas and Details	7.4.1.1	II
15	N/A	TE	Key Ideas and Details	7.4.3.3	I

**Section 2
10 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	B	MC	Key Ideas and Details	7.4.1.1	I
2	D	MC	Key Ideas and Details	7.4.2.2	II
3	B	MC	Craft and Structure	7.4.4.4	II
4	N/A	TE	Key Ideas and Details	7.4.1.1	I
5	N/A	TE	Key Ideas and Details	7.4.1.1	III
6	N/A	TE	Craft and Structure	7.4.6.6	III
7	A	MC	Key Ideas and Details	7.4.1.1	II
8	C	MC	Key Ideas and Details	7.4.1.1	II
9	D	MC	Key Ideas and Details	7.4.1.1	III
10	C	MC	Key Ideas and Details	7.4.1.1	I

**Section 3
9 Questions**

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	C	MC	Key Ideas and Details	7.5.2.2	III
2	A	MC	Key Ideas and Details	7.5.1.1	I
3	C	MC	Craft and Structure	7.5.6.6	III
4	D	MC	Key Ideas and Details	7.5.1.1	II
5	N/A	TE	Craft and Structure	7.5.4.4	II
6	D	MC	Key Ideas and Details	7.5.1.1	III
7	B	MC	Craft and Structure	7.5.6.6	II

8	N/A	TE	Key Ideas and Details	7.5.2.2	II
9	N/A	TE	Key Ideas and Details	7.5.3.3	I

Section 4

19 Questions

Item #	Correct Answer	Item Type	Skill Domain	SSB	Depth of Knowledge
1	D	MC	Key Ideas and Details	7.5.2.2	II
2	A	MC	Key Ideas and Details	7.5.3.3	II
3	B	MC	Integration of Knowledge and Ideas	7.5.8.8	II
4	A	MC	Craft and Structure	7.5.4.4	III
5	C	MC	Key Ideas and Details	7.5.3.3	I
6	C	MC	Key Ideas and Details	7.5.1.1	II
7	D	MC	Key Ideas and Details	7.5.3.3	II
8	A	MC	Key Ideas and Details	7.5.3.3	I
9	B	MC	Craft and Structure	7.5.6.6	II
10	A	MC	Craft and Structure	7.5.4.4	II
11	B	MC	Craft and Structure	7.5.4.4	II
12	C	MC	Craft and Structure	7.5.6.6	II
13	C	MC	Key Ideas and Details	7.5.3.3	II
14	N/A	TE	Key Ideas and Details	7.5.1.1	II
15	C	MC	Craft and Structure	7.5.4.4	II
16	D	MC	Key Ideas and Details	7.5.1.1	II
17	A	MC	Key Ideas and Details	7.5.1.1	II
18	C	MC	Key Ideas and Details	7.5.2.2	II
19	N/A	TE	Key Ideas and Details	7.5.1.1	II

Passage Characteristics

Section	Title	Type	Lexile	Word Count
1	A Seat on the Bus	L	780	1045
2	Rivulet	L	N/A	85
3	The Sightless Artist	I	1130	590
4	You Used to Be Homeschooled? / What School Do You Go To?	I/I	1150/720	884

Section 1: A Seat on the Bus

Question 1

The passage describes several events that create conflict among the passengers on the bus.

Select the conflict description that matches each event. More than one event can be selected in the "Person versus Individual" column.

Event	Person versus Society	Person versus Individual	Person versus Self
The bus driver threatens to call the police.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The woman refuses to move to the back of the bus.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The narrator ponders the idea of what is right.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The uncle mutters angrily as chaos on the bus erupts.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Benchmark: 7.4.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: III

Answer: x

Rationale:

For a full credit response, readers select the conflict that is demonstrated by the event in the first column.

Correct Responses

The bus driver threatens to call the police.

Person versus Individual: In this event, the conflict is between the bus driver and the woman on the bus who refuses to give up her seat to adhere to the segregation laws. Extremely frustrated and not knowing what to do, the bus driver confronts the woman and threatens to call the police, saying, “Well, then, I’ll call the police to have you arrested” (paragraph 6). Preceding this, the bus driver “stormed back to where the woman was sitting” and shouted “I need that seat” (paragraph 6). The text evidence depicts a direct confrontation, but the text offers no evidence of self-reflection or questioning of societal practices provided by the bus driver.

The woman refuses to move to the back of the bus.

Person versus Society: In this event, the woman challenges a societal rule that stipulated white and black people could not sit together on the bus and that black passengers must give up their place for white passengers, moving to the back of the bus. In paragraph 2, the narrator observes, “The fourth person [the woman], however, refused to stand. In fact, she simply stared straight ahead, refusing to acknowledge the man looming over her.” In response to the police officers trying to force the woman out of her seat, she says, “Why do you all push us around?” (paragraph 12) as a challenge to the segregation and unfair treatment of African Americans. This event does not illustrate her wish to have a confrontation with the bus driver, specifically, but to challenge the societal expectation. Also, this same event highlights the challenge against society, rather than an inner struggle the woman is experiencing. As described in the text, the woman is very sure in her decision and maintains her stance: “But if the woman’s feelings were hurt, she did not show it. She continued to sit impassively” (paragraph 10). As she is escorted off the bus, the narrator states, “I caught her eye. She looked into my face and gave a little smile. It was odd how two powerful men were forcing her up the aisle, and yet she seemed stronger than both of them” (paragraph 13).

The narrator ponders the idea of what is right.

Person versus Self: In this event, the narrator wants to stay on the bus to see what happens. The event causes the narrator to question his/her own beliefs. In paragraph 9, the narrator ponders, “For the first time in my life, I began to think about the different rules that apply to different people.” This self-reflection continues in paragraph 16 when the narrator thinks, “Something I saw in that woman’s eyes helped me understand why a person would risk going to jail for a bus seat.” In paragraph 21, the narrator sees firsthand a peaceful opposition to the segregation law and continues to question his/her

own understanding until the close of the passage: “Perhaps that woman’s defiance had made a difference after all.”

The uncle mutters angrily as chaos on the bus erupts.

Person versus Individual: In this event, the uncle responds negatively to the woman involved in the confrontation on the bus. In paragraph 5, the narrator observes the uncle: “‘Surely she knows that she needs to get up,’ my uncle muttered angrily, putting down his newspaper and staring at the immobile woman.” This stance is repeated in the uncle’s reaction as the confrontation unfolds in paragraph 9: “‘Well, if this doesn’t beat all,’ my uncle groaned as he looked out his window. ‘Now we’re going to be late for supper.’” The uncle views the exchange between the woman and the bus driver as only a negative impact on his commute without a larger consideration for how the confrontation is important. In paragraph 16, the uncle concludes his conversation with the narrator: “My uncle shook his head. ‘That’s just the way things are,’ he stated. ‘You’re too young to understand.’”

Incorrect Responses

The bus driver threatens to call the police.

Person versus Society: Although the bus driver’s frustration with the woman on the bus is apparent, the bus driver’s stance of calling the police adheres to the segregation laws that were in place at the time.

Person versus Self: Although the bus driver’s frustration is clearly evident while coping with the situation developing on the bus, the text does not provide any evidence that the bus driver is questioning himself or the segregation law.

The woman refuses to move to the back of the bus.

Person versus Individual: Although the woman’s stance during the confrontation on the bus represents a personal belief, the text provides no evidence of a personal conflict between her, the driver, or the other passengers.

Person versus Self: Although the woman’s stance is an important and personal one, the text provides no evidence of debating an inner struggle as the events take place in the passage.

The narrator ponders the idea of what is right.

Person versus Society: Although the young narrator observes a moment of protest against the segregation laws present at the time, the text does not illustrate that the narrator harbors opposition to the established societal rules or expectations. At this point in the narrator’s development, he/she is beginning to question his/her understanding but does not have the context to challenge the act of segregation.

Person versus Individual: Although the narrator observes a critical and formative event on the bus, the text does not provide any evidence to suggest the narrator has a

conflict with any character present. The narrator is inquisitive and questioning what he/she sees.

The uncle mutters angrily as chaos on the bus erupts.

Person versus Society: Although the uncle is disgruntled by the confrontation on the bus, the text gives no indication that the uncle's anger is directed toward the segregation laws or the societal expectations.

Person versus Self: Although the uncle is noticeably upset by the confrontation on the bus, the text does not provide any details to suggest he is questioning himself or his beliefs/outlook.

Question 2

What does the narrator first think when the woman does not give up her seat?

- A. The woman is daydreaming.
- B. The woman must not know the law.
- C. The woman is too tired to change places.
- D. The woman must not agree with the law.

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: A

Rationale A	Correct: The bus driver tells the woman to move in paragraph 3, but in the first instance the narrator simply thinks the woman must be “lost in a reverie of some kind” (paragraph 4), rather than consciously ignoring the demand that she give up her seat.
Rationale B	Some readers may choose this option because the narrator ascribes this motivation to the woman later in paragraph 6, after she consciously defies the bus driver; however, this is not the narrator’s first thought when the woman does not immediately give up her seat.
Rationale C	The woman reacts passively to the bus driver in paragraphs 4-8, and some readers may conclude she is tired and may choose this option; however, the narrator does not attribute her lack of compliance to her being tired. This is an important distinction, because the narrator really cannot imagine that she would consciously defy the law.
Rationale D	This option is plausible because it becomes apparent later (paragraph 12) that the woman does not agree with the law; however, that fact is only revealed later. The narrator first thinks she does not hear the command because she is in a daydream, a “reverie” (paragraph 4).

Question 3

Which four context clues from these sentences in paragraph 6 help readers determine the meaning of the word tumult?

Select the four words that apply.

The exasperated driver finally **stormed** back to where the woman was sitting. "I need that seat!" he **barked**. The woman continued to **ignore** the growing *tumult* that was **raging** around her. I was amazed. Was it **possible** that she was actually **unaware** of city laws? The driver was **angry**, yet he seemed uncertain about a proper **course** of action.

Benchmark: 7.4.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

DOK: II

Answer: x

Rationale:

For a full credit response, readers select the four words that help define the vocabulary term.

Correct Responses

stormed: Describing the action of the "exasperated" driver, the term "stormed" implies deliberate, harsh movements. The driver's body language is a reaction to the rage within him, and that rage contributes to the chaotic atmosphere on the bus, thus providing a clue to the meaning of tumult.

barked: Driven by anger, the driver "barked," rather than spoke calmly, to the woman. His verbal action, spurred by his frustration, contributes to the chaotic atmosphere on the bus, helping define tumult.

raging: The term "raging," which implies actions provoked by anger, directly describes the action of the tumult itself. Thus, "raging" provides a clue to the meaning of tumult.

angry: As anger is the cause of the driver's and others' harsh actions, which together create a chaotic atmosphere, anger is thus the cause of the chaotic atmosphere. The term "angry" provides a clue to the definition of tumult.

Incorrect Responses

ignore: The woman is able to dismiss the tumult but not because the tumult is calm. Text evidence makes clear the atmosphere on the bus is the opposite of calm, and the narrator is "amazed" the woman is able to "ignore" such chaos. The term "ignore" contradicts, rather than defines, tumult.

possible: Readers may be drawn to the idea that because the tumult came to be, it was "possible," or able to come about. However, "possible" refers to the ability of the woman's calmness to come about, or be "possible," despite the chaotic atmosphere.

unaware: Readers may select this answer if they assume the tumult, as well as the passengers who caused it, are "unaware" of the effect it has on the woman. The tumult, in other words, is oblivious to its harmful effects and continues to rage. However, "unaware" refers not to the tumult, but to the woman. The narrator wonders if the woman is "unaware of city laws," which clearly is not the case.

course: Readers may be drawn to this answer if they believe the tumult was the driver's chosen "course of action" for forcing the woman to move out of her seat. As it was already clear the angry taunts could not sway the woman, however, the "course" refers to another plan for forcing the woman to move, not the tumult. This notion is confirmed later in paragraph 6 when the driver threatens to call the police.

Question 4

In paragraph 2, the word looming creates a sense of

- A. surprise.
- B. frustration.
- C. confrontation.
- D. disappointment.

Benchmark: 7.4.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

DOK: II

Answer: C

Rationale A	This option may appeal to some readers because “the man” in paragraph 2 may be quite surprised that the woman does not stand, in violation of the law that states that “black and white people cannot sit in the same row on a bus” (paragraph 2). However, the fact that he is <u>looming</u> over her suggests a more menacing presence than an expression of surprise.
Rationale B	Some readers may choose this option if they feel “the man” in paragraph 2 is frustrated by the woman’s failure to move. However, frustration denotes a loss of patience at the lack of progress in a task. In this moment, the man has not had time to become frustrated. Rather, he is angry because she will not vacate her seat.
Rationale C	Correct: <u>Looming</u> means to appear large or threatening. The man in paragraph 2 is angry not only because the woman fails to obey the Montgomery, Alabama, law regarding black and white bus riders, but also because the woman “stared straight ahead, refusing to acknowledge the man” (paragraph 2). This close, intense moment clearly suggests the possibility of confrontation.
Rationale D	Some readers may be attracted to this option if they assume “the man” in paragraph 2 is disappointed in the woman’s behavior. However, disappointed is too weak a term to apply to the threatening presence of a white man who is ignored by a black woman refusing to move from a seat the man feels is rightfully his.

Question 5

Complete the chart to show two personal qualities for each character.

Drag each quality into the appropriate box.

Characters	Qualities
Narrator	
Narrator's uncle	
Woman on the bus	

Personal Qualities of Characters

- Courageous
- Impatient
- Curious
- Frustrated
- Stubborn
- Reflective

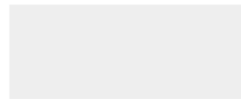
Question 5 Correct Answers

Complete the chart to show two personal qualities for each character.

Drag each quality into the appropriate box.

Characters	Qualities
Narrator	Curious
	Reflective
Narrator's uncle	Impatient
	Frustrated
Woman on the bus	Courageous
	Stubborn

Personal Qualities of Characters



(Options may appear in either order next to each category (“Characters”).)

Benchmark: 7.4.3.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOK: III

Answer: x

Rationale:

For a full credit response, readers identify the qualities of characters by dragging each quality into the appropriate box.

Correct Responses

Narrator

Curious: When the uncle expresses his wish to escape the situation, the narrator says, “I was secretly glad we were staying on the bus. I wanted to see what would happen to this brave and stubborn woman” (paragraph 9). At one point, the narrator wonders if

he/she should focus on his/her homework but decides, instead, to stay engaged with the moment because he/she “did not want to miss anything” (paragraph 10).

Reflective: Rather than blindly accepting city laws and growing angry like many of the passengers, the narrator watches the events with an open mind and asks probing questions. This allows him/her to finally begin “to think about the different rules that apply to different people” (paragraph 9). A few weeks later, contemplating the powerful effects of the event, the narrator realizes the courageous “woman’s defiance had made a difference after all” (paragraph 21).

Narrator’s uncle

Impatient: As the events proceed, the uncle grows anxious, groaning, “Well, if this doesn’t beat all... Now we’re going to be late for supper” (paragraph 9). Once the woman is forced off the bus, the uncle expresses relief, saying, “Thank goodness... Now we can get going” (paragraph 14). Eager to resume his normal schedule, the uncle is irritated by the event and glad when it ends.

Frustrated: The uncle’s frustration is evident in his words and actions toward the woman, especially when he “muttered angrily” while “staring at the immobile woman” (paragraph 5). When the woman calmly defies the bus driver, he joins in the chorus of disbelief from the other passengers, saying, “Now she’s done it... She’s gone too far this time” (paragraph 8). His irritation continues when he comments that the events are preventing him from arriving home on time (paragraph 9).

Woman on the bus

Courageous: Despite threats and “the growing tumult that was raging around her” (paragraph 6), the woman’s calm, determined refusal to give up her seat is testament to her bravery. The narrator believes the woman is “brave” (paragraph 9) and finds it “odd how two powerful men were forcing her up the aisle, and yet she seemed stronger than both of them” (paragraph 13).

Stubborn: Despite multiple attempts to force the woman out of her seat, she refuses to move or even acknowledge the people barking orders at her (paragraphs 2, 6, and 10). When the police arrive and chastise her, she continues to stand up for herself and the greater cause, becoming “angry” and saying sharply, “Why do you all push us around?” (paragraph 12). Even the narrator states the woman is “brave and stubborn” (paragraph 9).

Incorrect Responses

The character/qualities pairings shown are supported by the most, and the most specific, text evidence. Any other combinations are not well supported by the text.

Question 6

Complete the cause and effect chart.

Drag the three effects into the appropriate circles.

Effects

Black people give up their seats.

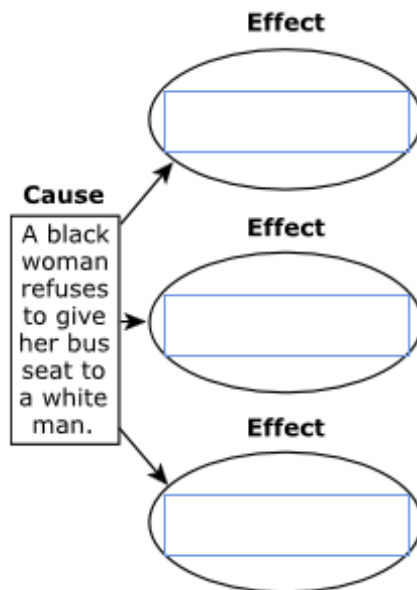
White adults become angry.

The narrator rides the bus with uncle.

The woman is arrested.

An unjust law is changed.

Black people refuse to ride buses.

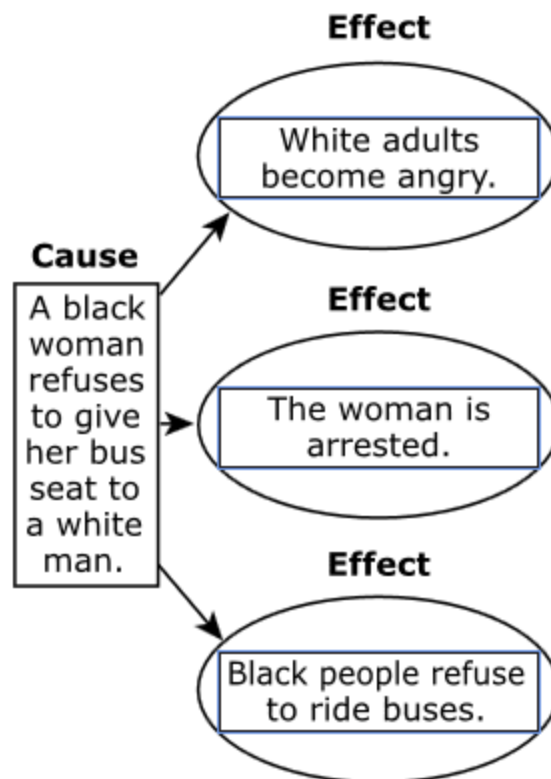
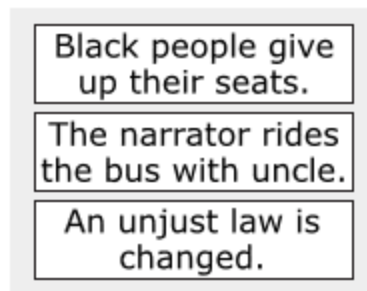


Question 6 Correct Answers

Complete the cause and effect chart.

Drag the three effects into the appropriate circles.

Effects



(Options may appear in any order.)

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: III

Answer: x

Rationale:

For a full credit response, readers identify the three effects of the causes by dragging the effects into the boxes.

Correct Responses

White adults become angry: The black woman's refusal to give up her seat causes anger on many fronts. The uncle speaks at the woman "angrily" (paragraph 5), and the white "man without a seat...made his impatience known" (paragraph 5). The longer the woman refuses to surrender, the more heated "the growing tumult that was raging around her" becomes (paragraph 6). Taunting the woman, "People all around her were whispering in angry voices" (paragraph 10).

The woman is arrested: In response to the woman's unyielding determination, the bus driver calls the police. The woman refuses to respond to the officers' words, and they eventually force her up and out of the bus (paragraph 13). That she was arrested is made clear in paragraph 18, when two weeks later another bus driver explains, "She's being tried in court today."

Black people refuse to ride buses: Two weeks after the incident on the bus, the narrator boards the same bus, this time noticing "None of the other passengers were black.... Black people were walking home" (paragraph 17). The driver explains the absence of black passengers, their refusal to pay the city in bus "fares" (paragraph 21), is because the woman is "being tried in court today" for refusing to give up her seat (paragraph 18).

Incorrect Responses

Black people give up their seats: Although there were no black passengers on the bus two weeks after the incident, they had not given up their seats. Rather than an act of surrender, their absence from the bus is one of support and bold defiance. The incident does not cause black people to give up their seats, it causes them to stand up against unjust city laws (paragraph 21).

The narrator rides the bus with the uncle: Two weeks after the incident, the narrator meets up with his/her "uncle after school as usual" (paragraph 17) and boards the same bus again. However, as indicated in paragraph 1, the narrator has ridden this bus to his/her uncle's house out of necessity many times before. The incident does not cause him/her to ride the bus. Riding the bus is routine when he/she visits the uncle.

An unjust law is changed: Readers may be drawn to this option if they rely on prior knowledge or interpret the story's final line, "Perhaps that woman's defiance had made a difference after all" (paragraph 21), as a sign the unjust segregation laws have been changed. The black passengers' protest and the woman's upcoming trial, however, make it clear that laws have not yet been changed.

Question 7

The following paragraph was taken from a newspaper account of the same events described in the passage.

The commute home from work was disrupted for some bus travelers in the city yesterday afternoon. A woman onboard a bus refused to give up her seat to a white passenger. After repeated warnings, police were summoned. They removed the woman from the bus, which resumed its normal operations.

How does the passage differ from the newspaper account?

- A. The newspaper account includes details about the arrival of the police.
- B. The passage focuses on the day the woman refused to give up her seat.
- C. The newspaper account mentions commuting troubles the events caused.
- D. The passage reveals the emotional effect of the events on the other bus riders.

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: III

Answer: D

Rationale A	This option is plausible because it is true; however, the passage also includes such details (paragraphs 11-13), so it is not a point on which the passage and newspaper account differ.
Rationale B	Both the newspaper account and the passage focus on the day the woman refused to give up her seat. Although there are differences in style (an impartial, journalistic tone in the newspaper versus an informal, first-person point of view in the passage) the subject matter for

	both is the same.
Rationale C	This option may attract some readers because the passage mentions such troubles (paragraphs 17-21), but the newspaper account does, too. Therefore, this is not a point on which they differ.
Rationale D	Correct: The greatest difference between the passage and the newspaper account is that the passage shows the effect of this event on other bus riders, most notably the narrator, who remarks in paragraph 9, "For the first time in my life, I began to think about the different rules that apply to different people."

Question 8

Which phrase best describes the second bus driver in the passage?

- A. Gruff, because of the lack of riders that day
- B. Offended, because the uncle asks him a question
- C. Curious, because of the information in the newspaper
- D. Perceptive, because he is aware that the woman is being tried in court

Benchmark: 7.4.3.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOK: III

Answer: A

Rationale A	Correct: The driver observes black people walking home, and the narrator describes him as “clearly annoyed” (paragraph 20). He responds to the suggestion that there is a connection between the lack of riders and the trial by gruffly shutting off the discussion.
Rationale B	It is plausible to think the bus driver might be offended by the situation or by the uncle’s question in paragraph 19, but the driver seems more irritated than offended when he says, “Don’t ask me.... My job is to drive.”
Rationale C	Some readers might choose this option because the uncle is curious; however, the driver does not seem curious at all. In fact, he wants to end the discussion when he states in paragraph 20, “Don’t ask me.”
Rationale D	Some readers might choose this option because it is obvious a connection between the lack of riders and the trial exists; however, the driver does not state the connection and even seems unwilling to reach that conclusion.

Question 9

Which method did the author use to illustrate that most characters in the passage accept the city law of the time?

- A. Describing the uncle's sigh of relief when the woman is removed from the bus
- B. Including the police officer's response to a surprising question the woman asks
- C. Emphasizing the bus driver's angry threat to have the woman arrested
- D. Portraying the people's obvious expectations that the woman follow orders

Benchmark: 7.4.6.6

Analyze how an author develops and contrasts the points-of-view of different characters or narrators in a text, including those from diverse cultures.

DOK: III

Answer: D

Rationale A	Some readers may select this option because the uncle's sigh (paragraph 14) does say something about the uncle, who is more concerned about his schedule than about justice. However, it does not say anything about the law per se.
Rationale B	Correct: The fact that those who enforce the law have no response to the question "Why do you all push us around?" (paragraph 12) other than to say, "I don't know, but you're breaking the law" (paragraph 13) indicates that the unjust law is part of a much larger racist system. This system has been allowed to operate unquestioned for so long by those in control that, despite the obvious unfairness, racist laws such as this one have become embedded in the city's cultural fabric.
Rationale C	This option may appeal to some readers because it involves a law that is unjust; however, this threat does not in itself show that the law cannot be explained in any reasonable way.
Rationale D	This option is plausible because the people on the bus do expect the woman to follow orders, but that expectation does not on its own show that the law is part of a system of racist laws that advantage white people at the expense of people of color.

Question 10

Read this sentence from paragraph 8.

The driver glared at the woman, then turned and marched up the aisle and out of the bus.

The author uses the word marched most likely to

- A. indicate that the woman has defeated the driver.
- B. suggest that the driver is going to quit his job.
- C. indicate that others on the bus support the driver.
- D. suggest that the driver is angered by the woman.

Benchmark: 7.4.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

DOK: II

Answer: D

Rationale A	This option may attract some readers because the woman remains while the driver leaves. However, while she may be successful in the long run, at this point, she is about to be arrested, and the word <u>marched</u> suggests he is summoning the police.
Rationale B	This option is plausible because the driver is frustrated and the word <u>marched</u> is often used when someone storms out of a situation. However, there is no hint that the driver is angry at his employer but rather at the woman. This is evident when he returns to the bus after the woman is taken by the police.
Rationale C	Others on the bus support the driver (paragraphs 8 and 10), making this plausible, but use of the word <u>marched</u> does nothing to suggest the support of others.
Rationale D	Correct: The word <u>marched</u> has military connotations and also suggests a more powerful, purposeful means of walking. The driver's gait shows his anger at the woman's intransigence and the resulting disruption to the bus schedule.

Question 11

Paragraph 17 is important to the plot because it shows that the bus

- A. has a different driver than usual.
- B. always follows its usual schedule.
- C. is usually full when people leave work.
- D. provides transportation throughout the day.

Benchmark: 7.4.3.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOK: II

Answer: C

Rationale A	This option may appeal to some readers who believe the first driver has been replaced by the second driver because of the former's actions on the day the woman refuses to give up her seat. However, nothing in the text supports the idea the previous driver has been replaced. Furthermore, the new driver has nothing directly to do with the plot. The conversation between the new driver and the narrator's uncle could have taken place between the first driver and the uncle.
Rationale B	This option is plausible because the bus is running as usual regardless of a lack of riders, which some readers may view as a comment on the attitudes of the white citizenry. However, the bus schedule in paragraph 17 does not directly relate to the plot.
Rationale C	Correct: This fact is important to the plot because it indicates that the woman's refusal to give up her seat has a profound effect on the community. This idea is explored further in paragraph 21, as the narrator muses on "all those untaken rides, and all those unpaid fares," and surmises, "Perhaps that woman's defiance had made a difference after all."
Rationale D	This option may attract some readers because it is true, but the fact that the bus provides transportation throughout the day does not relate to the plot.

Question 12

Which quotation from the passage best shows the lasting effect of the events on the narrator?

- A. "Now we're going to be late for supper."
(paragraph 9)
- B. "If we weren't so far from home, I'd say we could get out and walk."
(paragraph 9)
- C. "For the first time in my life, I began to think about the different rules that apply to different people."
(paragraph 9)
- D. "As my uncle resumed reading his newspaper, I wondered briefly if I should catch up on my homework."
(paragraph 10)

Benchmark: 7.4.3.3

Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

DOK: II

Answer: C

Rationale A	This quote from the uncle in paragraph 9 is plausible because it shows an effect on the narrator and his/her uncle; however, this is an immediate effect and does not have lasting impact on the narrator.
Rationale B	This statement, uttered by the uncle in paragraph 9, is plausible because it shows the uncle's impatience and frustration; however, the uncle's attitude has an immediate, rather than a lasting, impact on the narrator.
Rationale C	Correct: This option shows a major shift in how the narrator views the world, and the fact that he/she identifies this as an important moment suggests the events have a lasting influence.
Rationale D	This is a plausible option because the narrator's decision on whether or not to catch up on his/her homework shows an effect on the narrator; however, this decision will have a short-term, rather than lasting effect on him/her.

Question 13

Which statements are supported by evidence in the passage?

Select each statement that applies.

- The police officers who arrest the woman feel sympathy for her.
- The scene on the bus makes the narrator more aware of how black people are treated.
- The black people who give up their seats are upset with the woman who refuses to give up her seat.
- The black people in the city show support for the woman after her arrest.

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: x

Rationale:

For a full credit response, readers select the two statements supported by passage evidence.

Correct Responses

The scene on the bus makes the narrator more aware of how black people are treated: In paragraph 2, the narrator states, “In Montgomery, Alabama, the law states that black and white people cannot sit in the same row on a bus. I guess I had never really thought about this before.” As the events unfold, the narrator expresses his/her growing awareness when he/she acknowledges, “For the first time in my life, I began to think about the different rules that apply to different people” (paragraph 9).

The black people in the city show support for the woman after her arrest: A few weeks after the incident on the bus, the narrator notices the bus is empty of black passengers. Instead of paying a fare to ride the bus, they walk home in support of the woman who was arrested. The narrator “thought of all the half-empty buses in the city,

all those untaken rides, and all those unpaid fares. Perhaps that woman's defiance had made a difference after all" (paragraph 21).

Incorrect Responses

The police officers who arrest the woman feel sympathy for her: The officer responds to the woman's question, "Why do you all push us around?" (paragraph 12), with the answer, "I don't know, but you're breaking the law" (paragraph 13). The phrase "I don't know" could be taken to mean he agrees with the woman and feels sorry for her. However, the way the "two powerful" officers "were forcing her up the aisle" a few moments later suggests they had very little sympathy for her (paragraph 13).

The black people who give up their seats are upset with the woman who refuses to give up her seat: Although the woman was chastised with "angry voices" and "unkind" statements (paragraph 10), text evidence does not support that the chastisement came from the black people who gave up their seats. In fact, the black people's absence from the bus a few weeks later shows they strongly supported her decision and would not have criticized her at the time of the incident (paragraph 21).

Question 14

Details in the last paragraph of the passage suggest that

- A. the woman had intended to hurt the bus company.
- B. the people on the bus will join those refusing to ride the bus and the bus company's drivers will be fired.
- C. the bus company's policy will change because it is losing money since the woman captured the public's attention.
- D. the decision in the court case will force the bus company to change.

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: C

Rationale A	Some readers might choose this option because of words like “defiance,” which suggests a will to oppose the unjust system; however, no textual evidence supports she intended to force the issue on that day or that she wanted to hurt the company out of revenge.
Rationale B	This option seems plausible only because of the sympathetic attitude of the narrator, who still remains on the bus. As paragraph 10 notes, the other riders on the bus were “whispering in angry voices” and saying many “unkind things” about the woman after she refused to give up her seat, clearly demonstrating they were not in support of her decision; thus, it is unlikely they would join the subsequent boycott. Also, since the driver was enforcing a city law that existed at the time, there would be no plausible reason for him to be fired.
Rationale C	Correct: The last paragraph explicitly mentions the buses are “half-empty,” resulting in “unpaid fares.” These references contribute to the idea that the woman’s actions and the ensuing economic impact will force an eventual change in the law.
Rationale D	This option is plausible because the law is unjust in this instance, but text evidence does not suggest the decision in the courthouse will actually decide matters for the bus company. All the evidence points toward an economic solution.

Question 15

The passage describes an important series of events that happened on a bus.

Drag the events from the passage into the order in which they happened with the first event at the top.

A bus is too crowded to accommodate newcomers in the front rows.

One man irritably indicates to a passenger that she move.

The bus driver threatens to call the police.

The narrator's uncle complains that they will be late for supper.

The woman shouts at the police.

The bus is unusually empty of black passengers.

Benchmark: 7.4.3.3

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: 1

Answer: x

Rationale:

For a full credit response, readers stack the events of the story in the order in which they happen in the passage.

Correct Responses

1st A bus is too crowded to accommodate newcomers in the front row: In paragraph 1, the narrator explains “The bus was crowded, as usual, but we managed to find two seats in the fourth row.”

2nd One man irritably indicates to a passenger that she move: In paragraph 5, the narrator says, “The man without a seat stood over the woman and made his impatience known.”

3rd The bus driver threatens to call the police: In paragraph 6, the bus driver becomes frustrated with the woman and threatens her by saying, “Well, then, I’ll call the police to have you arrested”

4th The narrator’s uncle complains that they will be late for supper: In paragraph 9, after the bus driver storms off the bus, the narrator’s uncle groans and says, “Now we’re going to be late for supper. If we weren’t so far from home, I’d say we could get out and walk.”

5th The woman shouts at the police: After the police try to force the woman out of her seat, she shouts back at them, “Why do you all push us around?” (paragraph 12).

6th The bus is unusually empty of black passengers: Two weeks after the incident, the narrator and his/her uncle board the bus again. This time, they find the bus “was practically empty, which was unusual in itself. After we took our seats, however, I noticed something else. None of the other passengers were black” (paragraph 17).

Incorrect Responses

Any other order presented is incorrect because it will not reflect the order in which events happened.

Section 2: Rivulet

Question 1

According to the poem, which water source affects the water level in the small pool?

- A. Water from the rivulet
- B. Water from the rain
- C. Water from the ocean
- D. Water from the sea

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: 1

Answer: B

Rationale A	Some readers may be attracted to this option because the rivulet collects in the pool. However, rainwater would affect the pool far more than a rivulet, according to stanza 3.
Rationale B	Correct: In stanza 3, the pool is described as “the kind that dries / when there is no rain.” So rainwater would affect the pool by filling it.
Rationale C	The rivulet believes it will reach the ocean (“the rivulet says / that the deep ocean awaits” (lines 17-18)). This option may appeal to readers who think the opposite is true as well—that the ocean can flow back into the rivulet. However, the ocean would have no effect on the water level in the pool.
Rationale D	Stanza 2 describes “important waters” waiting for the stream “out at sea”; however, this does not affect the pool’s water level.

Question 2

Which sentence best summarizes lines 1–7?

- A. A drop of rain collects in a small pool.
- B. A wide river rushes over different kinds of stones.
- C. A creek fills a dry pool near a meadow.
- D. A little stream passes through a field of grass.

Benchmark: 7.4.2.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

DOK: II

Answer: D

Rationale A	Readers may be attracted to this option because lines 12-16 of the poem describe the small pool in which the rivulet eventually collects. However, lines 1-7 describe the small stream of water moving through the grass.
Rationale B	Some readers might be attracted to this option because lines 1-7 describe water passing “among smooth stones.” However, “thread” implies the rivulet is a small stream, not a wide river.
Rationale C	Although the water from the rivulet collects in a pool near a meadow, lines 1-7 only describe the rivulet passing through the meadow.
Rationale D	Correct: “[T]hread of water” (line 6) and the footnote indicate the rivulet is a little stream. Lines 1-2 describe the meadow through which the rivulet passes.

Question 3

In line 6, the word thread refers to

- A. the sound made by the water.
- B. the size of the stream of water.
- C. the stones rolling in the moving water.
- D. the grass growing along the edge of the water.

Benchmark: 7.4.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

DOK: II

Answer: B

Rationale A	Line 5 describes the “light laughter” made by the rivulet, which might attract some readers to choose this option; however, <u>thread</u> in this poem refers to the physical quality of the rivulet as a thin, continuous strand of water.
Rationale B	Correct: “[T]here goes the thread of water” informs readers the rivulet is narrow and slight.
Rationale C	Lines 3-4 describe the stones at the bottom of the stream. Some readers might be attracted to this option if they think the stones are moving in the water. However, the water does not move the stones, but moves “among” them.
Rationale D	Some readers might be attracted to this option because lines 1-2 refer to the “tender grass.” However, the water is running along a path through grass, but the thread is not the grass itself.

Question 4

Why is the rivulet unable to reach the ocean?

Select two reasons why the rivulet is unable to reach the ocean.

Then, select one set of lines that supports your answer.

Reasons	Support
It is not long enough.	"with its ringing, singing, light laughter,/ there goes the thread of water./ Rivulet." (lines 5-7)
It collects in a pool.	"But a few steps from/ its fountain spring," (lines 12-13)
It will evaporate in the sunlight.	"it collects in a small pool—/ the kind that dries/ when there is no rain." (lines 14-16)
It flows under the ground.	"And the rivulet says/ that the deep ocean awaits." (lines 17-18)

Benchmark: 7.4.1.1

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

DOK: 1

Answer: x

Rationale:

For a full credit response, readers select the appropriate reasons and support.

Correct Responses

Reasons

It collects in a pool: Line 14 directly states the rivulet "collects in a small pool."

It will evaporate in the sunlight: Lines 15-16 clearly imply evaporation when they describe the kind of pool “that dries / when there is no rain.”

Support Phrase

“it collects in a small pool— / the kind that dries / when there is no rain”: In lines 8-11, the rivulet is hurriedly racing toward the sea. However, in lines 14-16, readers are told that just before it reaches the sea, it is detained and “it collects in a small pool— / the kind that dries / when there is no rain.” The rivulet is unable to reach the sea because it will remain in the small pool and evaporate in the sunlight.

Incorrect Responses

Reasons

It is not long enough: Although the rivulet is halted “a few steps from / its fountain spring” (lines 12-13), the rivulet’s short length is not a cause, but rather an effect, of its inability to reach the ocean. The text evidence explains that once “it collects in a small pool” (line 14) its journey is over, and the water “dries / when there is no rain” (lines 15-16).

It flows under the ground: Although the rivulet’s origin is a “fountain spring” (line 13), implying it arose from the ground, its origin does not prevent the rivulet from reaching the ocean. The small pool beyond the spring does.

Support Phrase

“with its ringing, singing, light laughter, / there goes the thread of water. / Rivulet”: Readers might select lines 5-7 if they focus on the word “goes” and perceive the rivulet as “going away.” However, in the second stanza, it is made clear the rivulet “goes hurriedly” toward the ocean, not away from the ocean. Also, the path of the rivulet gives no indication that it will not reach the ocean at this point in the poem’s text.

“But a few steps from / its fountain spring”: Readers might select lines 12-13 because these lines are the first indication of a potential obstacle in the rivulet’s journey. However, readers do not discover what the obstacle is until lines 14-16 when the rivulet reaches the pool where its journey ends.

“And the rivulet says / that the deep ocean awaits”: Readers might select lines 17-18 if they assume the rivulet’s journey has continued until this point in the poem. However, the rivulet’s journey ends in lines 14-16. In lines 17-18, the poet merely expresses the rivulet’s continued desire to reach the ocean.

Question 5

Which phrases from the poem reflect the goal of the rivulet?

Select each phrase that applies.

- “there goes the thread of water”
(line 6)
- “important waters, it says, / are waiting for it”
(lines 9 and 10)
- “it collects in a small pool”
(line 14)
- “And the rivulet says / that the deep ocean awaits”
(lines 17 and 18)

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: III

Answer: x

Rationale:

For a full credit response, readers select the two phrases that reflect the rivulet’s goal.

Correct Responses

“important waters, it says, / are waiting for it”: The “important waters” refer to the “sea” (line 11), or “deep ocean” (line 18), which is the rivulet’s goal. In addition, “are waiting for it” (line 10) implies the waters have been expecting the rivulet for some time, confirming the waters are the rivulet’s destination.

“And the rivulet says / that the deep ocean awaits”: The term “awaits” implies the ocean is expecting the rivulet’s arrival. In addition, since the rivulet claims to know what the ocean is doing, it is clear the ocean is where the rivulet intends to travel.

Incorrect Responses

“there goes the thread of water”: An observation of only the first stanza and its structure may lead readers to think “the thread of water” is the rivulet’s goal because the phrase punctuates a description of a journey (lines 1-5). The “deep ocean” (line 18), however, is the rivulet’s goal. The first stanza describes the rivulet’s origin.

“it collects in a small pool”: The rivulet’s journey eventually carries it to “a small pool” (line 14). However, based on the rivulet’s declaration “that the deep ocean awaits” the rivulet’s arrival (line 18), it is clear the ocean was the rivulet’s goal. Unfortunately, the rivulet did not make it.

Question 6

The poet creates a different mood within each stanza. Which word describes the mood of stanzas 1–3?

Drag the three words into the appropriate boxes.

Stanza 1	Stanza 2	Stanza 3	Stanza 4
<input type="text"/>	<input type="text"/>	<input type="text"/>	Hope

Words that Describe Mood

Purpose
Joy
Challenge

Question 6 Correct Answers

The poet creates a different mood within each stanza. Which word describes the mood of stanzas 1–3?

Drag the three words into the appropriate boxes.

Stanza 1	Stanza 2	Stanza 3	Stanza 4
Joy	Purpose	Challenge	Hope

Words that Describe Mood

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Benchmark: 7.4.6.6

Analyze how an author develops and contrasts the points-of-view of different characters or narrators in a text, including those from diverse cultures.

DOK: III

Answer: x

Rationale:

For a full credit response, readers identify the mood of each stanza by dragging the moods into the appropriate boxes.

Correct Responses

Stanza 1

Joy: The description of the fertile, bright setting and the “ringing, singing, light laughter” (line 5) of the rivulet convey a jovial mood in the first stanza. Joy is also conveyed in the stanza’s metered rhythm and use of assonance and alliteration.

Stanza 2

Purpose: Stanza 2 is where the rivulet first reveals the destination for which it strives—the “sea” (line 11). These “important waters, it says, / are waiting for it,” implying the sea has been expecting the rivulet and the rivulet is now filled with a sense of urgency and purpose. This pointed determination is also conveyed in the stanza’s brevity—it is the shortest stanza in the poem.

Stanza 3

Challenge: Before the rivulet can travel far, it “collects in a small pool” (line 14) and can flow no farther. In addition to facing the challenge the pool poses, the rivulet must also face the threat of evaporation (lines 15-16). Contributing to the mood of the stanza, the em dash in line 14 provides a pause, a barrier, preventing the text, like the rivulet, from flowing smoothly forward.

Incorrect Responses

Stanza 1

Purpose: Although the rivulet moves and “goes” (line 6) somewhere, the first stanza does not offer details or techniques that imply a purposeful mood. At this point in the poem, the rivulet, as well as the poem itself, is merely meandering “with its ringing,

singing, light laughter” (line 5), and its purpose, its destination, has not yet been revealed.

Challenge: Although the rivulet must wind around meadow stones, the language in the first stanza does not indicate this was a challenge for the rivulet. Instead of having to force itself around the objects, the rivulet merely “goes” (line 6), or meanders, “among smooth stones / and golden stones” (lines 3-4) as it rings, sings, and laughs (line 5).

Stanza 2

Joy: Although the rivulet may feel joy at the thought of its destination, this joy is not apparent in the second stanza. Neither the language nor the structure conveys the rivulet is joyful, especially when compared to the rivulet’s obvious joy in the first stanza as it meanders, rings, sings, and laughs (line 5).

Challenge: Although its hurried movement (line 8) could imply the rivulet is concerned something will eventually prevent it from reaching its destination, the challenge itself does not arise until the third stanza. In the second stanza, the rivulet’s focus is fixed intently on its destination, its purpose, and little else.

Stanza 3

Joy: Although the rivulet’s journey ends in a small body of water, the “small pool” (line 14) is not its destination, the place where it would feel the most joy. Rather, the pool is a barrier, a challenge, preventing the rivulet from reaching its destination, its joy.

Purpose: The rivulet ends its journey “in a small pool” (line 14) and evaporates. However, as clearly indicated in the previous stanza, the pool was not its destination, its primary purpose. Like the rivulet’s physical evaporation, the rivulet’s sense of purpose has been temporarily removed by the challenge presented in the third stanza.

Question 7

Read lines 9–11.

important waters, it says,
are waiting for it
out at sea.

What do these lines tell readers about the rivulet?

- A. Where the rivulet wants to go
- B. Why the rivulet will fail to reach the ocean
- C. Why the waters are essential to the rivulet
- D. What to expect once the rivulet reaches the sea

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: A

Rationale A	Correct: “[O]ut at sea” lets readers know the rivulet wants to go into the ocean.
Rationale B	Some readers might be attracted to this option because stanza 3 describes the pool that halts the rivulet’s progress.
Rationale C	The ocean is described as having “important waters,” which might attract some readers to this option. However, the text does not indicate what is essential about those “waters.”
Rationale D	Although lines 9-11 state “important waters... / are waiting for it,” the lines do not describe what will happen to the rivulet when it reaches the ocean.

Question 8

Which characteristic best describes the rivulet?

- A. Successful
- B. Confused
- C. Motivated
- D. Disappointed

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: C

Rationale A	Some readers might confuse the rivulet's resolve with an attitude of being successful. However, the rivulet is determined and patient about reaching the sea, as indicated in stanza 4, but it has not yet succeeded in its goal.
Rationale B	The rivulet tries to reach the sea but is stopped by the pool. Some readers might think the rivulet is confused about where it should go. However, no textual evidence supports the rivulet is confused.
Rationale C	Correct: Stanza 2 of the poem indicates the rivulet is motivated to reach the sea because "important waters... / are waiting for it." Stanza 4 re-emphasizes the rivulet is certain the ocean will continue to wait for it: "And the rivulet says / that the deep ocean awaits" (lines 17-18).
Rationale D	The rivulet does not make it to the sea, which may suggest to some readers the poem is about being disappointed. However, stanza 4 indicates the rivulet believes the ocean will wait for it, which demonstrates the rivulet's continuing optimism.

Question 9

Which pair of lines best expresses how the speaker feels about the rivulet?

- A. Lines 3 and 4
- B. Lines 6 and 7
- C. Lines 15 and 16
- D. Lines 19 and 20

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: III

Answer: D

Rationale A	Some readers may choose this option because the mellifluous use of assonance in “smooth stones / and golden stones” suggests a pleasant feeling tone. However, lines 3-4 form a prepositional phrase, “among smooth stones / and golden stones,” which identifies the path of the rivulet. Despite their fluid sounds, these lines describe a location rather than express a feeling.
Rationale B	This option may appeal to some readers because the speaker uses the metaphor “thread” to describe the rivulet’s narrow path and consider it to express an emotional response. However, lines 6-7 continue the description of the flowing rivulet, “there goes the thread of water” (line 6) and name the subject, “Rivulet” (line 7), rather than express the speaker’s feeling about the rivulet.
Rationale C	Some readers may be attracted to this option if they interpret lines 15-16 to mean the speaker feels sadness about the nature of the “small pool” (line 14). However, lines 15-16 describe the climatic reality for the pool in the absence of rain, “the kind that dries / when there is no rain,” rather than express a sentimental sense of loss.
Rationale D	Correct: These two emphatic lines, “Fine with me if it says so / and if it believes so!” (lines 19-20) express the speaker’s emotional agreement with the rivulet’s assertion that it is ocean bound.

Question 10

The rivulet is in a hurry because it believes that the

- A. pool is dry.
- B. fountain is near.
- C. ocean is waiting.
- D. rain is approaching.

Benchmark: 7.4.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: 1

Answer: C

Rationale A	Readers might be attracted to this option because the pool is described as “the kind that dries / when there is no rain” (lines 15-16). However, the text does not suggest the pool is dry at the moment.
Rationale B	A fountain spring is just a few steps away, but this is not the reason the rivulet is in a hurry: “important waters” (line 9) await its arrival, causing its haste.
Rationale C	Correct: Stanzas 2 and 4 indicate the rivulet believes the ocean is waiting for it: “important waters, it says, / are waiting for it / out at sea” (lines 9-11) and “the rivulet says / that the deep ocean awaits” (lines 17-18).
Rationale D	Stanza 3 mentions the pool being the type that dries with lack of rain. This may lead some readers to assume rain is coming; however, the speaker does not discuss approaching rain in the poem.

Section 3: The Sightless Artist

Question 1

Which description best represents the main topic of the article?

- A. The challenges of a blind artist growing up in Turkey
- B. The participation of a blind artist in scientific experiments
- C. The abilities of a blind artist from Turkey
- D. The process a blind artist uses to create his paintings

Benchmark: 7.5.2.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

DOK: III

Answer: C

Rationale A	The challenges are covered in paragraph 2 when the author describes how Armagan did not attend school and “spent much of his childhood drawing on cardboard with a nail, using his fingers to ‘see’ the lines he had made.” In paragraph 8, the author refers to Armagan as “the little boy who, without sight or formal education, taught himself to create beautiful art.” These challenges make Armagan’s story remarkable, but they are not the main idea of the article.
Rationale B	Esref Armagan takes part in scientific experiments only in paragraphs 4, 5, and 6. Armagan’s participation in these experiments only reinforces the idea that he has special abilities, and are not the main topic of the article.
Rationale C	Correct: This option encompasses the entire article. In paragraph 2, the author states, “Armagan has been an accomplished artist for more than 40 years. His artistic achievement is no small feat, considering the fact that the Turkish artist was born without sight.” The other options are details in the article that support this main idea.
Rationale D	In paragraph 3, the author explains how Esref Armagan creates his paintings. However, Armagan’s artistic process is only a supporting detail in the article about a blind artist’s life and astonishing abilities; thus, it is not the main idea.

Question 2

In paragraph 3, the author compares Armagan touching his drawings to

- A. reading books that are printed in Braille.
- B. etching an image into canvas.
- C. applying colors to paintings.
- D. remembering objects that have been touched before.

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: 1

Answer: A

Rationale A	Correct: The author makes this analogy in this statement from paragraph 3: "Then Armagan 'reads' his drawing by touch just as others read books using Braille."
Rationale B	Readers might be attracted to this option because Armagan etches an image into canvas to create his art (paragraph 3), and they may see the literal connection between the two actions. However, the figurative comparison is with reading Braille.
Rationale C	Some readers may select this option if they focus on the steps Armagan takes to use different colors in his painting (paragraph 3). However, this is a description of the actual process Armagan uses, and not an analogy.
Rationale D	One method Armagan uses when painting is to use "memories of objects he has touched before" (paragraph 3). However, this method is not compared to Armagan touching his drawings.

Question 3

The author's main purpose for writing the article is most likely to

- A. inform readers about the creative process of an artist.
- B. explain to readers how a part of the human brain works.
- C. instill in readers an appreciation for individual accomplishment.
- D. persuade readers to celebrate an artist for his work.

Benchmark: 7.5.6.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

DOK: III

Answer: C

Rationale A	In paragraph 3, the author explains the steps Armagan employs when he paints. This information is necessary in order for readers to understand the author's main purpose of the article: to appreciate what people are capable of doing in difficult situations.
Rationale B	The author explains in paragraph 6 that the "visual cortex" is "the part of the brain that makes sense of information coming in through the eyes." This explanation, however, is a detail in the article that helps the author achieve a broader purpose: to instill in readers an appreciation for what people can do.
Rationale C	Correct: It is clear from the overall tone, the heading "A Continuing Inspiration," and the final sentence that the author wants readers to be inspired by Armagan and appreciate what individuals can do when faced with difficult challenges.
Rationale D	In paragraph 7, the author states Armagan "wants to be remembered for his work, not for the unusual way he creates his art." However, in paragraph 8, the author says, "Armagan will probably be remembered as much for his story as for his paintings" and goes on to say, "Esref Armagan's example proves that human accomplishment is limitless."

Question 4

Based on paragraph 3, readers can conclude that Armagan's paintings

- A. are especially colorful.
- B. usually resemble the drawings of others.
- C. are rarely inspired by memories.
- D. take a long time to complete.

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: D

Rationale A	Readers may be drawn to this option because paragraph 2 mentions Armagan painted “colorful birds” when he was a child; in paragraph 3, the author provides the steps Armagan uses while painting, including “using one color at a time to avoid smearing.” However, no textual evidence supports the idea that the paintings he is creating now are especially colorful.
Rationale B	According to paragraph 3, Armagan sometimes “uses the drawings of a sighted person, touching the paper and feeling the lines of the other artist’s pen.” However, he also uses his memory to paint and draws by touch, “just as others read books using Braille.”
Rationale C	According to paragraph 3, “Armagan uses memories of objects he has touched before . . . as a reference for what he is currently painting.”
Rationale D	Correct: This inference can be made based on the drying time between the application of different colors, as described in paragraph 3, and the sentence, “Little by little, a picture emerges.” Readers can conclude that it takes Armagan a long time to complete a painting.

Question 5

Read paragraph 5.

In paragraph 5, which phrase helps readers understand the meaning of perspectives?

Select the phrase that supports the meaning of perspectives.

The scientists studying Armagan wanted to understand how much of human vision actually occurs in the brain, so they conducted a series of experiments. First, they asked Armagan to feel three objects—a cone, a cube, and a ball—and then draw them from different points of view. Armagan amazed the scientists with his ability to accurately represent these shapes from many *perspectives*.

Benchmark: 7.5.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

DOK: II

Answer: x

Rationale:

For a full credit response, readers select the phrase that supports the meaning of the vocabulary word.

Correct Response

“different points of view”: In paragraph 3, the author explains the process Armagan uses to create art. He “uses memories of objects he has touched before” and “the drawings of a sighted person, touching the paper and feeling the lines of the other artist’s pen.” In paragraph 5, the scientists ask Armagan to “feel three objects” and then draw them using this process. Since the objects (“a cone, a cube, and a ball”) are of all different shapes and sizes, readers can infer Armagan is able to “see” them in different ways (from “different points of view”) by depicting their different volume and spatial relationships. The phrase “points of view” means the same as perspectives in this context.

Incorrect Responses

“much of human vision”: Readers might select this phrase from paragraph 5 if they think the word “vision” refers to observing objects from a new perspective. However, “human vision” in this context refers to the study of the human brain as it relates to sight and how “scientists studying Armagan wanted to understand” (paragraph 5) how his brain works. The word “vision” in this context does not help readers understand the meaning of perspectives as it is used in the text.

“occurs in the brain”: Readers might select this phrase from paragraph 5 if they associate what “occurs in the brain” with the process of spatial reasoning Armagan uses to create art. Although the phrase explains why scientists want to learn about the biological functions of Armagan’s brain through “a series of experiments” (paragraph 5), the phrase does not help readers understand the meaning of perspectives as it is used in the text.

“amazed the scientists”: Readers might select this phrase from paragraph 5 if they focus on the use of the word “amazed” and the effect Armagan’s ability had on the scientists. Although the phrase describes the surprised reaction scientists had after conducting a series of experiments in which they learned Armagan has the “ability to accurately represent” shapes in his drawings despite his inability to see, the context in which the phrase is used does not help readers understand the meaning of perspectives as it is used in the text.

“represent these shapes”: Readers might select this phrase from paragraph 5 if they associate the word “represent” with having the ability to visualize and then draw the shapes from different angles. However, the phrase literally describes Armagan’s ability to accurately draw an image of “a cone, a cube, and a ball” without visual cues. Although the phrase relates to the process of drawing, it does not help readers understand the meaning of perspectives as it is used in the text.

Question 6

According to paragraph 6, the visual cortex is sometimes referred to as “the Mind’s Eye” because it

- A. is part of the brain.
- B. provides additional light for seeing in the dark.
- C. is constantly active.
- D. interprets information gained from the sense of sight.

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: III

Answer: D

Rationale A	In paragraph 6, the visual cortex is described as “part of the brain.” This fact alone, however, is not why the visual cortex is also known as “the Mind’s Eye.”
Rationale B	Some readers may choose this option if they misinterpret the sentence in paragraph 6, “Armagan’s visual cortex was as active as that of a sighted person’s while he was drawing, even though Armagan was unable to see light,” to mean the visual cortex provides additional light. The fact that the visual cortex is active even in a blind person leads scientists to conclude that people can “see” even when they are blind.
Rationale C	Scientists discovered Armagan’s visual cortex is active when he is drawing (paragraph 6). This discovery does not mean, however, the visual cortex is constantly active.
Rationale D	Correct: In paragraph 6, the author states that the visual cortex is “the part of the brain that makes sense of information coming in through the eyes.”

Question 7

Which word best describes the author's tone throughout the article?

- A. Formal
- B. Impressed
- C. Envious
- D. Sympathetic

Benchmark: 7.5.6.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

DOK: II

Answer: B

Rationale A	Some of the diction and syntax may seem formal to young readers. For example, in paragraphs 5-6, the author uses specific terminology to describe the series of experiments scientists conducted to better understand Armagan's gift. However, while the article is informative, there are a number of elements throughout it (e.g., employing the active, rather than passive voice; using analogies in paragraphs 2-3; beginning paragraph 3 with a question to the audience) that create an overall tone that is more casual and conversational than formal.
Rationale B	Correct: The author accentuates the positive aspects of the subject's life, rather than dwelling on the negative aspects. For example, in paragraph 2, the author says, "The finished pieces, however, looked nothing like the simple paintings children often produce. Instead, he created beautiful pictures of colorful birds, still life paintings of flowers, and even portraits of famous people."
Rationale C	Some readers may perceive the author's amazement at Armagan's accomplishments as showing envy. For example, the author describes Armagan's work in paragraph 2 as "nothing like the simple paintings children often produce," also stating that "Armagan amazed the scientists with his ability to accurately represent these shapes from many perspectives" (paragraph 5). However, no textual evidence supports that the author wishes he possessed Armagan's skills or is anything more than inspired by Armagan's talent.
Rationale D	Some readers may be drawn to this option when the author says in paragraph 2, "Like many other blind children in Turkey, Armagan did

	not attend school.” However, because the author focuses more on what Armagan accomplishes (as in the description of Armagan’s paintings in paragraph 2) than on Armagan’s visual challenge, the tone is more positive than sympathetic.
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Question 8

Read this summary of the article about a blind artist.

Which detail should be removed from the summary?

Select the detail that should be removed from the summary.

Esref Armagan is a blind Turkish artist who produces pictures of colorful birds, flowers, and people. To create his art, he needs to feel an object or a painting of an object. Armagan carves his images into canvas or wood and then applies paint over a period of days. Scientists wanting to learn about how the brain processes the sight sense have asked Armagan to help them with research. **Armagan is asked to feel shapes and then recreate them by using his painting process.** They have learned that the part of the brain that is associated with sight is just as active in a person without sight as one with sight. Armagan's contributions to art and science have become invaluable.

Benchmark: 7.5.2.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

DOK: II

Answer: x

Rationale:

For a full credit response, readers select the detail that should be removed from the summary of the article.

Correct Response

“Armagan is asked to feel shapes and then recreate them by using his painting process”: Although this detail describes the steps in the process scientists used to study Armagan's artistic abilities, it repeats information provided earlier (“To create his art, he needs to feel an object or a painting of an object”). Also, this detail is specific to the experiment being conducted by the scientists. This specificity makes the detail too particular for the summary when compared to the other necessary details that give a broader understanding of Armagan and his artistic ability.

Incorrect Responses

“To create his art, he needs to feel an object or a painting of an object”: Readers might select this detail if they determine this statement is too specific, and the statement “Armagan is asked to feel shapes and then recreate them by using his painting process” better fits a general summary of the article. However, the latter detail describes specific steps in the scientists’ process and is unnecessary to a general understanding of the article. This detail, on the other hand, more generally explains how Armagan creates art without going into the specifics of the experiments.

“Armagan carves his images into canvas or wood and then applies paint over a period of days”: Readers might select this detail if they think a summary of the article should focus only on the scientific study of the brain and its association to sight. However, this detail explaining how Armagan transfers images onto canvas or wood is necessary to understanding how the human brain adapts and functions in the absence of sight, while also serving as a general description of his own process.

“Scientists wanting to learn about how the brain processes the sight sense have asked Armagan to help them with research”: Readers might select this detail if they believe a summary of the article should include only details about Armagan and the process he uses to create art. However, this is a necessary detail that explains why scientists felt it was important to study Armagan as part of their research.

“They have learned that the part of the brain that is associated with sight is just as active in a person without sight as one with sight”: Readers might select this detail if they think the information related to the anatomy of the brain and its association with sight is unnecessary to summarize the article about Armagan and the process he uses to create art. However, this is a necessary detail to explain how Armagan's artistic ability is possible on a scientific level.

Question 9

The article explains how Esref Armagan completes his creative process.

Select the phrases that complete the sentences.

Armagan creates his art by first . Then he before finally applying the paint .

Question 9 Correct Answers

The article explains how Esref Armagan completes his creative process.

Select the phrases that complete the sentences.

Armagan creates his art by first . Then he before finally applying the paint .

Benchmark: 7.5.3.3

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: 1

Answer: x

Rationale:

For a full credit response, readers select the words in each dropdown that correctly complete the sentences.

Correct Responses

1st inline choice

etching an image

2nd inline choice

reads shapes by hand

3rd inline choice

one color at a time

The author explains how Esref Armagan completes his creative process in paragraph 3, which states, “First, he etches an image into canvas or wood. Then Armagan ‘reads’ his drawings by touch just as others read books using Braille. Next, he applies paint, using one color at a time to avoid smearing.... Sometimes he uses the drawings of a sighted person, touching the paper and feeling the lines of the other artist’s pen. He creates portraits and landscapes using this process.”

Incorrect Responses

1st inline choice

carving a shape: Readers might select “carving a shape” if they believe Armagan began his painting process by first deeply digging a definitive outline of his subject. The article directly states, however, that Armagan “First...etches an image into canvas or wood.” These marks were not deep carvings, but fine indented lines, or etchings, which allow Armagan to “read” the surface image “just as others read books using Braille.” Secondly, the article explains Armagan’s final step is to paint on layers of color until “a picture emerges” (paragraph 3), implying that a definitive shape is not visible until the end of his process. Prior to forming a complete picture of his subject, Armagan simply “etches an image,” or creates a vague, undefined shape which he later defines and solidifies.

picturing a scene: Readers might select “picturing a scene” because in paragraph 3 the author also mentions “Armagan uses memories of objects he has touched before, such as a pet parakeet, as a reference for what he is currently painting.” However, the mention of Armagan “picturing” his scene comes after the process of etching the image and reading the shapes by hand.

2nd inline choice

draws on canvas: Readers might select “draws on canvas” as the second step in the process because the author states in paragraph 3, Armagan “etches an image into canvas or wood.” However, Armagan draws, or etches, on canvas or wood as part of the first step in his process to create art. He then uses touch to trace the image with his hands before painting.

uses his memories: Readers might select “uses his memories” as the second step in the process because in paragraph 3 the author mentions “Armagan uses memories of objects he has touched before, such as a pet parakeet, as a reference for what he is currently painting.” However, Armagan uses his memories during the third step of the process when applying paint to the canvas or wood to complete a picture: “After waiting a few days for the paint to dry, he applies another color. Little by little, a picture emerges.”

3rd inline choice

using a nail: Readers might select “using a nail” if they believe the order of steps in the process Armagan uses is reflected in the information provided in paragraph 2. In paragraph 2, the author states Armagan “spent much of his childhood drawing on cardboard with a nail, using his fingers to ‘see’ the lines he had made.” However, this statement does not reflect the third step in the process Armagan uses as an adult to complete a painting, which is applying the paint (“...he applies paint, using one color at a time to avoid smearing”) (paragraph 3).

with a special paintbrush: Readers might select “with a special paintbrush” because in paragraph 2 the author states, “Later, Armagan experimented with colored pencils and oil paint, applying the paint with his fingers rather than a brush.” In focusing on this statement and not following the order of the process Armagan uses in paragraph 3, readers might infer that Armagan uses his hands to apply color.

Section 4: You Used to Be Homeschooled? / What School Do You Go To?

Question 1

Which idea is important in both articles?

- A. Homeschooling prevents development of meaningful relationships.
- B. Homeschooling provides the best preparation for college.
- C. Homeschooling is more academically challenging than public schooling.
- D. Homeschooling is difficult for many people to understand.

Benchmark: 7.5.2.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

DOK: II

Answer: D

Rationale A	This option may appeal to some readers because in “You Used to Be Homeschooled?” the author states in paragraph 3 that she wants to “meet friends that I would grow up with and keep for a lifetime.” However, in “What School Do You Go To?” the author asserts that her close relationships are with friends she knows while she is homeschooled (paragraph 9).
Rationale B	Nicole Perkins suggests homeschooling has helped her as she is taking her courses at college and the university in paragraph 11. The fact that she is “younger than the bulk of my friends” suggests her homeschooling experience prepared her well for college. Kamala Baudichon, however, is a high school student when she writes the article and does not discuss preparation for college.
Rationale C	Some readers may choose this option if they consider Kamala Baudichon’s description of how homeschoolers need to be self-disciplined because of the interruptions to their day in paragraph 2 of “You Used to Be Homeschooled?” However, Baudichon states at the end of paragraph 2 that “public school can be just as challenging.” In “What School Do You Go To?” Perkins does not imply homeschooling

	is better academically than public school. Her main focus is on the social relationships in each setting (paragraph 9).
Rationale D	Correct: In both articles, the authors imply many people do not understand homeschooling. Nicole Perkins discusses the “awkward silences” when someone asks about her schooling (paragraphs 5-6), and Kamala Baudichon describes the misconceptions people have about homeschoolers: “not doing anything, no school if you just aren’t in the mood for it, waking up late, long breaks” (paragraph 1).

Question 2

Which factor motivated the authors of both articles to attend public school?

- A. Seeking friends
- B. Overcoming shyness
- C. Becoming a teenager
- D. Needing specialized classes

Benchmark: 7.5.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: II

Answer: A

Rationale A	Correct: Both authors are motivated to attend public high school in order to meet new peers and develop more friendships. Perkins discusses this impetus in paragraph 8 (“I was tired of having a small group of friends and no acquaintances”), and Baudichon provides the same inclination in paragraph 3 (“I wanted to . . . meet friends that I would group up with and keep for a lifetime”).
Rationale B	Some readers may choose this option because Perkins describes wanting to break out of her “shy shell” in paragraph 8. However, Baudichon does not make any mention of feeling shy in her article.
Rationale C	Some readers may choose this option because both authors are teenagers when they choose to attend public school. However, being a teenager in itself is not the reason why either one of them decide to attend public school.
Rationale D	Baudichon explains her mother thinks public school would have “many different teachers who specialize in their subjects” (paragraph 3). However, Perkins does not mention academic reasons at all when she discusses the public school experience.

Question 3

Which argument does Kamala Baudichon use to suggest homeschooling is more challenging than public schooling?

- A. Homeschoolers take few breaks during the day.
- B. Public school peers encourage each other.
- C. Homeschoolers study a classical curriculum.
- D. Public school has easier assignments.

Benchmark: 7.5.8.8

Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

DOK: II

Answer: B

Rationale A	Readers may choose this option because paragraph 1 is dedicated to the common misconception that homeschoolers have a very flexible and easy schedule, which Baudichon goes on to explain is not the case. This idea is not the most compelling reason homeschooling is more challenging, however.
Rationale B	Correct: The author spends much of paragraph 2 discussing the difficulties of working on one's own and developing the necessary self-discipline to learn in an environment without peers. The author writes of the benefit that "public-schooled kids get from being in a building where hundreds of other students are all doing the same thing" (paragraph 2) and contrasts this with the self-motivation required by homeschooled students.
Rationale C	This option may be attractive because paragraph 2 discusses how the author's mother chose a curriculum that was classical or "heavy on history, lots of grammar and some pretty difficult literature." However, the author then states, "public school can be just as challenging" (paragraph 2).
Rationale D	Readers may be drawn to this option because the author outlines a challenging homeschool curriculum and uses descriptors like "heavy" and "difficult" at the end of paragraph 2. The public school curriculum, however, offers frequent types of assignments ("homework, projects, surprise pop quizzes and finals" (paragraph 2)). However, the actual quality or rigor of assignment types is not compared.

Question 4

In paragraph 2, the phrase “create your own gravity” means homeschoolers must

- A. discipline themselves to study independently.
- B. take all subjects seriously.
- C. discover for themselves how to make friends.
- D. stay on a rigid schedule.

Benchmark: 7.5.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

DOK: III

Answer: A

Rationale A	Correct: According to the author, homeschoolers have to be disciplined because they may be interrupted by the “phone” or “visiting guests.” They do not have the advantage of “being in a building where hundreds of other students are all doing the same thing” (paragraph 2).
Rationale B	In paragraph 2, the author describes her mother’s curriculum choices as “classical . . . heavy on history, lots of grammar and some pretty difficult literature.” Given the difficulty of the curriculum, some readers may think homeschoolers need to take all of their subjects very seriously to be successful. However, at the beginning of paragraph 2, the author states, “The responsibility to learn is in your own hands and that takes a lot of self-discipline.” In short, the author’s discussion of creating one’s own “gravity” is really about being self-disciplined without outside peer support.
Rationale C	In paragraph 2, the author refers to “hundreds of other students,” which some readers could take as a reference to potential friends. However, the author is not using the phrase “create your own gravity” in paragraph 2 in relation to making friends, but instead to learning self-discipline.
Rationale D	Some readers may choose this option if they think the author is defensive about others’ perceptions of “waking up late” and taking “long breaks” that she mentions in paragraph 1. However, the author discusses creating “your own gravity” in paragraph 2 in spite of the fact

	that the day may be full of interruptions. She is not referring to creating a rigid schedule but to developing the necessary skills to cope with a fluctuating schedule that may occur when homeschooled.
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Question 5

Why did Kamala Baudichon attend public high school?

- A. She wanted to change her image as an uncommitted homeschooled student.
- B. She lacked interest in the classical literature her mother required her to read.
- C. She wanted to experience the challenges of a larger social network.
- D. She lacked the organizational skill necessary to succeed as a homeschooled student.

Benchmark: 7.5.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: 1

Answer: C

Rationale A	Some readers may choose this option because paragraph 1 explains how challenging countering people’s predetermined notions of what it means to be homeschooled can be. However, the author does not say she feels others see her as an uncommitted student or that she is bothered by others’ perceptions of homeschoolers. She simply states, “This was never the case with me” (paragraph 1).
Rationale B	This option may appeal to readers because the author describes the curriculum her mother chooses as “heavy on history” with “some pretty difficult literature” (paragraph 2). She goes on to explain this may or may not be any more challenging than public school, however. She also does not suggest she does not like this type of curriculum.
Rationale C	Correct: In paragraph 3, the author talks about feeling the need for something more: “I wanted to experience the drama of high school and meet friends that I would grow up with and keep for a lifetime.”
Rationale D	Some readers may choose this option because in paragraph 2 the author discusses the importance of self-discipline in the homeschooling environment. However, the text does not suggest she cannot handle this challenge.

Question 6

In paragraph 3, what did Kamala Baudichon’s mother mean when she said public school teachers “specialize in their subjects”?

- A. They bring varied teaching styles to public schools.
- B. They think all of their students are uniquely talented.
- C. They devote time exclusively to particular areas of study.
- D. They have many years of teaching experience in public schools.

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: C

Rationale A	Teachers who “specialize in their subjects” refers to having extensive knowledge and familiarity in the subject area being taught. It does not refer to <i>how</i> the material is taught.
Rationale B	This option may be interpreted to mean all students are special. Students are not subjects, however. Teachers who specialize in subjects are focusing on subject matter, not the students they teach.
Rationale C	Correct: The author’s mother makes this comment to provide a positive reason for the author to attend public school. Having teachers who are devoted to their particular subject areas is an advantage of public education over homeschooling, where only one person instructs every subject.
Rationale D	This option may be attractive to readers because teachers “who specialize in their subjects” may indeed have been in teaching for a long time. However, teachers who are new to the field can also be subject-matter specialists.

Question 7

In contrast to Kamala Baudichon’s opinion, Nicole Perkins believes that homeschooling

- A. limited her social connections.
- B. helped her avoid negative influences.
- C. prepared her well for the future.
- D. enabled her to form strong friendships.

Benchmark: 7.5.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: II

Answer: D

Rationale A	Though Nicole Perkins expresses a preference for a few close friends in paragraph 9, she acknowledges in paragraph 8 she “was tired of having a small group of friends and no acquaintances.” She recognizes that homeschool limits her social connections. Likewise, Kamala Baudichon says she “felt a little isolated from the teenage world” (paragraph 3).
Rationale B	Some readers may choose this option because Nicole Perkins says in paragraph 12 she has “avoided a lot of things I’m glad I didn’t have to go through.” However, Kamala Baudichon says in paragraph 4 in her article, “I have developed a strong sense of self, which helps me to not be so influenced by others.” Both authors believe homeschool has helped them stay away from negative influences.
Rationale C	Nicole Perkins discusses her appreciation for her homeschooling in paragraph 12 when she implies she is willing to try new things because of her background. In a similar way, however, Kamala Baudichon states, “homeschooling has prepared me to make the best out of my high school years” (paragraph 4).
Rationale D	Correct: Nicole Perkins expresses a preference for a small group of friends in paragraph 9. Kamala Baudichon, in contrast, expresses a preference for wanting to “meet friends that I would grow up with and keep for a lifetime” (paragraph 3).

Question 8

In her early years, how did Nicole Perkins feel when people asked which type of school she attended?

- A. Uncomfortable
- B. Isolated
- C. Uninterested
- D. Irritated

Benchmark: 7.5.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: 1

Answer: A

Rationale A	Correct: The author expresses the discomfort she felt when others found out she was homeschooled when she states, “How many awkward silences have I created with that answer! Where does one go from there?” (paragraph 6).
Rationale B	This option may be attractive because the author describes being alone, including that “there are no classmate references, no sport rivalries, no inside jokes” (paragraph 6) and later, that she needs to break out of her “shy shell” (paragraph 8). However, while she admits to feeling shy, she does not imply she feels isolated. Rather, in paragraph 9, she discusses how lucky she is to have her close friends.
Rationale C	Some readers may choose this option if they interpret Nicole’s reference to the question as being a conversation ender (paragraph 5) to mean she has no interest in talking about it. However, the question ends the conversation because the people involved have no common ground, not because the topic is uninteresting (paragraph 6).
Rationale D	Although the author describes the situation as awkward, she never suggests she is irritated by people who ask what she refers to as “a seemingly innocent question.” Instead, she seems to accept that “What school do you go to?” is a natural question from people her age.

Question 9

Based on her article, readers can conclude that Nicole Perkins believes

- A. public schools have excellent instructors.
- B. close friends significantly influence students.
- C. opportunities to make acquaintances increase with age.
- D. classroom experience with older students improves performance.

Benchmark: 7.5.6.6

Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

DOK: II

Answer: B

Rationale A	Some readers may choose this option because the author mentions how much she loves her instructors in paragraph 10. However, she is referring to instructors in college, not in public high school. The only discussion of her academic experience in public high school is to say, “It wasn’t that I couldn’t handle it; it wasn’t that I hated class or didn’t fit in” (paragraph 9).
Rationale B	Correct: In paragraph 9, the author realizes she does not want what high school has to offer her: “acquaintances who just knew my name.” Her brief public school experience causes her to reevaluate what she already has: “A small group of incredibly amazing individuals who I can count on no matter what.” Based on this new-found awareness, the author states, “I decided to keep my friendships, pursue my advanced education and drop the high school” (paragraph 10).
Rationale C	Some readers may be attracted to this option because, in paragraph 8, the author mentions that she initially wanted to try a public high school because she wanted more opportunities to make friends. However, the author appears to have kept the same few friends as before. In addition, she does not specifically mention age as a factor in making friends.
Rationale D	This option might be attractive because the author notes, “I’m constantly exhausted with permanent dark rings under my eyes, I fret over upcoming deadlines and dates” (paragraph 11), and then goes on immediately to say she is “younger than the bulk of my friends.” Despite the fact that they are next to each other, however, these two sentences are not causally related.

Question 10

Which phrase best describes what revert to means in paragraph 6?

- A. Refer to something that has been said before
- B. Correspond about something in secret
- C. Rewrite something to improve its effectiveness
- D. Laugh at something with a companion

Benchmark: 7.5.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

DOK: II

Answer: A

Rationale A	Correct: The author comments that when someone is homeschooled and shares no school experiences with peers, he/she cannot turn to exchanging inside jokes or information to relieve “awkward silences” in conversation. In this context, <u>revert to</u> refers to falling back on common shared experiences often used for conversation topics.
Rationale B	Because of the word “inside” in paragraph 6, some readers may think the reference is to something secretive. However, while inside jokes may be secretive, <u>revert to</u> is not referring to the jokes themselves but to the action of returning to them.
Rationale C	Some readers may think <u>revert to</u> means to redo, or in this case, to rewrite. However, the author is not referring to writing but to having common experiences to use for conversation topics.
Rationale D	Because of the reference to jokes, some readers may automatically think of laughter and be drawn to this option. However, the words <u>revert to</u> are describing the action of returning back to the jokes, not the response to the jokes themselves.

Question 11

In paragraph 9, anonymously means

- A. with deep thought.
- B. without being known.
- C. with great confusion.
- D. without much excitement.

Benchmark: 7.5.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

DOK: II

Answer: B

Rationale A	Because the author is thinking about her late-night discussions with her close friends in paragraph 9, some readers may think she is walking the hallway deep in thought. However, <u>anonymously</u> refers to being unknown to the other students around her, which she contrasts with having friends “who know every incredibly minor detail about my life.”
Rationale B	Correct: <u>Anonymously</u> means the author is unknown by the other students as she walks down the hallway. Readers can deduce this meaning by using context clues when the author says, “I didn’t care if I had acquaintances who just knew my name.”
Rationale C	The author writes in paragraph 7 that she was homeschooled from age 5 to 15, so it may seem she is confused walking through the hallway of her new public high school. However, the author goes on to reference her close friends versus acquaintances at the high school who may only know her name, and no textual evidence indicates she is confused.
Rationale D	Some readers may choose this option if they focus on the author’s thought that she “realized how lucky I was.” Since the author was describing her realization of the benefits of homeschooling, some readers may believe she is no longer excited to be walking through the halls of the high school she had wanted to attend. However, the fact that she is walking <u>anonymously</u> through the halls does not mean she is without excitement, but instead that she feels unknown. This is a catalyst of her realization about the benefits of homeschooling. In addition, she says she “didn’t care if [she] had acquaintances who just knew [her] name” (paragraph 9).

Question 12

Which statement best describes Nicole Perkins's tone in "What School Do You Go To?"

- A. She uses humor to discuss a serious situation.
- B. She writes formally to convey important information.
- C. She writes conversationally to connect with readers.
- D. She uses slang expressions to impress young readers.

Benchmark: 7.5.6.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

DOK: II

Answer: C

Rationale A	This option may be attractive because the author uses humor occasionally throughout the article. For example, she says in paragraph 7 she is a "preschool dropout." However, most of the article, including her inclusion of a number of serious topics (e.g., her decision to stop attending public high school in paragraph 10) is written in a matter-of-fact manner. Despite the occasional funny aside, the article's overall tone is not humorous.
Rationale B	Some readers may choose this option because the author conveys important information about her own experiences throughout the article. However, the author's use of every-day vernacular (e.g., "I admit, just before my freshman year of high school, I had a meltdown" (paragraph 8)) demonstrates a tone that is relaxed and personal as opposed to formal.
Rationale C	Correct: The author uses ellipses, contractions, and other conversational elements. The article tries to show the author's experience and is written from a very informal point of view.
Rationale D	Because the author refers to a "cool lunch box" in paragraph 7 and breaking out of her "shy shell" in paragraph 8, some readers may choose this option. However, no evidence exists to support the idea the author is writing to a young audience.

Question 13

Nicole Perkins quit high school after one term because she

- A. appreciated a more flexible schedule.
- B. needed to be academically challenged.
- C. preferred having a few close friends.
- D. felt prepared to enroll in college classes.

Benchmark: 7.5.3.3

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOK: II

Answer: C

Rationale A	Some readers may select this option because, in paragraph 8, the author recalls how she longed for “a world of freedom,” which she believed she would find in high school. She also describes her very busy schedule in paragraph 11, which includes work and classes. However, the “world of freedom” referenced in paragraph 8 refers to anticipated social freedoms at high school, not a more flexible schedule at home, and the busy schedule in paragraph 11 occurred after she already quit high school and returned to the home school environment.
Rationale B	Some readers may select this option if they think the author’s statement that “[i]t wasn’t that I couldn’t handle it” (paragraph 9) means she is not academically challenged. However, Nicole does not discuss the academic situation of attending public school; she focuses on her personal relationships instead (paragraph 9).
Rationale C	Correct: The author only lasts one term in high school because of her realization of “how lucky I was. What’s better than having five friends that mean the world to you?” She wants to return to her former world of a few friends rather than being in a setting where she “had acquaintances who just knew my name” (paragraph 9).
Rationale D	This is an attractive option because, upon the author’s departure from high school back to the home school environment, she enrolls in college classes. However, she did not withdraw from public high school because she felt ready for the classes. Paragraph 9 explains her reasoning when she decided to leave high school, and her decision was based on social factors and friends. In paragraph 10, after she leaves high school, she enrolls in “a couple classes” in college.

Question 14

Both articles discuss some elements of homeschooling and public school.

Based on the information in the articles, select the type of school that applies to each element listed.

Element	Homeschooling	Public School
Opportunities for socialization	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Unplanned interruptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Self-motivation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Unexpected quizzes and projects	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: x

Rationale:

For a full credit response, readers select the type of school that is demonstrated by each element in the first column.

Correct Responses

Opportunities for socialization

Public School: In selection 1, Kamala Baudichon, a homeschooler, “felt a little isolated from the teenage world” and began attending public school because she “wanted to experience the drama of high school and meet friends that I would grow up with and keep for a lifetime” (paragraph 3). In selection 2, Nicole Perkins mentions the “awkward silences” that often arose in social situations with her public school peers because “she has no classmate references, no sport rivalries, no inside jokes to revert to” (paragraph 6). She finally grew tired of being limited to only a few friends in homeschool and looked forward to the opportunity to meet new people and establish acquaintances in public school, which she refers to as “a world of freedom” (paragraph 8). Later, she continued

her public school education at the college level and “fell in love with the instructors, the classes and the people” (paragraph 10).

Unplanned interruptions

Homeschooling: In selection 1, Kamala Baudichon explains she experienced many more interruptions while attending school at home than at a public school. Public school, where large groups of students follow similar schedules, offers “its own kind of gravitational field that sucks you in and it’s just easier to go with the flow” (paragraph 2). In contrast, she states, “When you are homeschooled you have to create your own gravity, even when the phone keeps interrupting it or visiting guests expect you to skip school for the week because they think your schedule is so flexible” (paragraph 2).

Self-motivation

Homeschooling: In selection 1, Kamala Baudichon explains being homeschooled requires self-discipline and focus to stay on task. Unlike public schooling, where students follow similar schedules and are motivated by one another, with homeschooling “The responsibility to learn is in your own hands and that takes a lot of self-discipline” (paragraph 2).

Unexpected quizzes and projects

Public School: In selection 1, Kamala Baudichon discusses the challenges of both being homeschooled and attending public school. Regarding public school, she states, “But don’t get me wrong, public school can be just as challenging with all the homework, projects, surprise pop quizzes and finals—things I didn’t have much of as a homeschooler” (paragraph 2). In selection 2, Nicole Perkins explains attending a community college (public school) is stressful and requires juggling many tasks and projects, and she reveals, “I fret over upcoming deadlines and dates” (paragraph 11).

Incorrect Responses

Opportunities for socialization

Homeschooling: Although homeschooling provides a degree of socialization through outside classes and small groups of close friends, both selections offer substantial evidence that public school offers more opportunities to meet people and partake in varied social experiences.

Unplanned interruptions

Public School: Although surprise quizzes often occur in public schools, they are part of the schedule rather than an interruption. In addition, selection 1 offers evidence that homeschool creates an environment that invites more interruptions, based on the text.

Self-motivation

Public School: Although public school's homework, projects, and tests require healthy student motivation, according to Baudichon, much of that motivation arises from the shared experience of many students operating on the same schedule. In addition, both selections provide clear evidence proving that homeschooling requires more self-motivation because it lacks the pre-established schedules of public schools.

Unexpected quizzes and projects

Homeschooling: Although homeschooling often involves challenging curricula, selection 1 makes clear homeschooling does not involve the pop quizzes and projects that occur at public schools.

Question 15

Which phrase means the same as dually enrolled in paragraph 11?

- A. Competing with older students and meeting deadlines
- B. Taking at least two classes at the same time
- C. Attending a college and a university
- D. Working full time while taking classes

Benchmark: 7.5.4.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

DOK: II

Answer: C

Rationale A	This option may be attractive because the author mentions being “younger than the bulk of my friends” and how she frets “over upcoming deadlines and dates.” However, she is speaking about the results of being <u>dually enrolled</u> , not explaining the meaning of <u>dually enrolled</u> .
Rationale B	Some readers may choose this option if they focus on “dually” and think it refers to two things. However, while she may be taking two or more classes at the same time, the context of the sentence makes it clear she is talking about being simultaneously enrolled at the college and the university.
Rationale C	Correct: The author states in paragraph 10 she “enrolled in the Lane Community College” to take a couple of classes. Then in paragraph 11, she states she is <u>dually enrolled</u> at both the college and the university. Thus, she is taking some classes at the college referred to in paragraph 10 while also taking some different classes at the university.
Rationale D	The author mentions “working far too many hours to pay for it” in reference to her going to school, but the text does not explicitly indicate she is working full time. Also, she pays for her double-enrollment at the university and the college through her work; she is not <u>dually enrolled</u> in work.

Question 16

Which paragraph best implies Nicole Perkins has been a successful student?

- A. Paragraph 8
- B. Paragraph 9
- C. Paragraph 10
- D. Paragraph 11

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: D

Rationale A	In paragraph 8, the author states she “wanted to branch out into a new world; a world of freedom.” This might be attractive if read as the author’s desire to pursue new academic interests because she has successfully outgrown homeschooling. However, the author is discussing her hopes for a greater social life in the public high school, not her desire for new scholastic opportunities.
Rationale B	Paragraph 9 discusses how the author enrolled in a class but felt estranged from her former close knit social life. She says her lack of desire to be in high school had nothing to do with her class and suggests she could handle the challenge of it: “It wasn’t that I couldn’t handle it; it wasn’t that I hated class or didn’t fit in.” The implication is that she was an able student; however, the focus here is not on her overall academic success.
Rationale C	Paragraph 10 discusses how the author drops out of her high school class and enrolls in community college. She says she “[i]mmmediately...fell in love with the instructors, the classes and the people.” These facts suggest ambition on her part; however, nothing in paragraph 10 indicates her particular abilities as a student.
Rationale D	Correct: The author states how she is dually enrolled and a full time student. She is “a full time student” and is “exhausted” but very happy with her current situation (paragraph 11). The fact that she is functioning with a dual enrollment while still high-school aged supports the idea she is a serious and successful student.

Question 17

Which event in the article indicates the point when Nicole Perkins realized she prefers homeschooling over public high school?

- A. Attending high school for one term
- B. Falling in love with her college classes
- C. Joining emotional discussions with friends
- D. Having a meltdown before her freshman year in high school

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: A

Rationale A	Correct: When the author attends high school for one term, she realizes she prefers her small group of friends she has through her homeschooling experience over the many acquaintances she can have in public school (paragraph 9). This realization changes her attitude about homeschooling and the reason for her meltdown in paragraph 8. Previously, she had thought she needed to “branch out into...a world of freedom” (paragraph 8). After trying that “freedom,” she realizes that idea is not what she needs at all. She never returns to public school but goes on to college instead (paragraph 10).
Rationale B	While falling in love with her college classes shows the author has positive feelings about her schooling situation, she changes her mind about attending public school and accepting her homeschooling situation before she goes to college.
Rationale C	Because the author states she wants these late-night discussions with her small group of friends, some readers may think these discussions are what make her realize she does not want to attend public school. However, the discussions themselves are not what illuminate her thinking, the memory of the discussions do. She does not appreciate these discussions until she experiences the types of relationships available to her in public school.
Rationale D	This option may appeal to some readers because it identifies what appears to be a dramatic event in the author’s life (paragraph 8).

	However, this event reveals the author's dissatisfaction with homeschooling and is ultimately what drives her to attend public high school.
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Question 18

Which sentence best expresses an important message in both articles?

- A. Seeking challenges makes a person stronger.
- B. Clear expectations help people become more confident.
- C. Different educational approaches offer different advantages.
- D. Proceeding carefully with major life changes is important.

Benchmark: 7.5.2.2

Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

DOK: II

Answer: C

Rationale A	This option may be attractive to readers because the author of “You Used to Be Homeschooled?” writes in paragraph 2, “[i]n some ways, homeschooling is more challenging,” which she appears to enjoy. She also writes in paragraph 3 that she “needed more of something,” which some may interpret as meaning she is looking for more of a challenge, but she is actually referring to a desire for increased social opportunities. Although she mentions challenge in paragraph 2, she does not explain how challenge can make a person stronger. In “What School Do You Go To?”, the author writes in paragraph 11 of some of the challenges she has chosen, including dual-enrollment and working to pay for it, but she does not mention how challenges made her a stronger person as a main idea.
Rationale B	Some readers may choose this option because the author of “You Used to Be Homeschooled?” mentions in paragraph 2 that “my mother was there to keep me in line,” which suggests the author knew what was expected of her when she was homeschooled. In “What School Do You Go To?”, the author mentions she frets “over upcoming deadlines and dates” in paragraph 11, which suggests that she, too, is fully aware of her responsibilities while attending both the community college and the university. However, the author of “You Used to Be Homeschooled?” goes on to explain “When you are homeschooled you have to create your own gravity” (paragraph 2), which suggests that even though her mother sets up clear rules for her, she still needs to depend on her own self-discipline to complete her school work. The author of “What School

	<p>Do You Go To?” may be aware of her deadlines, but she does not suggest these expectations help her gain confidence. Both authors speak with gratitude for how their homeschooling experience helped them prepare for subsequent experiences, but neither author implies the aspect of dealing with clear expectations directly resulted in increased confidence.</p>
Rationale C	<p>Correct: Although the author of “You Used to Be Homeschooled?” specifically states how beneficial homeschooling was for her (“my mother’s choice of curriculum was classical, which is heavy on history, lots of grammar and some pretty difficult literature,” paragraph 2), she also indicates the challenges and experiences public school students face also prepare people for the future (“I have developed a strong sense of self, which helps me to not be so influenced by others. I think I’m very fortunate to have a bit of both worlds” (paragraph 4)). The author of “What School Do You Go To?” describes how homeschooling prepared her to meet the challenges of community college and dual-credit courses in paragraphs 10-11, which are in turn preparing her for future challenges.</p>
Rationale D	<p>Readers may be attracted to this option because the author of “You Used to Be Homeschooled?” talks in paragraph 3 about how she took a few steps at a time to transition into high school, and how each step seemed to make the transition easier. However, in paragraph 4, the author indicates the challenges she expected never came because of the ways in which homeschooling prepared her. Although the author of “What School Do You Go To?” describes a number of major changes she undergoes in her life, she does not describe moving slowly as she attempts to enroll in a high school class (paragraph 9) or as she enrolls in the university (paragraph 11).</p>

Question 19

Both articles describe the experiences of two authors who have been homeschooled.

Drag the type of schooling that best matches the experience into the matching box under "Type of Schooling."

Then, drag the author associated with that experience into the matching box under "Author."

Nicole Perkins

Homeschool

Kamala Baudichon

Public school

Experience	Type of Schooling	Author
Strong circle of friends	<input type="text"/>	<input type="text"/>
Responsibility for learning	<input type="text"/>	<input type="text"/>
Challenging projects and tests	<input type="text"/>	<input type="text"/>
Exploration of a new environment	<input type="text"/>	<input type="text"/>

Question 19 Correct Answers

Both articles describe the experiences of two authors who have been homeschooled.

Drag the type of schooling that best matches the experience into the matching box under "Type of Schooling."

Then, drag the author associated with that experience into the matching box under "Author."

Nicole Perkins **Homeschool**
Kamala Baudichon **Public school**

Experience	Type of Schooling	Author
Strong circle of friends	Homeschool	Nicole Perkins
Responsibility for learning	Homeschool	Kamala Baudichon
Challenging projects and tests	Public school	Kamala Baudichon
Exploration of a new environment	Public school	Nicole Perkins

Benchmark: 7.5.1.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOK: II

Answer: x

Rationale:

For a full credit response, readers match the type of schooling and author with the experience in the first column by dragging the correct type of school and author into the boxes.

Correct Responses

Strong circle of friends

Homeschool

Nicole Perkins

Hoping to emerge from her “shy shell” and acquire many acquaintances, instead of merely a few friends, Perkins takes a high school class (paragraph 8). One term later, however, she has an epiphany, realizing how “lucky” she was to have been homeschooled. Perkins states, “What’s better than having five friends that mean the world to you? A small group of incredibly amazing individuals who I can count on no matter what, who know every incredibly minor detail about my life.... I wanted the late-night thought provoking emotionally charged discussions my friends could always create” (paragraph 9). Rather than gather many acquaintances in public school, Perkins decided to “drop the high school” (paragraph 10) and maintain the close circle of friends she made while homeschooled.

Responsibility for learning

Homeschool

Kamala Baudichon

In paragraph 2, Baudichon believes “In some ways, homeschooling is more challenging” than public schooling. Unlike in public school, where students are motivated “from being in a building where hundreds of other students are all doing the same thing,” homeschoolers must oftentimes be responsible for creating their own motivation. As a homeschooler, Baudichon feels “The responsibility to learn is in your own hands and that takes a lot of self-discipline.” She also states, “When you are homeschooled you have to create your own gravity, even when the phone keeps interrupting it or visiting guests expect you to skip school for the week because they think your schedule is so flexible.”

Challenging projects and tests

Public school

Kamala Baudichon

Although Baudichon must develop self-discipline and manage a challenging “classical” curriculum as a homeschooler, she discovers “public school can be just as challenging with all the homework, projects, surprise pop quizzes and finals—things I didn’t have much of as a homeschooler” (paragraph 2).

Exploration of a new environment

Public school

Nicole Perkins

Perkins at first worries homeschool has trapped her in a limited setting, where “awkward silences” arise in conversations with her public school peers because “there are no classmate references, no sport rivalries, no inside jokes to revert to” (paragraph 6). Perkins grew tired of the world of homeschooling, stating, “I wanted to branch out into a new world; a world of freedom. I thought, if given the opportunity, maybe I’d break out of my shy shell” (paragraph 8). Although Perkins ultimately decides she prefers homeschooling, she still recalls “There were times when I wished I could’ve participated in a regular public school environment” (paragraph 12).

Incorrect Responses

Strong circle of friends

Public school

Kamala Baudichon

Although Baudichon mentions public school friends, this detail is minor compared to her broader discussion of the academic differences between homeschool and public school. Also, Perkins offers a more substantial discussion in her article of strong friendships in the homeschool environment.

Responsibility for learning

Public school

Nicole Perkins

Although Perkins finds her schooling important as a college and university student, this occurs after her experience in public high school. In addition, Baudichon offers a more substantial discussion of academics in her article.

Challenging projects and tests

Homeschooling

Nicole Perkins

Although Perkins frets over her academics as a college and university student, she does not discuss the academic challenges of homeschooling. In addition, Baudichon comments in her article that public school, not homeschool, presents the challenging projects and tests.

Exploration of a new environment

Homeschool

Kamala Baudichon

Although Baudichon takes outside classes as a homeschooler, she still feels isolated. In addition, Perkins offers in her article a more substantial discussion of seeking out new environments and friendships in public school.

MCA-III Item Sampler Paper Answer Key Grade 7 Reading

Segment 1 10 Questions

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
1	B	MC	N/A	Key Ideas and Details	7.4.3.3	II
2	A	MC	Sec. 1, #2	Key Ideas and Details	7.4.1.1	II
3	C	MC	Sec. 1, #4	Craft and Structure	7.4.4.4	II
4	D	MC	Sec. 1, #7	Key Ideas and Details	7.4.1.1	III
5	A	MC	Sec. 1, #8	Key Ideas and Details	7.4.3.3	III
6	D	MC	Sec. 1, #9	Craft and Structure	7.4.6.6	III
7	D	MC	Sec. 1, #10	Craft and Structure	7.4.4.4	II
8	C	MC	Sec. 1, #11	Key Ideas and Details	7.4.3.3	II
9	C	MC	Sec. 1, #12	Key Ideas and Details	7.4.3.3	II
10	C	MC	Sec. 1, #14	Key Ideas and Details	7.4.1.1	II

Segment 2 8 Questions

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
11	B	MC	Sec. 2, #1	Key Ideas and Details	7.4.1.1	I
12	D	MC	Sec. 2, #2	Key Ideas and Details	7.4.2.2	II
13	B	MC	Sec. 2, #3	Craft and Structure	7.4.4.4	II
14	A	MC	N/A	Key Ideas and Details	7.4.1.1	I
15	A	MC	Sec. 2, #7	Key Ideas and Details	7.4.1.1	II
16	C	MC	Sec. 2, #8	Key Ideas and Details	7.4.1.1	II
17	D	MC	Sec. 2, #9	Key Ideas and Details	7.4.1.1	III
18	C	MC	Sec. 2, #10	Key Ideas and Details	7.4.1.1	I

Segment 3 7 Questions

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
19	C	MC	Sec. 3, #1	Key Ideas and Details	7.5.2.2	III
20	A	MC	Sec. 3, #2	Key Ideas and Details	7.5.1.1	I
21	C	MC	Sec. 3, #3	Craft and Structure	7.5.6.6	III
22	D	MC	Sec. 3, #4	Key Ideas and Details	7.5.1.1	II
23	B	MC	N/A	Craft and Structure	7.5.4.4	II
24	D	MC	Sec. 3, #6	Key Ideas and Details	7.5.1.1	III
25	B	MC	Sec. 3, #7	Craft and Structure	7.5.6.6	II

Segment 4
17 Questions

Item #	Correct Answer	Item Type	Online Sampler Location	Skill Domain	SSB	Depth of Knowledge
26	D	MC	Sec. 4, #1	Key Ideas and Details	7.5.2.2	II
27	A	MC	Sec. 4, #2	Key Ideas and Details	7.5.3.3	II
28	B	MC	Sec. 4, #3	Integration of Knowledge and Ideas	7.5.8.8	II
29	A	MC	Sec. 4, #4	Craft and Structure	7.5.4.4	III
30	C	MC	Sec. 4, #5	Key Ideas and Details	7.5.3.3	I
31	C	MC	Sec. 4, #6	Key Ideas and Details	7.5.1.1	II
32	D	MC	Sec. 4, #7	Key Ideas and Details	7.5.3.3	II
33	A	MC	Sec. 4, #8	Key Ideas and Details	7.5.3.3	I
34	B	MC	Sec. 4, #9	Craft and Structure	7.5.6.6	II
35	A	MC	Sec. 4, #10	Craft and Structure	7.5.4.4	II
36	B	MC	Sec. 4, #11	Craft and Structure	7.5.4.4	II
37	C	MC	Sec. 4, #12	Craft and Structure	7.5.6.6	II
38	C	MC	Sec. 4, #13	Key Ideas and Details	7.5.3.3	II
39	C	MC	Sec. 4, #15	Craft and Structure	7.5.4.4	II
40	D	MC	Sec. 4, #16	Key Ideas and Details	7.5.1.1	II
41	A	MC	Sec. 4, #17	Key Ideas and Details	7.5.1.1	II
42	C	MC	Sec. 4, #18	Key Ideas and Details	7.5.2.2	II

Passage Characteristics

Segment	Title	Type	Online Sampler Location	Lexile	Word Count
1	A Seat on the Bus	L	Sec. 1	780	1045
2	Rivulet	L	Sec. 2	N/A	85
3	The Sightless Artist	I	Sec. 3	1130	590
4	You Used to Be Homeschooled? / What School Do You Go To?	I/I	Sec. 4	1150/720	884