

ELA Assessment Practice Item Answer Key

Grade 11 - Online and Text-to-Speech



The following pages include the answer key for all machine-scored items, followed by a sample response for the hand-scored item.

- The rubrics show sample student responses. Student responses other than that shown in the rubric may earn full or partial credit.
- Which responses to hand-scored items receive full or partial credit will be confirmed during range-finding (reviewing sets of real student work)
- If students make a computation error, they can still earn points for reasoning or modeling.

Item Number	Answer Key
1.	Contributes: <ul style="list-style-type: none">• By describing the narrator’s past relationship to the setting Supports: <ul style="list-style-type: none">• “a genuine adventure for the passengers” (paragraph 2)• “For me, as a boy of five, the rapids were as wonderful an experience as the chute-the-chute.” (paragraph 3)
2.	Part A: A Part B: <ul style="list-style-type: none">• I paddle fiercely but I can’t hold our boat on course.• begins pulling on the cord. More panic! The motor coughs, then dies
3.	Part A: D Part B: C
4.	Part A: D Part B: B, F
5.	Part A: B Part B: C, F

6.	Drop down 1: surprise Drop down 2: personification
7.	Open Ended
8.	Part A: D Part B: D, E
9.	<ul style="list-style-type: none"> • Investigated the music-making potential of several natural materials = Terje Isungset • Discovered the limits of ice instruments through successes and disasters = Tim Linhart • Applied wisdom from visual arts to creating ice instruments = Tim Linhart • Realized the need to build special ice-music venues = Both

10.	Part A: B Part B: B
11.	Part A: C Part B: C
12.	Part A: B Part B: B, C
13.	Part A: A Part B: C
14.	Part A: A Part B: A, B
15.	Part A: C Part B: A
16.	Part A: B Part B: C
17.	Part A: C Part B: D
18.	<p>from “NASA Rover Perseverance Lands on Mars in Mission to Search for Past Life”</p> <ul style="list-style-type: none"> • Organization = Orders information chronologically • Idea = Focuses on engineering challenges <p>“Perseverance Rover Zooms In on Ancient Mars River”</p> <ul style="list-style-type: none"> • Organization = Orders information spatially • Idea = Explains plans for future research
19.	<p>The crater once contained water. = Covered in Both</p> <p>The crater includes an ancient lava flow. = Covered in the video “Perseverance Rover Zooms In on Ancient Mars River”</p> <p>The crater has radiation that can harm devices. = Covered in the excerpt from “Ingenuity, the NASA Helicopter Flying over Mars, Ends Its Mission”</p>
20.	Open Ended

#8 & 23
Open Ended

Reading Comprehension and Written Expression

Score	Description
4	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows full comprehension of ideas stated explicitly and inferentially in the passage by providing an accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides effective and complete development of the claim or topic that is consistently appropriate to task, purpose, and audience • uses clear reasoning supported by appropriate text-based evidence in development of the claim or topic • uses appropriate organization, with clear and coherent writing • establishes and maintains an effective style
3	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows comprehension of ideas stated explicitly or inferentially in the passage by providing a mostly accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides mostly complete development of the claim or topic that is mostly appropriate to task, purpose, and audience • uses mostly clear reasoning supported by appropriate text-based evidence in development of the claim or topic • uses good organization, with mostly clear and coherent writing • establishes and maintains a style that is mostly effective

2	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows basic comprehension of ideas stated explicitly or inferentially in the passage by providing a generally accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience • uses some reasoning and text-based evidence in the development of the claim or topic • is somewhat organized, with somewhat coherent writing • has a style that is somewhat effective
1	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows limited comprehension of ideas stated explicitly or inferentially by providing a minimally accurate explanation (G3) or analysis (G4–10) • responds to the prompt and provides minimal development of the claim or topic that is limited in its appropriateness to task, purpose, and audience • uses limited reasoning and text-based evidence • uses limited organization and coherence • has a style that is minimally effective
0	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none"> • shows no comprehension of ideas and provides an inaccurate explanation (G3) or analysis (G4–10) or no explanation or analysis • is undeveloped or inappropriate to task, purpose, and audience • uses little to no text-based evidence • lacks organization and coherence • has an inappropriate style

Knowledge of Language and Conventions	
Score	Description
3	<p>The student response to the prompt shows full command of the conventions of standard English at an appropriate level of complexity. There may be minor errors in spelling, mechanics, grammar, and usage, but the meaning is easily comprehended.</p>

2	The student response to the prompt shows some command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that occasionally impede understanding, but the meaning can usually be comprehended.
1	The student response to the prompt shows limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that frequently impede comprehension.
0	The student response to the prompt does not show command of the conventions of standard English at the appropriate level of complexity. There may be many errors in spelling, mechanics, grammar, and usage that impede comprehension.
No Score	A response is considered unable to be scored if it cannot be assigned a score based on the rubric criteria, including but not limited to those responses that are blank, illegible, indecipherable, off topic, written in a language other than English, insufficient, or state a refusal to respond.