

**10th Science Ohio Graduation Test
Scientific Inquiry**

Benchmark A

Question 6	9 th Practice	<p style="text-align: center;">Scoring Guidelines for Question 6</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Score Point</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td>2 points</td> <td>The student correctly compares the shapes of the two graphs and explains why the predicted values are probable.</td> </tr> <tr> <td>1 point</td> <td>The student correctly compares the shapes of the two graphs.</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> </tr> <tr> <td></td> <td>The student explains why the predicted values are probable.</td> </tr> <tr> <td>0 points</td> <td>The student response demonstrates no understanding of the task. The response may provide incorrect information or be irrelevant to the task. The student may repeat information from the passage or prompt or may have written "I don't know."</td> </tr> </tbody> </table>	Score Point	Description	2 points	The student correctly compares the shapes of the two graphs and explains why the predicted values are probable.	1 point	The student correctly compares the shapes of the two graphs.		OR		The student explains why the predicted values are probable.	0 points	The student response demonstrates no understanding of the task. The response may provide incorrect information or be irrelevant to the task. The student may repeat information from the passage or prompt or may have written "I don't know."
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Question 8	9 th Practice	A												
Question 11	9 th Practice	A												
Question 42	Spring 2005	<p>Sample Response for Item 42 (Short Answer):</p> <p>The response describes an appropriate control for the scientist's study (e.g., "The scientist should include a similar soil plot containing newly sprouted corn seeds that are not treated with fertilizer.").</p> <p>AND</p> <p>If the scientist wants to determine whether fertilizer has an effect on growth, she needs to observe how growth takes place in the absence of fertilizer. Otherwise she would not be able to attribute any observations she makes to the use of the fertilizer.</p> <p>Scoring Guidelines for Item 42:</p> <table border="0"> <thead> <tr> <th style="text-align: left;">Score point</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td>2 points</td> <td>The response describes an appropriate control and why it is important to include the control.</td> </tr> <tr> <td>1 point</td> <td>The response describes an appropriate control.</td> </tr> <tr> <td></td> <td style="text-align: center;">OR</td> </tr> <tr> <td></td> <td>The response successfully explains the need for controls in experimental design.</td> </tr> <tr> <td>0 points</td> <td>The response demonstrates no understanding of the task. The response may provide incorrect information or be irrelevant to the task. The response may repeat information from the passage or prompt, or state "I don't know."</td> </tr> </tbody> </table>	Score point	Description	2 points	The response describes an appropriate control and why it is important to include the control.	1 point	The response describes an appropriate control.		OR		The response successfully explains the need for controls in experimental design.	0 points	The response demonstrates no understanding of the task. The response may provide incorrect information or be irrelevant to the task. The response may repeat information from the passage or prompt, or state "I don't know."
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