

**10th Reading Ohio Graduation Test
Standard**

Benchmark A

Question	Year	Answer
8	Spring 2004	C
26	Spring 2004	A
1	Spring 2005	C
17	Spring 2005	B
31	Spring 2005	A
36	Spring 2005	C

Benchmark B

24	Spring 2003	C
27	Spring 2003	B
37	Spring 2003	
11	Spring 2004	B
30	Spring 2004	D
37	Spring 2004	C
40	Spring 2004	C
42	Spring 2004	A
43	Spring 2004	B
2	Spring 2005	C
4	Spring 2005	A
20	Spring 2005	B
32	Spring 2005	A

Benchmark C

33	Spring 2003	
39	Spring 2004	<p>Graphic: Picture of a passenger pigeon Explanation: It would be very helpful in visualizing millions of birds flying across the sky.</p> <p>Graphic: Line graph Explanation: It would help to see the increases and decreases in the number of pigeons.</p> <p>Graphic: Map of the line of pigeons from one point to the next Explanation: It would give good visualization of author's math and would impress readers and show the dramatic span of birds from one point to the next.</p> <p>Scoring Guidelines for Item 39: Score point Description 2 points The response provides a plausible idea for a graphic and explains how it would be appropriate to the author's purpose. 1 point The response provides a plausible idea for a graphic but does not explain how it would be appropriate to the author's purpose. 0 points The response does not provide sufficient evidence of understanding the task.</p>

Benchmark D

23	Spring 2003		C
25	Spring 2003		B
26	Spring 2003		
34	Spring 2003		D
35	Spring 2003		D
36	Spring 2003		B
38	Spring 2003		A
28	Spring 2004	<p>Sample Response for Item 28 (Short Answer): Possible responses may be similar to but are not limited to the following:</p> <ul style="list-style-type: none"> • Systems of classification: Naming Arranging organisms into groups based on similarity • The process by which scientists classify (e.g., they collect the organisms, send them off to other scientists to see if indeed a new species has been discovered, etc.). <p>Scoring Guidelines for Item 28: Score point Description 2 points The response accurately explains a way in which scientists go about classifying a new life form and includes an example from the text that supports the explanation. 1 point The response accurately explains a way in which scientists go about classifying a new life form but does not include an example from the text that supports the explanation. 0 points The response does not provide sufficient evidence of understanding the task.</p>	
32	Spring 2004		B
33	Spring 2004	<p>33. Explain the author’s main point and give three examples from the passage that demonstrate how he develops it. (4 points)</p> <p>Sample Response for Item 33 (Extended Response): Possible responses may be similar to but are not limited to the following: Main Point:</p> <ul style="list-style-type: none"> • Life on Earth is rich and diverse; many kinds/species have been found, etc. • There are many different species still to be found. <p>Examples:</p> <ul style="list-style-type: none"> • Since the 18th century, more than 1.5 million kinds, or species, have been discovered. • Additional species may live in coral reefs. • The tropical rain forests appear to have great diversity of as-yet-undiscovered species. • Scientists have shown that, even on a single tree, there are many species of beetles and ants. <p>Scoring Guidelines for Item 33: Score point Description 4 points The response provides a plausible explanation of the author’s main point and includes three examples from the passage that show how he develops his argument. 3 points The response provides a plausible explanation of the</p>	

		<p>author's main point and includes two examples from the passage that show how he develops his argument.</p> <p>2 points The response provides a plausible explanation of the author's main point and includes an example from the passage that shows how he develops his argument.</p> <p>1 point The response provides a plausible explanation of the author's main point but does not include an example from the passage that shows how he develops his argument.</p> <p>0 points The response does not provide sufficient evidence of understanding the task.</p>
35	Spring 2004	C
15	Spring 2005	A
19	Spring 2005	C
22	Spring 2005	A
34	Spring 2005	A
37	Spring 2005	B