



English II  
 RELEASED Form – Online Version  
 2012–2013  
 Answer Key

Item number	Type	Key	Primary Standard(s)
S1	MC	A	
S2	CR	<a href="#">Rubric</a>	
S3	TE	<a href="#">Screenshot</a>	
S4	TE	respectful	
1	MC	C	RI — Reading: Informational Text
2	MC	B	L — Language
3	TE	an increase	L — Language
4	MC	B	RI — Reading: Informational Text
5	MC	C	RI — Reading: Informational Text
6	MC	D	RI — Reading: Informational Text
7	MC	A	RI — Reading: Informational Text
8	MC	A	RI — Reading: Informational Text
9	MC	D	RL — Reading: Literature
10	MC	A	RL — Reading: Literature
11	TE	unfamiliar	L — Language
12	MC	B	L — Language
13	MC	A	RL — Reading: Literature
14	MC	D	RL — Reading: Literature
15	MC	B	RL — Reading: Literature
16	MC	C	RL — Reading: Literature
17	MC	C	RL — Reading: Literature
18	MC	D	RL — Reading: Literature
19	MC	D	L — Language
20	MC	C	RL — Reading: Literature
21	TE	unhappily	L — Language
22	MC	D	RL — Reading: Literature





Item number	Type	Key	Primary Standard(s)
23	MC	B	RL — Reading: Literature
24	MC	B	RL — Reading: Literature
25	MC	C	RL — Reading: Literature
26	MC	A	RL — Reading: Literature
27	MC	A	RI — Reading: Informational Text
28	MC	D	RI — Reading: Informational Text
29	TE	very little influence . . .	RI — Reading: Informational Text
30	MC	B	RI — Reading: Informational Text
31	MC	C	RI — Reading: Informational Text
32	MC	B	RI — Reading: Informational Text
33	MC	A	RI — Reading: Informational Text
34	MC	B	RI — Reading: Informational Text
35	MC	B	RI — Reading: Informational Text
36	CR	<a href="#">Rubric</a>	RI — Reading: Informational Text W — Writing
37	MC	A	RL — Reading: Literature
38	TE	<a href="#">Screenshot</a>	RL — Reading: Literature
39	MC	C	RL — Reading: Literature
40	MC	A	L — Language
41	MC	D	L — Language
42	MC	D	RL — Reading: Literature
43	MC	C	RL — Reading: Literature
44	MC	A	RL — Reading: Literature
45	CR	<a href="#">Rubric</a>	RL — Reading: Literature W — Writing
46	MC	A	RI — Reading: Informational Text
47	MC	D	RI — Reading: Informational Text
48	MC	D	L — Language





Item number	Type	Key	Primary Standard(s)
49	MC	C	L — Language
50	MC	A	L — Language
51	MC	B	RI — Reading: Informational Text
52	MC	C	RI — Reading: Informational Text
53	CR	<a href="#">Rubric</a>	RI — Reading: Informational Text W — Writing

**Item Types:**

MC = multiple choice

TE = technology enhanced

CR = constructed response

**Note about selections:**

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.

Language and writing items may be associated with reading for literature or informational texts.

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Sample Item Number S2

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Selection Title: *Moonrise*

In *Moonrise*, explain how the theme is developed throughout the poem. Use specific details to support your answer.

Score	Criteria
2	<ul style="list-style-type: none"> <li>Identifies the theme of the poem</li> <li>Uses at least one example of how the theme is revealed in the poem</li> <li>Writes a response that explains how the theme is developed throughout the poem</li> </ul>
1	<ul style="list-style-type: none"> <li>Identifies the theme of the poem</li> <li>May or may not use at least one example of how the theme is revealed in the poem</li> <li>Writes a response that may or may not explain how the theme is developed throughout the poem</li> </ul>
0	<ul style="list-style-type: none"> <li>Fails to identify the theme of the poem</li> <li>Fails to use at least one example of how the theme is revealed in the poem</li> <li>Fails to write a response that explains how the theme is developed throughout the poem</li> </ul>





Sample Item Number S3

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Navigation toolbar containing icons for: Undo, Flag, Highlight, Erase, X, and Help.

Select (click) on the line that conveys the idea of passing time.

The strong gates of your heart  
are wide open to me always, but,  
if only.  
So I wait, as seasons before, decades before,  
fathers and mothers before me still inside  
watch and listen.

**Selected:**

So I wait, as seasons before, decades before,  
fathers and mothers before me still inside  
watch and listen.

Navigation toolbar containing buttons for: First, Back, Pause, Next, and Review.

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Item Number 36 Rubric

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Selection Title: Excerpt from "Meet the *Moai* of Easter Island"

How does the author use language to advance her point of view? Use evidence from the selection to support your answer.

Score	Criteria
2	<ul style="list-style-type: none"> <li>• Identifies the author’s point of view</li> <li>• Uses examples of how the author uses language to advance her point of view</li> <li>• Writes a response that analyzes how the author uses language to advance her point of view</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies the author’s point of view</li> <li>• May or may not use examples of how the author uses language to advance her point of view</li> <li>• Writes a response that analyzes how the author uses language to advance her point of view</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to identify the author’s point of view</li> <li>• Fails to use examples of how the author uses language to advance her point of view</li> <li>• Writes a response that fails to analyze how the author uses language to advance her point of view</li> </ul>





Item Number 38

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Select the sentence from the excerpt that demonstrates the main character’s sense of entitlement. Select only one response.

One-third of the men in the government, the older men, had been friends of his father’s, and had known him in petticoats; another third were his intimate chums, and the remainder were friendly acquaintances. Consequently the distributors of earthly blessings in the shape of places, rents, shares, and such, were all his friends, and could not overlook one of their own set; and Oblonsky had no need to make any special exertion to get a lucrative post. He had only not to refuse things, not to show jealousy, not to be quarrelsome or take offense, all of which from his characteristic good nature he never did. It would have struck him as absurd if he had been told that he would not get a position with the salary he required, especially as he expected nothing out of the way; he only wanted what the men of his own age and standing did get, and he was no worse qualified for performing duties of the kind than any other man.

**Selected:**

It would have struck him as absurd if he had been told that he would not get a position with the salary he required, especially as he expected nothing out of the way; he only wanted what the men of his own age and standing did get, and he was no worse qualified for performing duties of the kind than any other man.

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Item Number 45

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Selection Title: Excerpt from *Anna Karenina*: Chapter 5

Based on paragraph 4, what can be inferred about Stepan Arkadyevitch's character? Use evidence from the selection to support your response.

Score	Criteria
2	<ul style="list-style-type: none"> <li>Analyzes Stepan's character based on paragraph 4</li> <li>Uses at least two inferences from the selection for support</li> <li>Writes a response that analyzes what the text says explicitly and makes inferences drawn from the text</li> </ul>
1	<ul style="list-style-type: none"> <li>Analyzes Stepan's character based on paragraph 4</li> <li>Uses at least one inference from the selection for support</li> <li>Writes a response that may or may not analyze what the text says explicitly and makes inferences drawn from the text</li> </ul>
0	<ul style="list-style-type: none"> <li>Fails to analyze Stepan's character based on paragraph 4</li> <li>Fails to use at least one inference from the selection for support</li> <li>Writes a response that fails to analyze what the text says explicitly and fails to make inferences drawn from the text.</li> </ul>

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Item Number 53

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Selection Title: Excerpt from *To the Person Leaving*

In the excerpt from *To the Person Leaving*, why does the author choose to end the selection with a rhetorical question? Use examples to support your answer.

Score	Criteria
2	<ul style="list-style-type: none"> <li>• Explains the reason for ending the selection with a rhetorical question</li> <li>• Uses specific details to support the reason for ending the selection with a rhetorical question</li> <li>• Writes a response that analyzes the reason for ending the selection with a rhetorical question</li> </ul>
1	<ul style="list-style-type: none"> <li>• Explains the reason for ending the selection with a rhetorical question</li> <li>• May not use a specific detail to support the reason for ending the selection with a rhetorical question</li> <li>• Writes a response that may or may not analyze the reason for ending the selection with a rhetorical question</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to explain the reason for ending the selection with a rhetorical question</li> <li>• Fails to use any specific details to support the reason for ending the selection with a rhetorical question</li> <li>• Writes a response that fails to analyze the reason for ending the selection with a rhetorical question</li> </ul>

