



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 11 Literacy Examination

March 2007 Administration

This document is the property of the Arkansas Department of Education, and all rights of this document are reserved by the Arkansas Department of Education. Arkansas public schools may reproduce this document in full or in part for use with teachers, students, and parents. All other uses of this document are forbidden without written permission from the Arkansas Department of Education. All inquiries should be sent to Dr. Gayle Potter at the Arkansas Department of Education, 501-682-4558.

Arkansas Department of Education

Table of Contents—2007 Grade 11 Literacy

	<u>PAGE</u>
PART I	
Overview	1
PART II	
Released Test Items with Correct Responses & Rubrics	2–37
Released Reading Items	2–31
Released Writing Prompts	32–33
Released Writing Items	34–37
PART III	
Item Correlation with Curriculum Frameworks.....	38–41
The Arkansas English Language Arts Curriculum Framework—Reading Strand	38
Released Items for Reading	39
The Arkansas English Language Arts Curriculum Framework—Writing Strand	40
Released Items for Writing	41

PART I Overview—2007 Grade 11 Literacy

The criterion-referenced tests implemented as part of the **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** are being developed in response to Arkansas Legislative Act 35, which requires the State Board of Education to develop a comprehensive testing program that includes assessment of the challenging academic content standards defined by the Arkansas Curriculum Frameworks.

As part of this program, grade 11 students in Arkansas public schools participated in the *Grade 11 Literacy Examination* in March 2007.

This *Released Item Booklet* for the *Grade 11 Literacy Examination* contains test questions or items that were asked of students during the March 2007 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration.

Students were given approximately two hours and 45 minutes each day to complete assigned test sessions during the two days of testing in March 2007. All of the Reading and Writing multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for Reading and the two essay prompts for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the State.

The development of the *Grade 11 Literacy Examination* was based on the Arkansas Curriculum Frameworks. These frameworks have distinct levels: *Strands* to be taught in concert, *Content Standards* within each Strand, and *Student Learning Expectations* within each Content Standard. Abridged versions of the *English Language Arts Curriculum Framework—Reading Strand* and *English Language Arts Curriculum Framework—Writing Strand* can be found in Part III of this booklet. It is important to note that these abridged versions list only the predominant Strand, Content Standard, and Student Learning Expectation associated with each item. However, since many key concepts within the Arkansas Curriculum Frameworks are interrelated, in many cases there are other item correlations or associations across Strands, Content Standards, and Student Learning Expectations.

Part III of the *Released Item Booklet* also contains a tabular listing of the Strand, Content Standard, and Student Learning Expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Grade 11 Literacy Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific Strands, Content Standards, and Student Learning Expectations was based on approximate proportions suggested by the Content Advisory Committees, and their recommendations were accommodated to the greatest extent possible given the overall test design. Part III of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Grade 11 Literacy Examination* items align or correlate with the Arkansas Curriculum Frameworks to provide models for classroom instruction.

Read this passage. Then answer multiple-choice questions 1 through 8 and open-response question A.

Martínez' Treasure

by Manuela Williams Crosno

There was once a man named Juan Martínez who lived near the mountains, but it was so long ago no one can remember just where he lived. He had a wife named Rosa, a burro whom he called José, and two goats. Rosa had a small flock of chickens. At one time Juan and Rosa had been young and carefree, but now they were quite old.

They lived where the mountains meet the desert and the forest begins. Each day Martínez walked among the trees and gathered small pieces of wood. He loaded these on José's back. José moved slowly because that is how all burros are.

For many years, Juan and Rosa had lived in a small house, which Juan proudly called their *casa*. From time to time they had repaired the house with adobe, which they patted on with their bare hands, until now all its sides bulged like buttresses. The roof leaned badly, as if it were trying to shelter its owners.

4 Juan and Rosa worked hard. In summer, they raised beans and corn to eat through the winter, and chili peppers to season the beans. The red strings of peppers hanging over the roof of their *casa* in the fall were the only colorful things about it. With the small amount of money Juan received for the firewood he sold, they were able to buy a bit of food—flour for the tortillas and, occasionally, cheese for the enchiladas.

Juan and Rosa seldom saw a living thing—just José, who was not good company, their two goats, the chickens, and a few lizards that darted from their path as they went about their work.

6 When they were young, they had made great plans for themselves. But trying to produce food from the dry soil had been difficult. Gradually they lost themselves in work and forgot how to laugh or

play. Finally, they talked of nothing except their work and completely abandoned their early dreams. They forgot they had ever been happy, and they accepted their monotonous and meager living as a way of life. All they knew was work and more work.

The two people were busy all day long. Juan would be gone for hours, loading old José's back with wood. The next day, Juan would go to the village, several miles away, to sell the wood. Then he would gather another load of wood, and so on, day in and day out.

For Rosa, each day was the same. She would rise early and milk the two goats. Then, unless there were many rains, she would drive the goats out to eat the grama grass¹ that grew meagerly on the desert. She worked hard in the fields, with the goats close by.

9 Sometimes she baked in the oven, which was like those built by Indians who lived in the pueblos along the river. The round adobe oven looked like a huge beehive sitting on the ground. At one side near the bottom was a small opening, and above it a smaller hole through which smoke escaped. Rosa heated the oven by burning wood in it. Then she removed the hot coals and put in small pieces of dough. When baked, the dough became dark brown and brittle, unlike the tortillas she sometimes baked for special days. When Rosa made tortillas, she used a metate² to grind the corn, and then flattened and shaped the cakes with her hands. The cakes came out white, with some brown spots. Juan always told Rosa they were the best tortillas he had ever tasted.

One evening Juan came home much later than usual. It had been dark for several hours. Rosa

¹ grama grass: a type of pasture grass that grows in the southwestern U.S.

² metate: pronounced me-tah-tay; a slightly hollowed out stone in which grain and corn were ground

had stood at the window, holding a candle, peering anxiously out into the darkness, looking for a sign of him. When he finally stood in the doorway, she noticed that his clothing was dusty and caked with mud. José stood behind him. Instead of the usual load of wood, a box or chest, about eighteen inches deep and wide and two feet long, was tied across the burro's sagging back. Together Juan and Rosa removed the box and dragged it inside, for it was very heavy and covered with hard-packed soil.

Juan told Rosa an interesting story. While Juan was gathering wood, José had wandered to the edge of a small arroyo.³ The burro's weight caused some soil on the side of the arroyo to give way, and José slid to the bottom of the ditch, a distance of a few feet. Juan walked down into the arroyo to get the burro. He saw the box sticking out of the side of the arroyo where the earth had crumbled. All day he dug about it with sticks, only to find it was too heavy for him to lift onto the burro's back. He dragged the chest along the top of the arroyo to a place where the ditch was deeper than José was tall, and there he lowered it onto the burro's back and brought it home.

Rosa's first concern was for Juan. She gave him dry clothing and a bowl of hot chili. Then, they could no longer contain their excitement, and they turned their attention to the box, wondering what it contained. But they could find no place where it might be opened; it had no lock, and its top could not be pried off. The chest was rusty, so they scraped it with knives and even washed its sides in an effort to find a way to open it. They worked very late by the light of the crude candle that Rosa had carefully made. Still, they found no way to open the box, and so they decided to sleep and try again in the morning.

At daybreak, they again tried to open the box. Remembering stories of hidden gold, they were certain the chest was filled with old Spanish coins. Therefore, they did not want anyone to know of their discovery. They had to find a way to open it themselves.

14 But promises of riches could not keep them from their work. Soon after the first warm glow of sunlight came through their window, habit called them to their usual tasks. They hid the box away under some old blankets and baskets, and, all day, they thought about it and the treasure it contained.

Again they worked late into the night, trying to open the box. They could see small letters carved into the metal-like material, but neither of them had the opportunity to learn to read. Above the letters was a single ornament, standing out from the chest as if for emphasis as well as design.

Juan and Rosa were strangely content now that they thought they were rich. They spent many hours trying to open the chest, and while they were working, a great change came over them. They became happy, and they remained so! Now that they had gold, they did not mind how they appeared. They did not mind that José was old. They could buy many burros with the gold in the chest! They worked uncomplainingly, and they ate their meager food as if it, too, contained great richness.

Finally, Juan said to his wife, "We must tell no one about the box, and we must think hard how to open it. Some day I will find how to open it!"

"That is right," she agreed. "We must tell no one!"

"Even if we could open the box," added her husband, "we would be afraid to keep the gold about. We would want to store it someplace. Here it is safely hidden—and we will leave it here as if we had stored it away! We are rich people!"

They put the chest away, hiding it carefully, and walked in lively steps around the room—almost dancing.

"Look, my Juan," said Rosa, "we are not so old!"

Now they felt as they had when they were young, so they began to do many things that were new to them. They did not work so long each day, and yet they seemed to get as much done as before. Juan sang half-remembered phrases of old songs in

³ arroyo: a dry stream bed

PART II Released Reading Items—2007 Grade 11 Literacy

a shaky treble as he gathered wood. Rosa planted morning glories all around the *casa*, covering its barrenness. Their blossoms were large and blue and made the old, brown adobe look beautiful! Juan and Rosa kept the goat corral and the chicken pen clean. They even tolerated José and brushed his tattered coat until it was almost shiny.

Happiness, it seemed, came to them in great amounts. Their relatives in the village noticed this change. There was a new freshness in Rosa's old, wrinkled cheeks, and Juan smiled so often that he seemed younger. Their eyes sparkled with gladness.

“Juan and Rosa are not so old, after all,” said their relatives. One of Juan's brothers, Pancho, gave them a young burro to replace José. It brought much happiness to Juan. With the new burro, he could gather wood faster than ever and hurry back to his *casa* and the box containing his treasure. José was left to wander about on the desert and spend his time in idleness.

So the days passed, and Juan and Rosa knew great joy. They had not learned yet how to open the chest, but they thought that some day they would. It seemed not to matter greatly how soon.

1. Which is an example of irony?
 - A. Juan and Rosa cannot open the chest.
 - B. José discovers the chest and earns a life of leisure.
 - * C. A chest that cannot be opened brings Juan and Rosa happiness.
 - D. While he is gathering wood, Juan finds a treasure chest by accident.

2. What is the meaning of the last sentence of the passage?
 - * A. Juan and Rosa no longer feel it is important to open the chest.
 - B. Juan and Rosa have forgotten about the chest.
 - C. Juan and Rosa will eventually open the chest.
 - D. Juan and Rosa will never open the chest.

3. As it is used in paragraph 6, what does monotonous mean?
 - A. diverse
 - B. colorful
 - C. inspiring
 - * D. repetitive

4. Which **best** expresses the purpose of the details in paragraph 9?
 - A. to illustrate that Rosa enjoyed making tortillas
 - * B. to help the reader visualize Rosa's method of baking
 - C. to demonstrate that bread can be made with little effort
 - D. to instruct the reader about the type of ovens used by Indians

PART II Released Reading Items—2007 Grade 11 Literacy

5. In paragraph 14, personification in the statement “habit called them to their usual tasks” is used
- * A. to stress the sameness of Juan’s and Rosa’s lives.
 - B. to show the importance of work to Juan and Rosa.
 - C. to emphasize the pride Juan and Rosa took in their daily duties.
 - D. to indicate that Juan and Rosa were motivated by responsibility.
6. In paragraph 4, the description of the strings of red peppers
- A. provides some details of Juan’s and Rosa’s lives.
 - B. demonstrates how Rosa dried their food for winter.
 - C. shows that Juan and Rosa lived in cheerful surroundings.
 - * D. emphasizes, through contrast, the drabness of Juan’s and Rosa’s lives.
7. Which of the following is an assumption Juan and Rosa make?
- A. The people who buried the chest will come to recover it.
 - * B. The contents of the chest will make them wealthy.
 - C. Their family members will steal their treasure.
 - D. The chest will bring them bad luck.
8. Which statement **best** expresses the theme of the passage?
- A. Happiness depends on luck.
 - * B. Hope brings meaning to life.
 - C. Hard work prevents poverty.
 - D. Good fortune leads to popularity.

PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM A

- A. Describe the setting of “Martínez’ Treasure” and explain how the setting affects the characters. Give two examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response describes the setting, explains how the setting affects the characters, and gives two examples from the passage for support.
3	The response describes the setting, explains how the setting affects the characters, and gives one example from the passage for support. OR The response describes the setting and gives two examples from the passage for support. OR The response explains how the setting affects the characters and gives two examples from the passage for support.
2	The response describes the setting and explains how the setting affects the characters. OR The response describes the setting and gives one example from the passage for support. OR The response explains how the setting affects the characters and gives one example from the passage for support.
1	The response describes the setting. OR The response explains how the setting affects the characters.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Read the following passage about a man named John Chapman. Then answer multiple-choice questions 9 through 16 and open-response question B.

John Chapman

by Michael Pollan

If you happened to find yourself on the banks of the Ohio River on a particular afternoon in the spring of 1806—somewhere just to the north of Wheeling, West Virginia, say—you would probably have noticed a strange makeshift craft drifting lazily down the river. At the time, this particular stretch of the Ohio, wide and brown and bounded on both sides by steep shoulders of land thick with oaks and hickories, fairly boiled with river traffic, as a ramshackle armada of keelboats and barges ferried settlers from the comparative civilization of Pennsylvania to the wilderness of the Northwest Territory.

The peculiar craft you'd have caught sight of that afternoon consisted of a pair of hollowed-out logs that had been lashed together to form a rough catamaran, a sort of canoe plus sidecar. In one of the dugouts lounged the figure of a skinny man of about thirty who may or may not have been wearing a burlap coffee sack for a shirt and a tin pot for a hat. According to the man in Jefferson County who deemed the scene worth recording, the fellow in the canoe appeared to be snoozing without a care in the world, evidently trusting in the river to take him wherever it was he wanted to go. The other hull, his sidecar, was riding low in the water under the weight of a small mountain of seeds that had been carefully blanketed with moss and mud to keep them from drying out in the sun.

3 The fellow snoozing in the canoe was John Chapman, already well known to people in Ohio by his nickname: Johnny Appleseed. He was on his way to Marietta, where the Muskingum River pokes a big hole into the Ohio's northern bank, pointing straight into the heart of the Northwest Territory. Chapman's plan was to plant a tree nursery along one of the river's as-yet-unsettled tributaries, which drain the fertile, thickly forested hills of central Ohio as far north as Mansfield. In all likelihood,

Chapman was coming from Allegheny County in western Pennsylvania, to which he returned each year to collect apple seeds, separating them out from the fragrant mounds of pomace that rose by the back door of every cider mill. A single bushel of apple seeds would have been enough to plant more than three hundred thousand trees; there's no way of telling how many bushels of seed Chapman had in tow that day, but it's safe to say his catamaran was bearing several whole orchards into the wilderness.

4 The image of John Chapman and his heap of apple seeds riding together down the Ohio has stayed with me since I first came across it a few years ago in an out-of-print biography. The scene, for me, has the resonance of myth—a myth about how plants and people learned to use each other, each doing for the other things they could not do for themselves, in the bargain changing each other and improving their common lot.

Henry David Thoreau once wrote that “it is remarkable how closely the history of the apple tree is connected with that of man,” and much of the American chapter of that story can be teased out of Chapman's story. It's the story of how pioneers like him helped domesticate the frontier by seeding it with Old World plants. “Exotics,” we're apt to call these species today in disparagement, yet without them the American wilderness might never have become a home. What did the apple get in return? A golden age: untold new varieties and half a world of new habitat.

As an emblem of the marriage between people and plants, the design of Chapman's peculiar craft strikes me as just right, implying as it does a relation of parity and reciprocal exchange between its two passengers. More than most of us do, Chapman seems to have had a knack for looking at the world from the plants' point of view—“pomocentrically,” you might say. He understood

PART II Released Reading Items—2007 Grade 11 Literacy

he was working for the apples as much as they were working for him. Perhaps that's why he sometimes likened himself to a bumblebee, and why he would rig up his boat the way he did. Instead of towing his shipment of seeds behind him, Chapman lashed the two hulls together so they would travel down the river side by side.

7 We give ourselves altogether too much credit in our dealings with other species. Even the power over nature that domestication supposedly represents is overstated. It takes two to perform that particular dance, after all, and plenty of plants and animals have elected to sit it out. Try as they might, people have never been able to domesticate the oak tree, whose highly nutritious acorns remain far too bitter for humans to eat. Evidently the oak has such a satisfactory arrangement with the squirrel—which obligingly forgets where it has buried every fourth

acorn or so—that the tree has never needed to enter into any kind of formal arrangement with us.

The apple has been far more eager to do business with humans, and perhaps nowhere more so than in America. Like generations of other immigrants before and after, the apple has made itself at home here. In fact, the apple did such a convincing job of this that most of us wrongly assume the plant is a native. (Even Ralph Waldo Emerson, who knew a thing or two about natural history, called it “the American fruit.”) Yet there is a sense—a biological, not just metaphorical sense—in which this is, or has become, true, for the apple transformed itself when it came to America. Bringing boatloads of seed onto the frontier, Johnny Appleseed had a lot to do with that process, but so did the apple itself. No mere passenger or dependent, the apple is the hero of its own story.

9. According to the passage, where was John Chapman headed when he was seen traveling along the Ohio River in his makeshift craft?

- * A. Marietta
- B. Pennsylvania
- C. West Virginia
- D. Jefferson County

10. In paragraph 7, why does the author include an example of the relationship between squirrels and oak trees?

- A. to explain that not all plants produce food for people
- * B. to explain that not all plants rely on people
- C. to explain the eating habits of squirrels
- D. to explain how oak trees grow

11. According to the passage, the apple is

- * A. closely connected to the story of the pioneers.
- B. a fruit that is difficult to grow and cultivate.
- C. very similar to the acorn of the oak tree.
- D. a native fruit of America.

12. According to the passage, which is true about John Chapman?

- A. He thought the history of the apple and the history of humans were connected.
- * B. He may have worn a burlap coffee sack for a shirt and a tin pot for a hat.
- C. He was not the mythical hero known as Johnny Appleseed.
- D. He called the apple “the American fruit.”

PART II Released Reading Items—2007 Grade 11 Literacy

13. What is the meaning of pomace as it is used in paragraph 3?

- A. a part of a cider mill
- B. a mound of apple seeds
- * C. the crushed pulp of apples
- D. the sidecar of the catamaran

14. “The apple has been far more eager to do business with humans.”

What is the purpose of the personification in the sentence above?

- * A. It continues the idea that apples have a relationship with people.
- B. It describes the apple to help the reader visualize how it looks.
- C. It reminds the audience that apples are living things.
- D. It makes the reader feel sympathy for the apple.

15. According to the passage, who called the apple “the American fruit”?

- A. John Chapman
- B. Michael Pollan
- C. Henry David Thoreau
- * D. Ralph Waldo Emerson

16. As it is used in paragraph 4, what does lot mean?

- A. many
- B. property
- C. a very large amount
- * D. one’s situation in life

PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM B

- B.** Explain why observing John Chapman as he traveled along the Ohio River would have been a strange sight. Include three details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight and includes three details from the passage to support the response.
3	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight and includes two details from the passage for support.
2	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight and includes one detail from the passage for support.
1	The response explains why observing John Chapman as he traveled along the Ohio River would have been a strange sight.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Read the following passage about scrambled eggs. Then answer multiple-choice questions 17 through 24 and open-response question C.

Hearty Scrambled Eggs

by Nina West and Erin McMurrer

What’s not to love about fluffy, bright yellow, featherweight scrambled eggs? Back in 1998, we discovered that adding milk to the eggs makes the curds soft and pliable, while cooking them over high heat in a constant folding motion coagulates the eggs quickly and efficiently. It was, therefore, a great disappointment when we discovered that our quick, simple recipe ran into trouble as soon as we attempted to add any other ingredients. Just a sprinkle of sautéed vegetables or browned sausage caused the eggs to become watery, discolored, and heavy. As it turned out, the difference between scrambled eggs and “hearty” scrambled eggs was much bigger than we expected.

2 The biggest problem was “weeping”: Additional ingredients seemed to promote water loss in the eggs during cooking. Our first thought was that the temperature of the added ingredients might be a key factor. But from tests in which we tried adding both room-temperature and refrigerated ingredients, we learned that their temperature made little difference to the eggs. We thought perhaps adding a binder would inhibit water loss, so we tried cornstarch, cream cheese, mayonnaise, and bread crumbs—all to no avail. Then we suspected that milk, one of the ingredients in the original recipe, might be the source of the problem, considering that it is mostly water. We eliminated the milk but found that the recipe could not live without it; dairyfree scrambled eggs were tough.

3 Another thought was that the high heat of the recipe was causing the eggs to cook too quickly, seize, and squeeze out their moisture (evident in the gray, unappetizing puddle of liquid on our plate). Although even the slightest bit of overcooking will cause eggs to lose their moisture and high heat makes split-second timing essential, the heat itself was not the problem. To the contrary, the steam created by cooking over high heat was crucial to the light, fluffy texture that was the hallmark of our recipe. Nonetheless, to reduce the margin of error, we reduced the heat to medium. The texture of these eggs was slightly more substantial but certainly not inappropriate for a hearty egg dish. So far, so good—but the added ingredients were still causing our scrambled eggs to turn watery.

We wondered if the method we were using to combine the ingredients in the pan was a factor. Our current approach was to sauté onions, add the beaten eggs, and then fold the ingredients together until the eggs cooked through. For the next test, we removed the sautéed onions from the pan and wiped it clean before cooking the eggs, folded in the sautéed onions when the eggs were nearly done, then let the eggs finish cooking off the heat. Finally, some good news. The weeping was reduced, and the eggs had managed to hold on to their pristine yellow hue.

Because the onions were adding moisture to the eggs, we wondered if we should reduce the liquid elsewhere. We knew that some dairy was important for a soft texture, but perhaps instead of milk we should be using half-and-half or cream, both of which contain less moisture and more fat. We tested them and decided that the heavy cream made the eggs too rich and heavy; half-and-half, however, was perfect. These eggs were substantial, soft, and able to accept most of the ingredients we threw at them. Among the ingredients that were consistently successful were drier leafy greens, crunchy vegetables, and breakfast meats; there was nary a puddle on our breakfast plate. But we found it best to avoid very watery ingredients, such as mushrooms or ham steaks, which are often full of brine.

Scrambled Eggs with Bacon, Onion, and Pepper Jack Cheese

Serves 4 to 6

- 12 large eggs
- $\frac{3}{4}$ teaspoon table salt
- $\frac{1}{4}$ teaspoon ground black pepper
- 6 tablespoons half-and-half
- 4 bacon slices (about 4 ounces), halved lengthwise, then cut crosswise into $\frac{1}{2}$ -inch pieces
- 1 medium onion, chopped medium (about 1 cup)
- 1 tablespoon unsalted butter
- $1\frac{1}{2}$ ounces Pepper Jack or Monterey Jack cheese, shredded (about $\frac{1}{2}$ cup)
- 1 teaspoon minced fresh parsley leaves (optional)

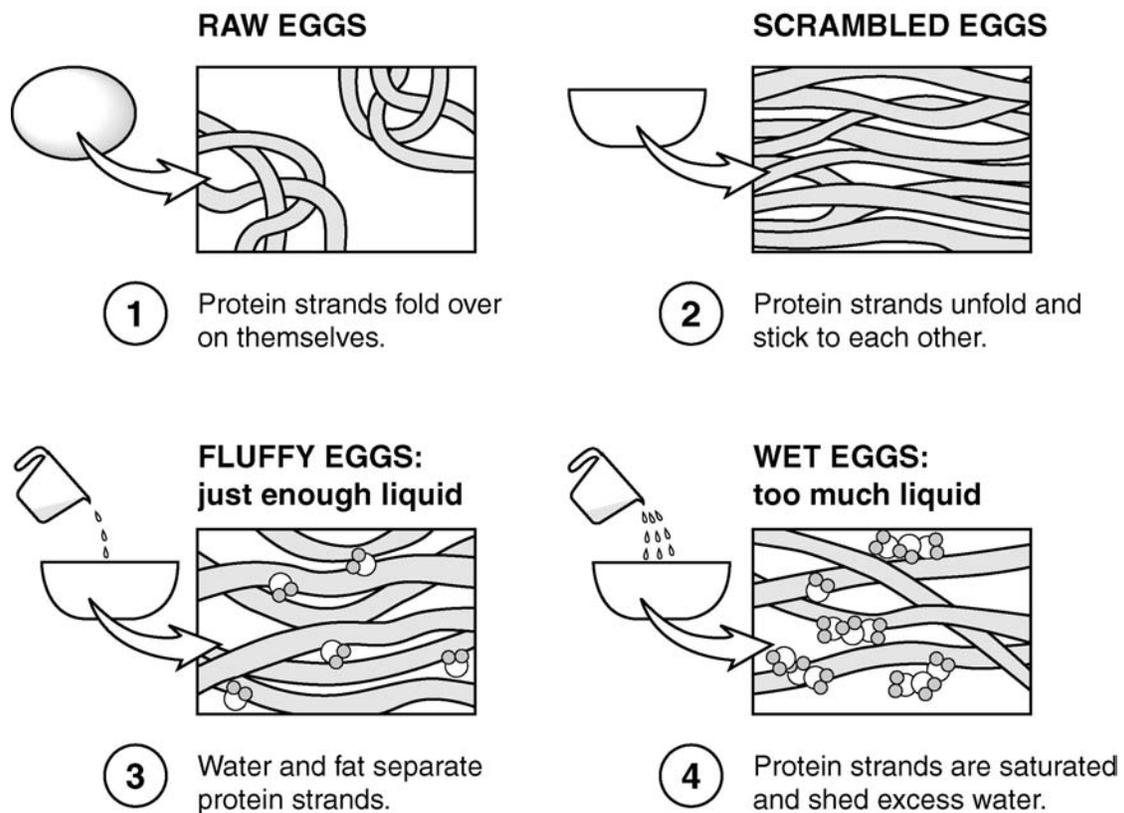
1. Crack eggs into medium bowl; add salt, pepper, and half-and-half. Beat with dinner fork until thoroughly combined.
2. Cook bacon in 12-inch nonstick skillet over medium heat, stirring occasionally, until browned, 4 to 5 minutes. Using slotted spoon, transfer bacon to paper towel-lined plate; discard all but 2 teaspoons bacon fat. Add onions to skillet and cook, stirring occasionally, until lightly browned, 2 to 4 minutes; transfer onion to second plate.
3. Thoroughly wipe out skillet with paper towels, add butter, and set over medium heat. When butter foams, swirl to coat bottom and sides of skillet, then pour in eggs. With heatproof rubber spatula, stir eggs constantly, slowly pushing them from side to side, scraping along bottom of skillet and then around sides, and lifting and folding eggs as they form curds. Do not over-scramble, as curds formed will be too small. Cook eggs until large curds form but eggs are still very moist, 2 to 3 minutes. Off heat, gently fold in onion, cheese, and half of bacon until evenly distributed; if eggs are still underdone, return skillet to medium heat for no longer than 30 seconds. Divide eggs among individual plates, sprinkle with remaining bacon and parsley, and serve immediately.

Science: How Scrambled Eggs Work

Cooking causes profound changes in the structure of egg proteins. Heat encourages these proteins to unfold, stick together, and form a latticed gel (compare illustrations 1 and 2). As a result, eggs transition from a liquid to a semisolid that you can pick up with a fork.

Most scrambled egg recipes call for some sort of dairy. Both the water and the fat in dairy ingredients keep the eggs from becoming tough by getting in between the protein strands, preventing them from joining too tightly (illustration 3). The water also helps to incorporate pockets of air and steam into the eggs as they are gently folded. This translates into fluffy scrambled eggs.

When we added hearty ingredients (each containing some water) to our scrambled egg recipe, however, the eggs became watery and weepy. That’s because eggs can hold only a limited amount of water—too much and they weep as they coagulate (illustration 4). Our solution to the problem of weepy eggs was to reduce the amount of liquid we had been using by 50 percent and to make our liquid of choice half-and-half rather than milk. While these scrambled eggs are not quite as fluffy as those made with milk, the extra fat in the half-and-half made for a pleasing texture, and the added heaviness of the eggs was imperceptible once sausage, bacon, and vegetables were folded in just before serving. —John Olson, Science Editor



PART II Released Reading Items—2007 Grade 11 Literacy

17. What is the purpose of the first five paragraphs of the passage?
- A. to explain how to scramble eggs and keep their color
 - * B. to explain how to scramble eggs and keep them from weeping
 - C. to explain the importance of using milk for tastier scrambled eggs
 - D. to explain all the different ways a cook can make eggs more nutritious
18. Which organizational structure **best** describes the first section of the passage?
- A. time/sequence
 - B. list/description
 - * C. problem/solution
 - D. compare/contrast
19. Which sentence uses the word fold in the same way as step 3 of the recipe?
- A. Fold the flattened dough around the sausage to make a ball.
 - B. After she took the cake out of the oven, it began to fold.
 - C. The chef put the cream filling in the fold of the pastry.
 - * D. Fold the chocolate chips and nuts into the mixture.
20. Which **best** supports the authors' argument in the passage?
- A. a reference to judges who helped to make determinations
 - B. evidence of differing perspectives
 - C. cited opinions of famous chefs
 - * D. the inclusion of scientific graphics
21. Which **best** summarizes paragraph 2?
- A. The use of binders to prevent water loss was unsuccessful.
 - B. Scrambled eggs cooked without any type of dairy product were tough.
 - * C. Experiments were done to find a way to reduce the weeping of the eggs.
 - D. The temperature of the added ingredients had little effect on the weeping of the eggs.
22. Which word could replace substantial in paragraph 3 without changing the meaning of the sentence?
- * A. firm
 - B. watery
 - C. flavorful
 - D. fattening

23. What is the main purpose of the illustrations in the “Science” section of the passage?
- A. to help the reader understand the job of a scientist
 - B. to help the reader see what scrambled eggs look like when they are weepy
 - C. to help the reader develop an interest in the chemical reactions in cooked foods
 - * D. to help the reader understand the explanation of how an egg changes when it is cooked
24. The authors of the passage assume that the reader
- * A. prefers fluffy to watery scrambled eggs.
 - B. does not know how to cook scrambled eggs.
 - C. has tried different ways to make scrambled eggs fluffier.
 - D. dislikes having to spend a lot of time and energy cooking.

PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM C

C. Use information from the passage to complete the graphic organizer below.

Cause	Effect
1.	Tough eggs
Steam from high heat	2.
Adding ingredients to the eggs when the eggs are almost done	3.
4.	Eggs that can accept ingredients without weeping

BE SURE TO LABEL YOUR RESPONSES 1, 2, 3, AND 4.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response provides four correct answers for the graphic organizer.
3	The response provides three correct answers for the graphic organizer.
2	The response provides two correct answers for the graphic organizer.
1	The response provides one correct answer for the graphic organizer.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items—2007 Grade 11 Literacy

Read this passage. Then answer multiple-choice questions 25 through 32 and open-response question D.

For a copy of the reading passage, “Portrait of the Bagel as a Young Man” by Thomas Beller, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, “Portrait of the Bagel as a Young Man” by Thomas Beller, please refer to the hard copy version of the Released Item Booklet.

25. Based on paragraph 10, which **best** describes the narrator’s view of such jobs as bike messenger and gallery assistant?

- A. underrated
- B. frustrating
- * C. low-level
- D. pointless

26. Which **best** summarizes the narrator’s description of the basement of B&T Bagels?

- * A. dark, but enlightening
- B. orderly, but corrupted
- C. threatening and dangerous
- D. unpleasant and frightening

27. Which **best** describes the narrator’s perception of panic in paragraph 12?

- A. It destroys every good thing.
- B. It is often overlooked by others.
- * C. It is part of every moment in life.
- D. It creates an exciting life experience.

28. Which point of view does the author employ?

- A. objective
- B. omniscient
- * C. first person
- D. limited omniscient

PART II Released Reading Items—2007 Grade 11 Literacy

29. How does the author’s use of imagery affect the passage?
- A. It adds an unexpected sense of comedy.
 - B. It creates a mood of confusion and treachery.
 - * C. It makes the passage personal and memorable.
 - D. It causes the narrator’s experiences to seem unrealistic.
30. Which statement from the passage uses diction that creates a hopeful tone?
- A. “I like bagels, but I have never felt in their thrall.”
 - * B. “There appeared an oasis of light and warmth—B&T Bagels.”
 - C. “It was this kind of memory—vague, nostalgic, innocent.”
 - D. “At that time I was a fledgling writer with a graduate degree.”
31. Which **most** likely made the narrator’s job at B&T Bagels seem special?
- A. his view of the city as a cold place
 - B. his having gone to graduate school
 - * C. his memory of the night in the snow
 - D. his interaction with his superior, Rick
32. Given the information in this passage, what can **most** likely be assumed about the narrator’s background?
- A. He grew up believing that society was very unfriendly.
 - B. He became interested in cooking when he was a teenager.
 - * C. He has developed a positive view of the city and its beauty.
 - D. He prefers spending time indoors to spending time outdoors.

PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM D

- D.** How does the narrator view his job at B&T Bagels? What significance does the job have for him? Provide two examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM D

SCORE	DESCRIPTION
4	The response states how the narrator views his job, explains its significance, and provides two examples from the passage to support the response.
3	The response states how the narrator views his job, explains its significance, and provides one example from the passage to support the response. OR The response states how the narrator views his job and provides two examples from the passage to support the response. OR The response explains the job’s significance and provides two examples from the passage to support the response.
2	The response states how the narrator views his job and explains its significance. OR The response states how the narrator views his job and provides one example from the passage to support the response. OR The response explains the job’s significance and provides one example from the passage to support the response.
1	The response states how the narrator views his job. OR The response explains the job’s significance.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Read the following passage about collectible games. Then answer multiple-choice questions 33 through 40 and open-response question E.

The Games That They Played!

by Kerra Davis

The board game, “Bulls and Bears,” set an auction record when it sold for \$30,800 at a Noel Barrett auction in 1992. Everyone thought, “WOW!!! That’s what I should have been collecting!” Produced by *McLoughlin Brothers*, the game was from 1883, and was in impeccable condition.

Previous to that time, the auction record was low by comparison, and held by “The National Game of the American Eagle,” which had sold at *Skinner’s Inc.* in Boston for \$5,390.

The selling price for “Bulls and Bears,” mentioned previously, was just one of the things that happens sometimes at auction, and naturally grabs the spotlight of the media. Price guides list “Bulls and Bears” in the \$11,000–\$15,000 range.

Without question, most game collectors will never own games that fall into the top echelon of the price pyramid unless their great-great grandparents leave them a gem. Keep in mind that it only takes two bidders to drive prices to such a height, and there are many records of very nice antique games selling in price ranges that are quite affordable.

History tells us that the earliest printed games in America weren’t made in America, but imported from England. Book publishing houses were the first American companies to produce games. *McLoughlin Brothers*, makers of the “Bulls and Bears” game, began as a book and paper doll publisher. Their early lithographed games are the best as far as color and graphics are concerned. Other well-known early American game manufacturers that are popular include *Ives*, *Bliss*, *Milton Bradley*, and *Parker Brothers*. Lesser known companies were *Reed*, *Thomson*, *Singer*, and *Selchow*.

Many of the early games were more

educational and religious in nature. Children were often not allowed to play with games unless there was moral value incorporated. Then the game trend in America began focusing on what was popular, new, and fun. Bicycles were invented and there were many bicycling games published around 1895; other games depicted motorcycles and automobiles. Early sports themes included golf, tennis, basketball and baseball. These games have been referred to as “parlor athletics.”

7 Success was a major theme that companies used for their games. In the “Game of District Messenger Boy,” 1886, all you had to do was work hard to rise from the position of messenger to the president of the telegraph service. The “Game of Playing Department Store,” 1898, encouraged players to accumulate the greatest quantity of goods while spending money wisely. And who hasn’t played “Monopoly” and tried to corner the market by scooping up all the best properties? The *Parker Brothers’* version that we still know and love today debuted on the market in 1935.

8 It’s very hard to predict selling prices for antique and vintage board games. Auction prices are generally high simply because the items are advertised and the interested collectors are gathered and vying for the same games. Some game enthusiasts only look for items in mint condition, while others focus in on the quality of the lithography. They don’t seem to mind if a box is in poor condition as long as the lithography is still good.

At one time, the general rule was the older the game, the more valuable. Generations have come and gone, however, and the new collector is often looking for what he or she remembers from their childhood. They don’t relate to the games of old. They played games that featured TV shows and

PART II Released Reading Items—2007 Grade 11 Literacy

personalities. So don't be surprised when these games bring higher prices than a generic game from the early 1900s.

Rarity and cross-collectability also make a difference in value. "Old Maid," "Authors" (modern "Go-Fish"), "Jackstraws" (modern "Pick-up-Sticks"), "Anagrams" and "Lotto" were produced by the millions. You can find many examples for sale everyday on the Internet, priced as low as \$5. They are not hot sellers, because everyone that would be interested either already has several or knows how easy they are to find. Exceptional cover illustrations on these games, however, make them a perfect starting point for beginning collectors.

Cross-over collectors are often the reason game values rise. They buy games not because they are games, but because of their specific collecting interest. Baseball is one of these categories. In May of 2003, a card game from 1923 about baseball with only a regular paper label (no graphics) on the box cover sold for \$76 on *eBay*. Games featuring comic characters are also in demand because of their cross-over theme.

In 1985, The American Game Collectors Association was founded to preserve and study American games of all eras. Members' interests include board and card games, jigsaw and dexterity puzzles, strategy games, marbles, tops, and others. In the early 1990s, AGCA asked its members to choose the best games from a predetermined list in two categories—artistic games and playable games. Some of the games chosen in the artistic category were as follows:

- National Game of the American Eagle, 1844, by *Ives*.
- To the North Pole by Airship, 1904, by *McLoughlin Bros.*
- Game of Voyage Around the World, 1919, by *McLoughlin Bros.*
- The Wonderful Game of Oz, 1922, by *Parker Brothers*.

Chosen in the most playable category were:

- Authors, since 1861, made by many companies.
- Parcheesi, since 1867, by *E.G. Selchow (Hasbro today)*.
- Touring, 1906, replaced by Mille Bornes, by *Parker Brothers*.
- Sorry, since 1930s, by *Parker Brothers*.

You do not have to collect rare and unusual games to be fascinated by this hobby. Take the common games that are inexpensive and so easy to find and build a collection around them. You could even focus on one single game such as "Old Maid," "Bingo" or "Parcheesi," and many examples will be priced less than \$20. For different graphics you could concentrate on the game boards. They are often found alone, out of their box and with no playing pieces, which keeps the price low. You could also follow the family "left-over" plan and ask your relatives for the old games they have stashed away in closets and attics. The old saying does remain true that someone else's trash could be your treasure.

33. By examining the word's parts, the reader can infer that lithography (paragraph 8) has some connection with which of the following?
- A. paper dolls
 - B. parlor athletics
 - * C. writing/printing
 - D. antiques/collectibles
34. Which statement provides the **best** summary of the final paragraph of the passage?
- * A. A collection of games could easily be started by buying inexpensive games or getting those that relatives no longer play.
 - B. Specific games such as "Old Maid" and "Bingo" are not good choices for collectors because they are too common.
 - C. Collecting board games inherited from family members would probably not be worthwhile.
 - D. It is difficult to break into the collecting field because everything is rare and expensive.
35. What is the purpose of the passage?
- A. to explain to children that board games are fun
 - B. to show antique dealers that old games are worth buying
 - * C. to inform potential collectors of the value and history of games
 - D. to persuade the reader to join the American Game Collectors Association
36. Which statement from the passage **best** supports the idea that there are games available for collectors with widely varied tastes and incomes?
- A. "Price guides list 'Bulls and Bears' in the \$11,000–\$15,000 range."
 - B. "It's very hard to predict selling prices for antique and vintage board games."
 - C. "At one time, the general rule was the older the game, the more valuable."
 - * D. "You do not have to collect rare and unusual games to be fascinated by this hobby."
37. Which statement fails to directly support the topic sentence of paragraph 7?
- A. "In the 'Game of District Messenger Boy,' 1886, all you had to do was work hard to rise from the position of messenger to the president of the telegraph service."
 - B. "The 'Game of Playing Department Store,' 1898, encouraged players to accumulate the greatest quantity of goods while spending money wisely."
 - C. "And who hasn't played 'Monopoly' and tried to corner the market by scooping up all the best properties?"
 - * D. "The *Parker Brothers*' version that we still know and love today debuted on the market in 1935."

38. “It’s very hard to predict selling prices for antique and vintage board games.”
(paragraph 8)

Which word could **best** be referred to as vintage, as used in the sentence above?

- * A. cars
 - B. food
 - C. friends
 - D. medicine
39. According to the passage, what cultural influence affects the choices of new game collectors?
- A. the age of the game
 - * B. memories from childhood
 - C. games that are playable and artistic
 - D. games that depict early sports themes

40. Which statement from the passage is an opinion?

- A. “Price guides list ‘Bulls and Bears’ in the \$11,000–\$15,000 range.”
- B. “History tells us that the earliest printed games in America weren’t made in America, but imported from England.”
- C. “In 1985, The American Game Collectors Association was founded to preserve and study American games of all eras.”
- * D. “You do not have to collect rare and unusual games to be fascinated by this hobby.”

PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM E

- E. According to the passage, what are two factors that can affect the value of a game? Provide an example from the passage to support each of your choices.

RUBRIC FOR READING OPEN-RESPONSE ITEM E

SCORE	DESCRIPTION
4	The response identifies two factors that affect the value of a game and provides an example from the passage to support each choice.
3	The response identifies two factors that affect the value of a game and provides an example from the passage to support one choice. OR The response identifies one factor that affects the value of a game and provides two examples from the passage to support the choice.
2	The response identifies two factors that affect the value of a game. OR The response identifies one factor that affects the value of a game and provides one example from the passage to support the choice.
1	The response identifies one factor that affects the value of a game.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items—2007 Grade 11 Literacy

Read the following passage, which provides information about several Arkansas restaurants. Then answer multiple-choice questions 41 through 48 and open-response question F.

For a copy of the reading passage, “Restaurants of Central Arkansas,” please refer to the hard copy version of the Released Item Booklet.

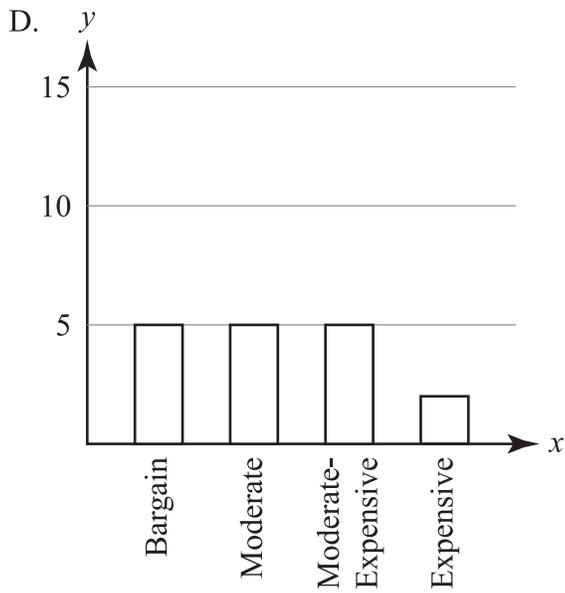
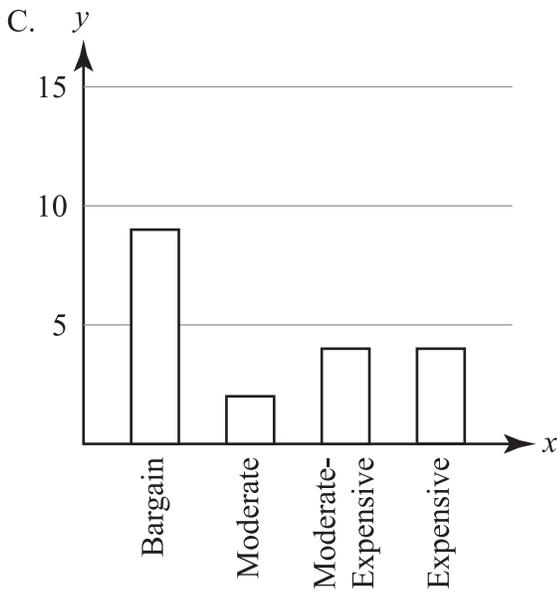
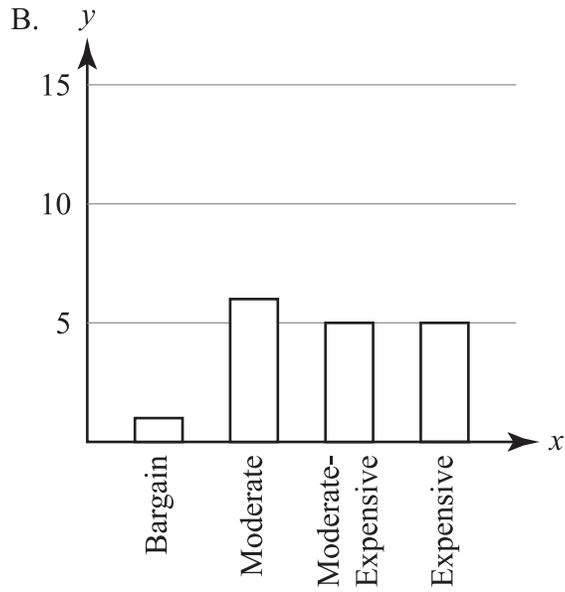
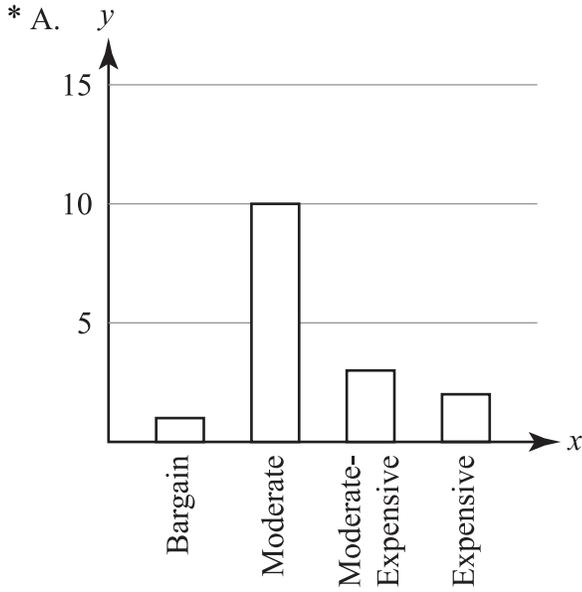
For a copy of the reading passage, “Restaurants of Central Arkansas,” please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items—2007 Grade 11 Literacy

41. What is the meaning of the word parlayed in the description of Best Impressions?
- A. created
 - * B. extended
 - C. confused
 - D. guaranteed
42. Who is the **most** likely author of the passage?
- A. a chef
 - B. a waiter
 - * C. a restaurant critic
 - D. a restaurant owner
43. Where would the passage **most** likely be found?
- A. a textbook
 - * B. a magazine
 - C. a phone book
 - D. an encyclopedia
44. Which is a good restaurant for lunch on a Saturday?
- * A. Best Impressions
 - B. Bruno’s Little Italy
 - C. Doe’s Eat Place
 - D. Terrace on the Green
45. Why is the food at Vermillion Water Grille described as being “yanked from the waves”?
- A. to tell the reader the restaurant is near the water
 - * B. to let the reader know the seafood is very fresh
 - C. to show that only seafood is served
 - D. to describe how the food is caught
46. According to the passage, in what way are Vermillion Water Grille and Tuesday USA **alike**?
- * A. Both serve seafood.
 - B. Both specialize in spicy foods.
 - C. Both are known for great service.
 - D. Both are owned by the same chef.
47. Chi’s Chinese Cuisine is described as having “a contemporary flair.” What could one expect to find at this restaurant?
- A. a traditional menu
 - B. excellent service
 - C. authentic music
 - * D. a modern feel

PART II Released Reading Items—2007 Grade 11 Literacy

48. Which graph summarizes price ranges for the restaurants in the passage?



PART II Released Reading Items—2007 Grade 11 Literacy

READING OPEN-RESPONSE ITEM F

- F. Identify two elements of a good restaurant review. Provide an example of each element from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM F

SCORE	DESCRIPTION
4	The response identifies two elements of a good restaurant review and provides an example of each element from the passage to support the response.
3	The response identifies two elements of a good restaurant review and provides an example of one element from the passage to support the response. OR The response identifies one element of a good restaurant review and provides two examples of the element from the passage to support the response.
2	The response identifies two elements of a good restaurant review. OR The response identifies one element of a good restaurant review and provides one example from the passage to support the response.
1	The response identifies one element of a good restaurant review.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Acknowledgments

The Arkansas Department of Education would like to thank those who have granted permission to reproduce the following copyrighted material:

Pages 2–4: “Martínez’ Treasure” Permission to reprint story granted by New Mexico Magazine.

Pages 7–8: “John Chapman” From THE BOTANY OF DESIRE by Michael Pollan, copyright © 2001 by Michael Pollan. Used by permission of Random House, Inc.

Pages 11–13: “Hearty Scrambled Eggs” by Nina West and Erin McMurrer. From *Cook’s Illustrated*, Jan/Feb 2005, published by Boston Common Press Limited Partnership. Used by permission of the publisher.

Pages 17–18: “Portrait of the Bagel as a Young Man” Copyright © 1998 by Thomas Beller.

Pages 21–22: “The Games That They Played!” Reprinted with permission of *Antiques & Collecting Magazine*. Copyright by *Lightner Publishing*, 2004.

Pages 26–27: “Restaurants of Central Arkansas” Used with permission. Arkansas Democrat-Gazette Inc. © copyright 2006.

PART II Released Writing Prompts—2007 Grade 11 Literacy

PROMPT #1

The United States Postal Service is having an essay contest, and you have decided to enter. This is the topic:

The United States Postal Service creates stamps to honor people who have accomplished something important. Who should be on a new stamp?

Before you begin to write, think about someone who has accomplished something important. **Why** should this person be on the new stamp?

Now write an essay for the United States Postal Service about a person who should be on a new stamp. Give reasons and enough detail so that your readers will understand.

PROMPT #2

Your school district is considering adopting the following policy:

Fifteen minutes will be set aside each day for all students to sweep, dust, and clean classrooms and hallways.

You decide to write a letter to the school board expressing your opinion.

Before you begin to write, think about cleaning the school for fifteen minutes each day. Is this a good idea? How would this affect your school and students?

Now write a letter to the school board expressing your opinion on students cleaning the school. Give enough detail so that the school board will understand.

WRITER'S CHECKLIST

- | | |
|---|---|
| <ol style="list-style-type: none">1. Look at the ideas in your response.<ul style="list-style-type: none">— Have you focused on one main idea?— Have you used enough detail to explain yourself?— Have you put your thoughts in order?— Can others understand what you are saying?2. Think about what you want others to know and feel after reading your paper.<ul style="list-style-type: none">— Will others understand how you think or feel about an idea?— Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.) | <ul style="list-style-type: none">— Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)— Are your sentences alike? (Hint: Use different kinds of sentences.) <ol style="list-style-type: none">3. Look at the words you have used.<ul style="list-style-type: none">— Have you described things, places, and people the way they are? (Hint: Use enough detail.)— Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)— Have you used the right words in the right places?4. Look at your handwriting.<ul style="list-style-type: none">— Can others read your handwriting with no trouble? |
|---|---|

Domain Scoring Rubric

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a composition intended to be read. The writer crafts his/her message for the reader by focusing on a central idea, providing elaboration of the central idea, and delivering the central idea and its elaboration in an organized text. Features are:

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

The Style domain comprises those features that show the writer purposefully shaping and controlling language to affect readers. This domain focuses on the vividness, specificity, and rhythm of the piece and the writer's attitude and presence. Features are:

- Selected vocabulary
- Sentence variety
- Tone
- Voice
- Selected information

Sentence Formation (F)

The Sentence Formation domain reflects the writer's ability to form competent, appropriately mature sentences to express his/her thoughts. Features are:

- Completeness
- Absence of fused sentences
- Expansion through standard coordination and modifiers
- Embedding through standard subordination and modifiers
- Standard word order

Usage (U)

The Usage domain comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are:

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

The Mechanics domain includes the system of symbols and cueing devices a writer uses to help readers make meaning. Features are:

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale:

4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all of the domain's features.

3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.

2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.

1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

*Control: The ability to use a given feature of written language effectively at the appropriate grade level. A response receives a higher score to the extent that it demonstrates control of the features in each domain.

The application of the scale, using actual student writing, is done with the assistance of a committee of Arkansas teachers, language arts supervisors, and representatives of the Arkansas Department of Education.

Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable, and that entry will receive a score of "0."

1. ¹Last night, my friends and I went to the movies. ²We stood in the lobby and argued about what we wanted to see. ³Jackie really wants to see an action movie, but I want to see a horror film. ⁴By the time we came to a decision, the movie we chose was sold out.

Which sentence needs to be revised in order to maintain a consistent verb tense throughout the paragraph above?

- A. 1
 - B. 2
 - * C. 3
 - D. 4
2. Which is the **best** example of writing that uses first-person point of view?
- A. All eyes turned to Olivia as she rushed into the biology classroom ten minutes after the bell rang. Her cheeks reddened as she took her seat.
 - B. Bill fidgeted in his seat. He wondered why Olivia was late this morning. He was relieved when she rushed into the classroom, a full ten minutes late.
 - * C. I was ten minutes late for my first class. As I rushed into the biology classroom, I could feel everyone staring at me. I felt my face flush with embarrassment.
 - D. All eyes turned to Olivia as she rushed into the classroom. Bill was relieved to see her, but Mrs. Johnson was clearly annoyed as she marked Olivia “tardy” for the third time that week. Olivia flushed with embarrassment as she slouched down in her seat.

3. In my story, a girl must open one of three doors. These doors represent the choices all people face in life.

The underlined word above is an example of which type of figurative language?

- A. allusion
 - * B. symbol
 - C. hyperbole
 - D. archetype
4. ¹Many students dream of having a future of luxury and enjoyment. ²However, many do not plan for the life they wish for. ³Many times they take classes in school which offer little challenge. ⁴The end result is that they are stuck in low-paying jobs instead of the powerful careers they dreamed of having.

Which sentence would **best** fit between sentences 3 and 4 in the paragraph above?

- A. Because of this, they spend too much time playing sports.
- * B. In addition, they often earn low grades and fail to develop good work habits.
- C. Students should not dream of having a career that requires them to work above their abilities.
- D. Calculus, foreign languages, statistics, and English might be considered challenging classes.

5. Which sentence uses punctuation **correctly**?

- A. Before, she left she took a suitcase.
- * B. On May 21, 2004, Sandra turned twenty-two.
- C. The car had a problem with it’s gasoline consumption.
- D. Since the escape, Bill Tom and Michael have been missing.

6. **Next month, our class will travel to the natural history museum to tour the mammals exhibit. Remember to bring your signed permission slip!**

Who is **most** likely the target audience for the announcement above?

- * A. students in a science class
- B. parents of high school students
- C. teachers of elementary students
- D. students in a physical education class

7. **My friend is _____ when editing her newspaper, and she reprimands writers who _____ from their topics.**

Which word pair **best** completes the sentence above?

- A. obscure/malign
- B. pugilistic/protrude
- C. venerable/concede
- * D. meticulous/digress

8. Which **best** describes the first two lines of the passage below?

Math is
a stone around my neck.
It growls at me.
It tries to lose me in the forest,
but I am
too tough to lose.
I wrestle math.
I win.

- * A. They contain a metaphor.
- B. They use several adjectives.
- C. They exemplify expository writing.
- D. They are an example of prewriting.

9. Geoffrey is writing a letter to the editor of the local newspaper to encourage donations to support his high school’s marching band program. What information will **best** persuade the newspaper’s readers to support the marching band?

- * A. an explanation of how students benefit from participating in the marching band
- B. a history of the marching band and biographies of former band directors
- C. an opinion about the marching band’s performance at football games
- D. a description of the marching band’s uniforms and instruments

10. As he listened to the merry sounds of the mourning, he fed himself on the sweet strawberries from the meadow.

Which underlined word is used **incorrectly**?

- A. merry
 - * B. mourning
 - C. fed
 - D. sweet
11. A job well done can be very satisfying. Marcus always uses his time at work as wisely as he can.
- Which would be the **best** transition to link the sentences above?
- A. because
 - B. however
 - C. for example
 - * D. for this reason
12. Which sentence uses **correct** parallel structure?
- A. Maribel listened as the teacher told her to read the chapter and that she should outline it as well.
 - B. The coach advises his team to train daily and about avoiding junk food.
 - * C. Courtney wanted to know where I was going and when I was leaving.
 - D. I enjoy swimming in the lake more than to swim at the pool.

13. Which sentence contains **correct** verb tense agreement?

- A. Jonathan studied and studied, so he gets good grades.
- B. Brad loved his biology teacher, but he likes his math teacher, too.
- C. Kayla had just started mopping the floor when the phone begins ringing.
- * D. Olivia enjoys that series very much because she admires the main female character.

14. In the sunlight there were people walking quickly. The people were walking quickly in the sunlight in the direction of the park because they wanted to hear the musical performance.

Which is the **best** revision of the sentences above?

- A. In the sunlight the people walked quickly to the musical performance in the park to hear it.
- B. The people walked in the sunlight toward the park to hear the musical performance quickly.
- C. The people walking quickly in the sunlight, they went to the park to hear the musical performance.
- * D. People were walking quickly in the sunlight toward the park to hear the musical performance.

15. ¹In the course of his life, Gabriel never stopped learning. ²He continued to read after graduating from school. ³He read mainly about history. ⁴He took classes with teachers younger than he until he was in his seventies. ⁵Even in his everyday life, he learned things by being a keen observer.

Which sentence can **most** likely be removed without losing the unity of the paragraph's central idea?

- A. 1
- B. 2
- * C. 3
- D. 5

16. Ursula and Hannah found a small bird in there backyard that had injured its wing and was unable to fly.

Which underlined word needs revision?

- * A. there
- B. injured
- C. its
- D. was

PART III Item Correlation with Curriculum Frameworks—2007 Grade 11 Literacy

The Arkansas *English Language Arts Curriculum Framework—Reading Strand**

Content Standards	Student Learning Expectations
<p>9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.</p>	<ol style="list-style-type: none"> 1. Connect own background knowledge to recognize and analyze personal biases brought to a text. 2. Analyze style and diction to determine author's purpose. 3. Develop and use appropriate strategies to support active reading and engagement. 4. Analyze how works of a given period reflect author's background, historical events, and cultural influences. 5. Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence. 6. Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details. 7. Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts. 8. Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose). 10. Analyze and defend a position using concepts gained from reading. 11. Analyze and compare the author's use of figures of speech and sound devices. 12. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
<p>10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts.</p>	<ol style="list-style-type: none"> 22. Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme, using literary terminology. 23. Analyze the prominence of literary elements in a work. 24. Analyze the impact of irony on a text. 26. Evaluate the credibility of an author's argument or defense.
<p>11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</p>	<ol style="list-style-type: none"> 1. Recognize and apply specialized vocabulary. 2. Analyze roots and word parts to draw inferences about meaning. 4. Analyze the connotative power of words.

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

PART III Item Correlation with Curriculum Frameworks—2007 Grade 11 Literacy

Released Items for Reading*

Item	Content Standard	Student Learning Expectation	Passage Type
1	10	24	Literary
2	9	12	Literary
3	11	2	Literary
4	9	2	Literary
5	9	11	Literary
6	10	22	Literary
7	9	5	Literary
8	9	5	Literary
A	10	23	Literary
9	9	3	Content
10	9	12	Content
11	9	5	Content
12	9	3	Content
13	11	1	Content
14	9	11	Content
15	9	3	Content
16	11	1	Content
B	9	5	Content
17	9	6	Practical
18	9	12	Practical
19	11	1	Practical
20	10	26	Practical
21	9	6	Practical
22	11	4	Practical
23	9	2	Practical
24	9	1	Practical
C	9	3	Practical

Item	Content Standard	Student Learning Expectation	Passage Type
25	9	11	Literary
26	9	6	Literary
27	9	11	Literary
28	9	8	Literary
29	10	23	Literary
30	10	22	Literary
31	9	5	Literary
32	9	4	Literary
D	9	5	Literary
33	11	2	Content
34	9	6	Content
35	9	2	Content
36	9	10	Content
37	9	12	Content
38	11	4	Content
39	9	4	Content
40	9	7	Content
E	9	5	Content
41	11	1	Practical
42	9	5	Practical
43	9	1	Practical
44	9	6	Practical
45	9	11	Practical
46	9	7	Practical
47	11	1	Practical
48	9	3	Practical
F	9	5	Practical

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed for the English Language Arts items.

PART III Item Correlation with Curriculum Frameworks—2007 Grade 11 Literacy

The Arkansas *English Language Arts Curriculum Framework—Writing Strand**

Content Standards	Student Learning Expectations
<p>4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>1. Apply appropriate prewriting strategies to address purpose and audience, with emphasis on exposition.</p> <p>6. Arrange paragraphs into a logical progression with appropriate transition.</p> <p>7. Revise content of writing for central idea, elaboration, unity, and organization.</p> <p>9. Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences.</p> <p>10. Evaluate how well questions of purpose, audience, and genre have been addressed.</p> <p>11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions.</p> <p>12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling.</p>
<p>5. Purposes, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences, employing a wide range of forms.</p>	<p>6. Write poems using a range of poetic techniques, forms, and figurative language, emphasizing free verse poetry.</p>
<p>6. Conventions: Students shall apply knowledge of Standard English conventions in written work.</p>	<p>1. Use a variety of sentence structures, types, and lengths for effect in writing.</p> <p>2. Apply usage rules appropriately in all formal writing.</p> <ul style="list-style-type: none"> • subject-verb agreement • pronoun agreement • misplaced modifiers • active and passive voice • indicative and subjunctive mood <p>5. Apply the punctuation rules appropriately in writing.</p>
<p>7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>1. Use figurative language effectively with emphasis on extended metaphor and symbolism.</p> <p>7. Use precise word choices that convey specific meaning.</p> <p>9. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.</p>

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the released test items in this booklet.

PART III Item Correlation with Curriculum Frameworks—2007 Grade 11 Literacy

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	6	2
2	7	9
3	7	1
4	4	6
5	6	5
6	4	10
7	7	7
8	5	6
9	4	1
10	4	11
11	4	6
12	6	1
13	6	2
14	4	9
15	4	7
16	4	12

*Only the predominant Strand, Content Standard, and Student Learning Expectation is listed for the English Language Arts items.

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201