



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 11 Literacy Examination

March 2008 Administration

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Arkansas Department of Education

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PART I Overview – 2008 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 2008.

This Released Item Booklet for the *Grade 11 Literacy Examination* contains test questions or items that were asked of students during the March 2008 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 2 hours and 45 minutes each day to complete assigned test sessions during the two days of testing in March 2008. 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 essay prompt 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 Framework 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 Framework to provide models for classroom instruction.

PART I Scoring Student Responses to Grade 11 Literacy Open-Response Items

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

The Arkansas Grade 11 Literacy Rangefinding Committee assisted in the development of the scoring criteria. The committee comprises active, Arkansas educators with expertise in English and/or language arts education.

Reader Training

Readers are trained to score only one content area. Qualified readers for Arkansas scoring will be those with a four-year college degree in English, language arts, education, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt or the reading passage and its open-response item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 11 Literacy Examination* responses.

Once scoring of the actual student responses begins, readers are monitored constantly throughout the project to ensure that they are scoring according to the criteria. Daily and cumulative statistics are posted and analyzed, and the Scoring Director or Team Leaders reread selected responses scored by the readers. These procedures promote reliable and consistent scoring. Any reader who does not maintain an acceptable level of agreement is dismissed from the project.

Scoring Procedures

All student responses to the *Grade 11 Literacy Examination* open-response test items are scored independently by two readers. Those two scores are compared, and responses that receive scores that are non-adjacent (a “1” and a “3,” for example) are scored a third time by a Team Leader or the Scoring Director for resolution.

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

Arkansas State Parks

BULL SHOALS-WHITE RIVER STATE PARK

129 Bull Shoals Park
Lakeview, AR 72642
(870) 431-5521
e-mail: bullshoalswhiteriver@arkansas.com

In the scenic Ozark Mountains, you'll find one of the nation's finest fishing and boating combinations: the White River and Bull Shoals Lake. One of mid-America's premier trout streams, the White River is famous for record rainbow and brown trout. A dam on the river forms 45,440-acre Bull Shoals Lake, popular for its lunker bass, trout, catfish, and crappie. Situated below the dam, Bull Shoals-White River State Park stretches along the lakeshore and riverside.

The park features 105 campsites along the river—10 Premium Class A (1 w/sewer), 75 Preferred Class A, 20 Tent sites with no hookups, two Rent-A-Camp sites and two Rent-An-RV and year-round interpretive programs. Facilities include picnic areas, standard pavilions, playgrounds and trails. A trout dock offers boat, motor and canoe rentals; supplies; equipment and gifts.

From Mountain Home, travel six miles north on Ark. 5, then go eight miles west on Ark. 178.

Camping Fees, Discounts and Winter Rates Trout Dock

Johnboat—20 ft.: \$32/one-half day; \$37/day
Johnboat w/Motor (Fuel extra on all motor rentals): \$55/one-half day; \$75/day
Canoe (for floating the river/haul back included): \$37/day
Canoe (for use in immediate park area): \$15/one-half day; \$20/day
Haul Back Service (for a private canoe): \$27/day

Special Naturalist Programs

Johnboat Scenic Float Trip on the White River
1–1½ hour—two persons/boat—\$15/hour
Three persons/boat—\$22/hour (plus fuel)
Guided Canoe Trip on White River [1 mile]—\$6/person
Scenic Tour on Bull Shoals Lake [1½ hour]
Adult—\$6 each; Child (age 6–12)—\$3 each

CROWLEY'S RIDGE STATE PARK

2092 Highway 168 North
Paragould, AR 72450
Park/Campsite Reservations: (870) 573-6751
Cabin Reservations: 1-800-264-2405
e-mail: crowleysridge@arkansas.com

This retreat lies atop the forested hills called Crowley's Ridge. The Park occupies the former homestead of Benjamin Crowley, whose family first settled the area. Cozy log and stone structures constructed by the Civilian Conservation Corps set the mood for the park's rustic warmth. Facilities include four fully-equipped, modern duplex cabins with kitchens; a group lodging area featuring five bunk cabins, a kitchen/dining hall and bathhouse; 26 campsites—18 Class A and eight Tent sites; picnic areas; snack bar; trails; standard pavilions; 31-acre fishing lake (electric motors); and a 3½-acre swimming lake. Year-round interpretive programs are offered here at the park.

The park is 15 miles north of Jonesboro on Ark. 141; or nine miles west of Paragould on U.S. 412, then two miles south on Ark. 168.

Camping Fees, Discounts and Winter Rates Cabins (with kitchens)

Jan.–May & Sept.–Dec.
Two double beds (fireplace):
Sun.–Thurs. \$68/two persons/day;
Fri.–Sat. \$78/two persons/day
One double bed (fireplace):

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Sun.–Thurs. \$62/two persons/day;

Fri.–Sat. \$72/two persons/day

Memorial Day thru Labor Day

Two double beds (fireplace):

Sun.–Sat. \$78/two persons/day

One double bed (fireplace):

Sun.–Sat. \$72/two persons/day

Each additional person \$10/day

Group Facilities (dep. req.) [Capacity: 60 persons]

For 1 to 20 persons (bunk cabins only)—\$135/day

(Sun.–Thurs.); \$150/day (Fri.–Sat.)

Swimming (Lake) \$2/person/day (age 6 and up);

\$1/child/day (age 2–5); Pass (20 admissions)—

\$35

Pedal Boat \$3.50/one-half hour; \$4.50/hour

Fishing Boat-14 ft. \$4.50/one-half day; \$6.25/day

Canoe \$3.50/hr; \$6/one-half day; \$11.25/day

Water Bike \$4.50/one-half hour; \$6.25/hour

OLD WASHINGTON HISTORIC STATE PARK

P.O. Box 98

Washington, AR 71862

(870) 983-2684

e-mail: oldwashington@arkansas.com

Washington is a unique, historic Arkansas community conserved and interpreted by Arkansas State Parks in conjunction with the Pioneer Washington Restoration Foundation. From its establishment in 1824, Washington was an important stop on the rugged Southwest Trail for pioneers traveling to Texas. James Bowie, Sam Houston and Davy Crockett traveled through Washington. James Black, a local blacksmith, is credited with creating the legendary Bowie Knife here. Later, the town became a major service center for area planters, merchants and professionals. Washington was the Confederate Capital of Arkansas from 1863–1865.

The state park, established in 1973, interprets

Washington from 1824–1889. The 1874

Courthouse serves as the park visitor center.

Visitors can see the 1836 Courthouse,

Blacksmith Shop, Weapons Museum, several

residences and other structures on self-guided

tours. Buildings open for touring vary each day.

Lunch featuring delicious, Southern country fare

is served daily in the 1832 Williams Tavern

Restaurant.

The park also houses the Southwest

Arkansas Regional Archives, a resource center

for historical and genealogical research.

Take Exit #30 off I-30 at Hope and travel nine miles northwest on U.S. 278 to Washington.

Old Washington Museum Experience (a self-guided walking tour of every museum facility open that day) Adult—\$6.75 each; Child (age 6–12)—\$3.75 each

Washington Sampler [abbreviated tour featuring two buildings] Adult—\$5 each; Child (age 6–12)—\$2.75 each

One-Day Family Pass (for parents and dependent children age 6–18)—\$30/family

Old Washington Narrative Experience

Step-on guides are available for motor coach or private bus tours of Washington. In addition, the park has a bus with a capacity of 25 persons available for guided tours—\$30/tour.

Surrey Ride (available seasonally) Adult—\$5 each; Child (age 6–12)—\$2.50 each

Adult Group Rates (20 or more with advance notice)—\$1 off above rates

Bona Fide School Groups (with advance notice)—\$5.50/student. Teachers and bus drivers admitted free. One chaperone admitted free for every 15 students.

Special Events Parking \$3/car/day

Hours Open—8 a.m.–5 p.m. daily (year-round)

Closed—New Year's Day, Thanksgiving Day.

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1. What is **most** likely the purpose of the second paragraph in the “Crowley’s Ridge State Park” section?
 - * A. to give directions about how to drive to the park
 - B. to show that the park is secluded from other parks
 - C. to persuade the reader that this park is the best of its kind
 - D. to indicate that the reader must make reservations to visit the park

2. How do visitors to Old Washington Historic State Park see the Blacksmith Shop?
 - A. on the bus tours of Washington
 - B. on a guided tour in the mornings
 - C. on the way to the park’s restaurant
 - * D. on the self-guided tours of the park

3. When is the **least** expensive time to rent a cabin with a fireplace at Crowley’s Ridge State Park?
 - * A. April
 - B. August
 - C. Labor Day weekend
 - D. Memorial Day weekend

4. For whom is Crowley’s Ridge **most** likely the most appealing of the three parks?
 - A. a person who likes tent camping and canoeing
 - B. a person who prefers warm weather over cold weather
 - * C. a person who likes to fish and enjoys staying in a cabin
 - D. a person who enjoys learning about the history of a place

5. What does Old Washington Historic State Park have that the other two parks lack?
 - * A. a restaurant
 - B. boats for rent
 - C. a scenic float trip
 - D. sleeping facilities

6. How are the three state park descriptions similar?
 - A. Each offers guided tours.
 - B. Each provides a boat rental service.
 - * C. Each gives driving directions to the park.
 - D. Each indicates the historical nature of the park.

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7. In the “Old Washington Historic State Park” section, what is **most** likely indicated by the word abbreviated in the “Washington Sampler” information?

- A. The tour is a self-guided tour.
- * B. The tour is not as long as other tours.
- C. The groups are smaller than school groups.
- D. The tour concentrates on the general view of the park.

8. What is the meaning of rustic as it is used in the first paragraph of the “Crowley’s Ridge State Park” section?

- A. modern
- * B. country
- C. summer
- D. constant

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READING OPEN-RESPONSE ITEM A

- A. How are Bull Shoals-White River and Crowley’s Ridge State Parks **different**? Why might a person prefer Bull Shoals-White River over Crowley’s Ridge? Provide two examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response states how the parks are different, explains why a person might prefer Bull Shoals-White River, and provides two examples from the passage to support the response.
3	The response states how the parks are different, explains why a person might prefer Bull Shoals-White River, and provides one example from the passage to support the response. OR
	The response states how the parks are different and provides two examples from the passage to support the response. OR
	The response explains why a person might prefer Bull Shoals-White River and provides two examples from the passage to support the response.
2	The response states how the parks are different and explains why a person might prefer Bull Shoals-White River. OR
	The response states how the parks are different and provides one example from the passage to support the response. OR
	The response explains why a person might prefer Bull Shoals-White River and provides one example from the passage to support the response.
1	The response states how the parks are different. OR
	The response explains why a person might prefer Bull Shoals-White River.
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 this passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

Excerpts from *The Signers*

by Dennis Brindell Fradin

John Hancock: Put Your “John Hancock” Here

People who are about to sign important papers are often asked to “put your John Hancock here.” The first person to sign the Declaration of Independence inspired this expression.

John Hancock was born in Braintree, Massachusetts, in 1737. His father, a minister, died when John was seven. The family had more than their grief to contend with. Their home was reserved for the minister, so they had to move out to make room for the new preacher. John’s mother couldn’t afford to keep the family together. She and her other two children moved in with Grandfather Hancock in Lexington, Massachusetts, while John went to live with his wealthy uncle Thomas and aunt Lydia Hancock in their mansion on Boston’s Beacon Hill.

His aunt and uncle, who had no children of their own, showered John with love and everything that money could buy, including a Harvard education. John adored them, too, but all his life he was haunted by being separated from his mother, brother, and sister.

Following college graduation, John went to work for Uncle Thomas. In 1764 Thomas Hancock died, leaving most of his fortune to his nephew. Suddenly, at twenty-seven, John Hancock was one of the richest people in Massachusetts.

5 John enjoyed his wealth. He owned enough suits to open a clothing store, drove about in a fancy carriage, and gave parties that were the talk of Boston. He also used his money for the public good, which made him very popular. For example, he helped rebuild damaged structures after a fire, and every winter he donated food to poor Bostonians.

Samuel Adams decided to recruit Hancock for the Liberty Party, as the radicals were called. He took Hancock to his political meetings and convinced him to join the patriot cause. They were an odd couple—Adams in his threadbare suit accompanied by the dashing young merchant. At Samuel’s prodding, John ran for office, and in 1766 he was elected to the Massachusetts legislature.

7 Hancock poured his heart, soul—and money—into the patriot cause. He gave so much money to the rebels that Bostonians joked, “Samuel Adams writes the letters [to the newspapers], and John Hancock pays the postage.” Hancock was also the central figure in a famous act of defiance. In May 1768 his ship, *Liberty*, entered Boston Harbor. A British tax man climbed aboard to inspect the vessel. By Hancock’s order, the crew locked him in a cabin. John Hancock was arrested, but his lawyer, John Adams, managed to have the charges dropped. However, the British seized the *Liberty* and never returned it to him. In 1774 he further enraged the British by making a speech in which he suggested that the colonists form an independent nation called the United States of America—one of the first times this name was proposed.

As war approached, Hancock was elected president of a new Massachusetts government that was the forerunner of its state government. Under Hancock, Massachusetts raised bands of “minutemen.” These soldiers, who claimed they could get ready to fight in sixty seconds, were soon needed. On the morning of April 19, 1775, British troops came to capture Hancock and Samuel Adams, who were hiding in Lexington. Thanks to Paul Revere’s famous ride, Hancock and Adams were warned. A little-known fact is that Samuel had a tough time convincing John to flee. Hancock wanted to join the minutemen who fought the Battle of Lexington on the village green, beginning the Revolutionary War.

John Hancock and Samuel Adams soon headed to Philadelphia for the Second Continental Congress. In May 1775, Hancock was elected president of Congress. Three months later Hancock married Dolly Quincy, with whom he would have two children. Their daughter, Lydia, lived less than a year. Their other child, John George Washington Hancock, hit his head while ice skating and died at the age of eight.

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As president of the Continental Congress, John Hancock was the first person to sign the Declaration of Independence. Reportedly, while signing in large, bold letters on July 4, 1776, Hancock said, “There! John Bull [a nickname for England] can read my name without spectacles and may double his reward on my head!”

Hancock was immensely popular with the American patriots after signing the Declaration. In 1780 he was elected the first state governor of Massachusetts in a landslide. He served as governor for a total of eleven years, but suffered so severely from a painful disease called gout that at times he couldn’t walk and had to be carried about Boston. He was still governor of the Bay State when he died in 1793 at the age of fifty-six.

Benjamin Harrison: “We Will Show Mother Britain!”

Whenever the name Benjamin Harrison is mentioned, most people think of the twenty-third president. Few people know that President Harrison’s great-grandfather Benjamin Harrison signed the Declaration of Independence.

Benjamin Harrison the signer was born in Charles City County, Virginia, in 1726. He attended the College of William and Mary at Williamsburg but left without graduating. It was said that he quarreled with a professor, but more likely he had to return home to manage his family’s estate after his father was killed by lightning. Soon after, he married Elizabeth Bassett, with whom he had seven children.

Harrison was only twenty-three when he was elected to the House of Burgesses, where he served for the next quarter century. He was elected to the Continental Congress in August 1774. In Philadelphia, he shared a house with fellow Virginian George Washington. Known for his memorable remarks, Harrison told John Adams that he would have walked the 200 miles to get to Congress, if need be.

At the time John Hancock was elected president of Congress in May 1775, the British were especially enraged at Hancock’s home colony, Massachusetts, which they felt had led the thirteen colonies into war. Harrison, who was six feet four and weighed 240 pounds, reportedly picked up Hancock and set him down in the president’s chair while commenting, “We will show Mother Britain how little we care for her by making a Massachusetts man our president!”

As he signed the Declaration on August 2, Harrison supposedly made a famous remark to Elbridge Gerry, who was one of the smaller signers. “With me it will all be over in a minute,” said Harrison, meaning that he would die quickly from the hangman’s rope because of his great weight. “But you, you’ll be dancing on air an hour after I’m gone.” Actually, Gerry was away from Congress at the time and didn’t sign until his return in September 1776, but perhaps Harrison made this attempt at gallows humor on another day when he and Gerry were together.

17 While in Congress, Harrison helped establish three major governmental departments—what we now call the Defense, Navy, and State Departments. He left Congress in the fall of 1777, and from 1781 to 1784 served as governor of the new state of Virginia. Near the end of the war, his quip about the hangman’s rope nearly came true. He had to flee into the interior of Virginia to avoid being captured by the English.

Benjamin Harrison the signer was the father of one president and the great-grandfather of another. William Henry Harrison, the youngest of Benjamin and Elizabeth’s seven children, grew up to become the nation’s ninth president. The signer’s great-grandson, also named Benjamin Harrison, was our twenty-third president.

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9. In what way were Samuel Adams and John Hancock an “odd couple”?
- A. Adams was older than Hancock.
 - B. They had different political views.
 - * C. They were opposites in many ways.
 - D. Hancock had to be persuaded to run for office.
10. What is the **most** likely reason Samuel Adams decided to recruit John Hancock for the Liberty Party?
- A. Samuel Adams alone lacked the determination to succeed in politics.
 - * B. John Hancock possessed the material wealth and influence to help the Liberty Party.
 - C. John Hancock was willing to work closely with the British to establish a new nation.
 - D. Samuel Adams knew it would anger the British if John Hancock were elected president.
11. Which literary element is affected **most** by the author’s use of quotes?
- A. setting
 - B. imagery
 - C. archetype
 - * D. characterization
12. Which event marked the beginning of the Revolutionary War?
- * A. the Battle of Lexington, Massachusetts
 - B. British seizure of Hancock’s ship, the *Liberty*
 - C. Hancock’s election to president of Congress
 - D. the signing of the Declaration of Independence
13. Which statement **best** summarizes the section about Benjamin Harrison?
- A. Benjamin Harrison was young when he began his political career.
 - B. Benjamin Harrison was the most important male in the Harrison family.
 - * C. Benjamin Harrison was a politician who made several contributions to U.S. history.
 - D. Benjamin Harrison was one of the largest men who signed the Declaration of Independence.
14. What is the meaning of quip as it is used in paragraph 17?
- A. warning
 - * B. remark
 - C. dream
 - D. fear

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15. What is the meaning of defiance as it is used in paragraph 7?

- A. finance
- B. trickery
- C. criticism
- * D. rebellion

16. What is the meaning of good in paragraph 5?

- A. well
- * B. benefit
- C. satisfactory
- D. merchandise

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READING OPEN-RESPONSE ITEM B

- B.** Describe two of Benjamin Harrison’s personality traits that are mentioned or implied in the passage. Explain how each trait helped Harrison contribute to the establishment of the United States of America.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response describes two of Harrison’s personality traits mentioned or implied in the passage and explains how each trait helped Harrison contribute to the establishment of the United States of America.
3	The response describes two of Harrison’s personality traits mentioned or implied in the passage and explains how one trait helped Harrison contribute to the establishment of the United States of America. OR The response describes one of Harrison’s personality traits mentioned or implied in the passage and explains two ways the trait helped Harrison contribute to the establishment of the United States of America.
2	The response describes two of Harrison’s personality traits mentioned or implied in the passage. OR The response describes one of Harrison’s personality traits mentioned or implied in the passage and explains how the trait helped Harrison contribute to the establishment of the United States of America.
1	The response describes one of Harrison’s personality traits mentioned or implied in the passage.
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 this passage. Then answer multiple-choice questions 17 through 24 and open-response question C.

The Wounded Wolf

by Jean Craighead George

A wounded wolf climbs Toklat Ridge, a massive spine of rock and ice. As he limps, dawn strikes the ridge and lights it up with sparks and stars. Roko, the wounded wolf, blinks in the ice fire, then stops to rest and watch his pack run the thawing Arctic valley.

They plunge and turn. They fight the mighty caribou that struck young Roko with his hoof and wounded him. He jumped between the beast and Kiglo, leader of the Toklat pack. Young Roko spun and fell. Hooves, paws, and teeth roared over him. And then his pack and the beast were gone.

3 Gravely injured, Roko pulls himself toward the shelter rock. Weakness overcomes him. He stops. He and his pack are thin and hungry. This is the season of starvation. The winter's harvest has been taken. The produce of spring has not begun.

Young Roko glances down the valley. He droops his head and stiffens his tail to signal to his pack that he is badly hurt. Winds wail. A frigid blast picks up long shawls of snow and drapes them between young Roko and his pack. And so his message is not read.

5 A raven scouting Toklat Ridge sees Roko's signal. "Kong, kong, kong," he bells—death is coming to the ridge; there will be flesh and bone for all. His voice rolls out across the valley. It penetrates the rocky cracks where the Toklat ravens rest. One by one they hear and spread their wings. They beat their way to Toklat Ridge. They alight upon the snow and walk behind the wounded wolf.

6 "Kong," they toll with keen excitement, for the raven clan is hungry, too. "Kong, kong"—there will be flesh and bone for all.

Roko snarls and hurries toward the shelter rock. A cloud of snow envelopes him. He limps in blinding whiteness now.

A ghostly presence flits around. "Hahahahahahaha," the white fox states—death is coming to the Ridge. Roko smells the fox tagging at his heels.

The cloud whirls off. Two golden eyes look up at Roko. The snowy owl has heard the ravens and joined the deathwatch.

Roko limps along. The ravens walk. The white fox leaps. The snowy owl flies and hops along the rim of Toklat Ridge. Roko stops. Below the ledge out on the flats the musk-ox herd is circling. They form a ring and all face out, a fort of heads and horns and fur that sweeps down to their hooves. Their circle means to Roko that an enemy is present. He squints and smells the wind. It carries scents of thawing ice, broken grass—and earth. The grizzly bear is up! He has awakened from his winter's sleep. A craving need for flesh will drive him.

Roko sees the shelter rock. He strains to reach it. He stumbles. The ravens move in closer. The white fox boldly walks beside him. "Hahaha," he yaps. The snowy owl flies ahead, alights, and waits.

The grizzly hears the eager fox and rises on his flat hind feet. He twists his powerful neck and head. His great paws dangle at his chest. He sees the animal procession and hears the ravens' knell of death. Dropping to all fours, he joins the march up Toklat Ridge.

Roko stops; his breath comes hard. A raven alights upon his back and picks the open wound. Roko snaps. The raven flies and circles back. The white fox nips at Roko's toes. The snowy owl inches closer. The grizzly bear, still dulled by sleep, stumbles onto Toklat Ridge.

Only yards from the shelter rock, Roko falls.

Instantly the ravens mob him. They scream and peck and stab at his eyes. The white fox leaps upon his wound. The snowy owl sits and waits.

Young Roko struggles to his feet. He bites the ravens. Snaps the fox. And lunges at the stoic owl. He turns and warns the grizzly bear. Then he bursts into a run and falls against the shelter rock. The wounded wolf wedges down between the rock

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and barren ground. Now protected on three sides, he turns and faces all his foes.

The ravens step a few feet closer. The fox slides toward him on his belly. The snowy owl blinks and waits, and on the ridge rim roars the hungry grizzly bear.

Roko growls.

The sun comes up. Far across the Toklat Valley, Roko hears his pack's "hunt's end" song. The music wails and sobs, wilder than the bleating wind. The hunt song ends. Next comes the roll call. Each member of the Toklat pack barks to say that he is home and well.

"Kiglo here," Roko hears his leader bark. There is a pause. It is young Roko's turn. He cannot lift his head to answer. The pack is silent. The leader starts the count once more. "Kiglo here."—A pause. Roko cannot answer.

The wounded wolf whimpers softly. A mindful raven hears. "Kong, kong, kong," he tolls—this is the end. His booming sounds across the valley. The wolf pack hears the raven's message that something is dying. They know it is Roko, who has not answered roll call.

The hours pass. The wind slams snow on Toklat Ridge. Massive clouds blot out the sun. In their gloom Roko sees the deathwatch move in closer. Suddenly he hears the musk-oxen thundering into their circle. The ice cracks as the grizzly leaves. The ravens burst into the air. The white fox runs. The snowy owl flaps to the top of the shelter rock. And Kiglo rounds the knoll.

In his mouth he carries meat. He drops it close to Roko's head and wags his tail excitedly. Roko licks Kiglo's chin to honor him. Then Kiglo

puts his mouth around Roko's nose. This gesture says "I am your leader." And by mouthing Roko, he binds him and all the wolves together.

The wounded wolf wags his tail. Kiglo trots away.

Already Roko's wound feels better. He gulps the food and feels his strength return. He shatters bone, flesh, and gristle and shakes the scraps out on the snow. The hungry ravens swoop upon them. The white fox snatches up a bone. The snowy owl gulps down flesh and fur. And Roko wags his tail and watches.

For days Kiglo brings young Roko food. He gnashes, gorges, and shatters bits upon the snow.

27 A purple sandpiper winging north sees ravens, owl, and fox. And he drops in upon the feast. The long-tailed jaeger gull flies down and joins the crowd on Toklat Ridge. Roko wags his tail.

One dawn he moves his wounded leg. He stretches it and pulls himself into the sunlight. He walks—he romps. He runs in circles. He leaps and plays with chunks of ice. Suddenly he stops. The "hunt's end" song rings out. Next comes the roll call.

"Kiglo here."

"Roko here," he barks out strongly.

The pack is silent.

"Kiglo here," the leader repeats.

"Roko here."

Across the distance comes the sound of whoops and yipes and barks and howls. They fill the dawn with celebration. And Roko prances down the Ridge.

PART II Released Reading Items – 2008 Grade 11 Literacy

17. Which word **best** describes the mood at the end of the passage?
- A. cordial
 - B. solemn
 - C. anxious
 - * D. triumphant
18. Why is there such a degree of interest by the other animals in one injured wolf?
- A. Few wolves are ever injured.
 - * B. There is little food during this time of year.
 - C. Wolves provide more nourishment than other animals.
 - D. The bear is more willing to share the remains of a larger animal.
19. What is the meaning of produce as it is used in paragraph 3?
- * A. food
 - B. weather
 - C. to make
 - D. to turn out
20. What is the author’s purpose in repeating “there will be flesh and bone for all” in paragraphs 5 and 6?
- A. to show the desperation of the owl
 - B. to explain why the ravens are circling
 - * C. to cause a sense of distress in the reader
 - D. to make the reader sympathize with the ravens
21. Which type of figurative language is used repeatedly throughout the passage to convey images?
- A. simile
 - B. metaphor
 - C. hyperbole
 - * D. personification
22. As it is used in paragraph 27, what does the word winging mean?
- A. aiming for the crowd
 - B. possessing wings
 - C. pointing
 - * D. flying
23. What does it mean when the musk-oxen form a circle?
- A. They hear the ravens cry.
 - * B. They sense danger nearby.
 - C. They are preparing to hunt.
 - D. They are trying to protect Roko.
24. Which word **best** describes the passage?
- A. nonfiction
 - B. biography
 - * C. narrative
 - D. limerick

PART II Released Reading Items – 2008 Grade 11 Literacy

READING OPEN-RESPONSE ITEM C

C. Describe two details of the setting and explain how each detail contributes to the events of the passage.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response describes two details of the setting and explains how each detail contributes to the events of the passage.
3	The response describes two details of the setting and explains how one detail contributes to the events of the passage.
2	The response describes two details of the setting. OR The response describes one detail of the setting and explains how it contributes to the events of the passage.
1	The response describes one detail of the setting.
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

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PROMPT

Your teacher has asked you to write an essay on the following topic:

As children, we are taught to follow the rules at home and school.

Write about a time you needed to know and follow the rules.

Before you begin to write, think about a time you needed to follow the rules. What were the rules? Why were they important? What happened?

Now write about a time you needed to know and follow the rules. Give enough detail so that your teacher 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.) | <ol style="list-style-type: none"><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.)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 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.

Nonscoreable 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 nonscoreable and that entry will receive a score of "0."

PART II Released Writing Items – 2008 Grade 11 Literacy

1. Which sentence conveys its meaning **most** vividly?
- A. An old woman used her cane as she left her house.
 - B. A girl walked into the big building to visit somebody.
 - * C. The steely-eyed drill sergeant barked an order at the quaking young recruit.
 - D. The children took all the toys into the backyard and began playing with them.

2. ¹The library was crowded when we arrived. ²Gwen searched the alcoves for an unoccupied table, and we unpacked our books in a nook beneath the stairwell on the second floor. ³I am extremely nervous about tomorrow's test. ⁴We studied until the library closed.

Which sentence does **not** maintain the verb tense used in the rest of the paragraph?

- A. 1
 - B. 2
 - * C. 3
 - D. 4
3. **The moonlight created a bright darkness, casting a silver glow on objects normally invisible in the night.**

The underlined words above are an example of which literary device?

- A. irony
- * B. oxymoron
- C. alliteration
- D. symbolism

4. Which visual aid would **best** help readers comprehend a report about the devastation caused by the 1906 San Francisco earthquake?
- A. a bar graph comparing the cost of equipment that measures earthquake strength to the cost of radar equipment that pinpoints severe storms
 - B. a chart showing the number of earthquakes recorded throughout California between 1850 and 2000
 - * C. a chain of cause-and-effect relationships demonstrating how earthquake damage occurs
 - D. a map of the San Andreas Fault line in California

5. Which sentence is **correct**?

- * A. Because Jo, my best friend, will not give me a ride, I have to walk home.
- B. As a result of all the problems and all the frustration that happened.
- C. Neither Lynen but also Cally tried very hard on their experiment.
- D. The principal gave Martin his award then he went home.

6. Which statement is **most** accurate?

- A. Figurative language is used only in poetry.
- * B. A writer must consider his or her audience.
- C. Metaphors should be included in any writing.
- D. A writer should not worry about purpose or form.

PART II Released Writing Items – 2008 Grade 11 Literacy

7. Which sentence uses the **most** appropriate language and tone for a letter of application?

- * A. I have enclosed personal recommendations.
- B. Check out my personal Web site to learn more.
- C. Let's get together tomorrow to talk over my qualifications.
- D. Here's some stuff I have learned to do that meets your needs.

8. Which sentence uses commas **correctly**?

- A. "I'd like a hamburger and a glass of ice water", I said.
- B. For her birthday, my sister Ruby asked for a bike a CD and a new jacket.
- * C. Fred, Jenny's husband, teaches fourth grade at Stony Point Elementary School.
- D. "Imogene please hand me a screwdriver," my dad said from behind the disassembled furnace.

PART III Item Correlation with Curriculum Framework – 2008 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>	<p>2. Analyze style and diction to determine author’s purpose. 3. Explain the use of 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, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components. 7. Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts. 9. Use logic to challenge or defend author’s use of fallacies in both inductive and deductive arguments. 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>
<p>10. Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p>	<p>21. Use literary terms to critique a work. 22. Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology. 23. Analyze literary elements such as setting, plot, theme, characterization, and narration in a work.</p>
<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>	<p>1. Recognize and apply specialized vocabulary. 2. Analyze roots and word parts to draw inferences about meaning. 4. Analyze the connotative power of words.</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 Framework – 2008 Grade 11 Literacy**Released Items for Reading***

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

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

PART III Item Correlation with Curriculum Framework – 2008 Grade 11 Literacy

Non-Released Items for Reading*

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

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

PART III Item Correlation with Curriculum Framework – 2008 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>4. Elaborate ideas clearly and accurately through word choice, vivid description, and selected information.</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>11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions.</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>2. Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis; • make distinctions between the relative value and significance of data, facts, and ideas; • employ visual aids when appropriate. <p>3. Write using rhetorical strategies—with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion—that demonstrate logic.</p> <p>4. Write persuasive compositions that use logic to:</p> <ul style="list-style-type: none"> • structure ideas and arguments; • clarify and defend positions with precise and relevant evidence; • use specific rhetorical devices to support assertions; • address readers' concerns, counterclaims, biases, and expectations. <p>5. Write a variety of work-related documents such as proposals, project plans, and letters—including letters for employment and letters of request—that:</p> <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing, and signature, and create predictable structures through the use of headings, white space, and graphics; • address audience needs, stated purpose, and context; • provide clear, purposeful information that includes relevant information and excludes extraneous information; • use appropriate vocabulary, tone, and style. • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate. <p>7. Write responses to literature that:</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works; • support important ideas and viewpoints; • analyze the author's use of stylistic and literary devices; • determine the impact of ambiguities, nuances, and complexities using evidence from the text; • analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors.
<p>6. Conventions: Students shall apply knowledge of Standard English conventions in written work.</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>3. Apply such elements of discourse as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments.</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.

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	4	4
2	6	2
3	7	1
4	5	2
5	4	9
6	7	3
7	5	5
8	6	5

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	4	7
2	7	3
3	5	4
4	5	3
5	6	2
6	4	11
7	5	7
8	7	9

*Only the predominant Strand, Content Standard, and Student Learning Expectation are 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