



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 11 Literacy Examination

March 2008
Administration

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Arkansas Department of Education

Teacher Handbook – 2008 Grade 11 Literacy

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Introduction – 2008 Grade 11 Literacy

The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** includes a *Grade 11 Literacy Examination* for grade 11 students. It consists of multiple-choice and open-response items that directly assess student knowledge relative to reading and writing. The Arkansas *English Language Arts Curriculum Framework* is the basis for development of the *Grade 11 Literacy Examination*.

In March 2008, eleventh-grade students participated in the *Grade 11 Literacy Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

This handbook provides information about the scoring of student responses to three open-response items in reading and to one direct writing prompt. It describes the scoring procedures and the scoring criteria (rubrics) used to assess student responses. Copies of actual student responses are provided, along with scores given to those responses, to illustrate how the scoring criteria were applied in each content area.

Additional information about the *Grade 11 Literacy Examination* is available through the Arkansas Department of Education. Questions can be addressed to Dr. Gayle Potter at 501-682-4558.

Scoring Student Responses to Reading and Writing Open-Response Items – 2008 Grade 11 Literacy

The multiple-choice and open-response test items for the Reading and Writing components of the *Grade 11 Literacy Examination* are developed with the assistance and approval of the Content Advisory Committees. All passages and items on the *Grade 11 Literacy Examination* are based on the Arkansas Curriculum Framework and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are composed of active Arkansas educators.

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.

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.

This Teacher Handbook includes reading passages with their open-response items and a writing prompt as they appeared in this year’s test. The specific scoring rubric for each item and annotated response for each score point of the rubric follows. The goal is for classroom teachers and their students to understand how responses are scored. It is hoped that this understanding will help students see what kind of performance is expected of them on the *Grade 11 Literacy Examination*.

READING RESPONSES

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):

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.

Reading Item A – 2008 Grade 11 Literacy

- 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.

Reading Item A Scoring Rubric – 2008 Grade 11 Literacy

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	<p>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.</p> <p style="text-align: center;">OR</p> <p>The response states how the parks are different and provides two examples from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains why a person might prefer Bull Shoals-White River and provides two examples from the passage to support the response.</p>
2	<p>The response states how the parks are different and explains why a person might prefer Bull Shoals-White River.</p> <p style="text-align: center;">OR</p> <p>The response states how the parks are different and provides one example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains why a person might prefer Bull Shoals-White River and provides one example from the passage to support the response.</p>
1	<p>The response states how the parks are different.</p> <p style="text-align: center;">OR</p> <p>The response explains why a person might prefer Bull Shoals-White River.</p>
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.)

Score Point: 4

The student states how the parks are different (“in both their lodging and tours”) and uses specific information from the passage to support it (“Crowley’s Ridge offers Cabins plus tent sites” and “Bull Shoals-White River offers scenic tours”). The response also explains why a person might prefer Bull Shoals-White River (“If a person prefers camping and fishing, then that person will probably opt For Bull Shoals-White River”) and uses accurate details from the passage to support it (“Bull Shoals-White River is famous for its ‘lunker bass, trout, catfish, and crappie” and “It also has ‘105 campsites along the river”). The response demonstrates a thorough understanding of the passage.

Bull Shoals -White River and Crowley's Ridge are different in both their lodging and tours. Crowley's Ridge offers Cabins plus tent sites, while Bull Shoals-White River does not offer Cabins, but only Camp sites. However, Bull Shoals-White River offers scenic tours and Crowley's Ridge does not. If a person prefers camping and fishing, then that person will probably opt for Bull Shoals-White River over Crowley's Ridge. Bull Shoals-White River is famous for its "lunker bass, trout, catfish, and crappie." It also has "105 campsites along the river."

Score Point: 4

The student illustrates how the parks are different with a Venn diagram using information from the passage to support it (i.e. “Bull Shoals River: Famous for its rainbow and brown trout,” etc.). The response also explains why a person might prefer Bull Shoals-White River by using a detail from the passage to support it (“It has 105 campsites along the River”). The response demonstrates a thorough understanding of the passage.

Bull Shoals River

- Famous for its rainbow and brown trout.
- 45,440-acre dam
- 105 campsites along the river
- stretches along the lake shore

Crowley's Bridge

- lies atop forested hills
- 18 class A tent sites
- 31 Acre fishing lake
- 3 1/2 acre swimming lake

A person might prefer Bull Shoals over Crowley's Bridge because:

1. It has 105 campsites along the River
2. Facilities include picnic areas, standard pavilions playgrounds and trails.

Score Point: 3

The student states how the parks are different (“Bull Shoals is for an outdoors person where as Crowleys Ridge is for the people who like to lodge”) and uses information from the passage to support it with two examples (“Bull Shoals...has ‘105 campsites along the river’” and “At Crowleys Ridge there are cabins...and only 26 campsites”). However, the response does not indicate why a person might prefer Bull Shoals-White River over Crowley’s. The response shows evidence of a general, but not a comprehensive, understanding of the passage.

Bull Shoals-White River State Park is different from Crowleys Ridge because Bull Shoals is for an outdoors person where as Crowleys Ridge is for the people who like to lodge. At Bull Shoals you can rent a boat and fish on the river or lake and the park has "105 campsites along the river." At Crowleys Ridge there are cabins to sleep in with kitchens and a fire place and only 26 campsites. It also has picnic areas, a snack bar, trails, and pavilions. Bull Shoals and Crowleys Ridge State Parks differ in many ways.

Reading Item A Sample Responses and Annotations – 2008 Grade 11 Literacy

Score Point: 2

While the student fails to state how the parks are different, the response shows a basic understanding of the passage and item by stating a preference with an example from the passage (“Bull Shoals... is know for the record rainbow and brown trout”).

The reason someone might prefer Bull Shoals over Crowley's Ridge is it is know for the record rainbow and brown trout. Bullshoals is a little closer than Crowleys Ridge.

Score Point: 1

The response attempts to state why a person might prefer Bull Shoals-White River over Crowley's but shows minimal understanding and uses no information from the passage to support it (the reference to it being “cheaper” is too vague with no details).

A person prefer Crowley Ridge State Parks Than Bull Shoals-White River
Beacuz it is cheaper. Crowley Ridge sounds like a fun place to go

Score Point: 0

There is no evidence that the student read the passage or understood the item. The response is irrelevant.

Because maybe one it's more beautiful than
the other one or maybe you can like both.
Because I think both looks really good.

I prefer more Crowler's Ridge state park.
Because I think it's a really good place
to go, and it's in summer, when it's hot
and the water is hot cold.

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.

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.

Reading Item B – 2008 Grade 11 Literacy

- 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.

Reading Item B Scoring Rubric – 2008 Grade 11 Literacy

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	<p>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.</p> <p style="text-align: center;">OR</p> <p>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.</p>
2	<p>The response describes two of Harrison’s personality traits mentioned or implied in the passage.</p> <p style="text-align: center;">OR</p> <p>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.</p>
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.)

Score Point: 4

The response describes two of Harrison’s personality traits mentioned or implied in the passage (“intelligent” and “Patriotic”) and using information from the passage explains how each trait helped Harrison contribute to the establishment of the USA (“he was able to resolve the need for central control by creating the Departments of the Navy, Defense, and State” and “he took part in signing the Declaration of Independence. This helped establish the U.S. by separating the colonies from England and granting them independence”). The response demonstrates a thorough understanding of the passage.

Harrison had personality traits that aided him in influencing U.S. History.

Trait 1: Harrison was very intelligent. Because of his wits, he was able to resolve the need for central control by creating the Departments of the Navy, Defense, and State. These departments still exist today. Thanks to Harrison's efforts, the United States has been more established by having greater control where it needs to be.

Trait 2: Harrison was also a Patriotic man towards the area that would be known in the future as the United States of America. As a result of his patriotism, he took part in signing the Declaration of Independence. This helped establish the U.S. by separating the colonies from England and granting them independence.

Score Point: 3

The response describes two of Harrison’s personality traits mentioned or implied in the passage (“determined” and “caring”). The first trait is supported with an example from the passage as to how it helped Harrison contribute to the establishment of the USA (“he would have walked the two hundred miles to Congress if he had to”), but the second trait is irrelevant as to how it contributed to the establishment of the USA (“He left college to return home...”). The response shows evidence of a general, but not a comprehensive, understanding of the passage.

He was very determined. He was so determined that he told John Adams that he would have walked the two hundred miles to Congress if he had to. Benjamin Harrison was also very caring. He left college to return home to manage his family's estate after his father was killed by lightning. Benjamin Harrison is a real family guy. He married Elizabeth Bassett and they had seven children. This man finished whatever he started. He was determined and committed to whatever he was doing.

Score Point: 2

The response describes one of Harrison’s personality traits (“determined”) and uses one example from the passage as to how it helped him contribute to the establishment of the USA (“he would have walked 200 miles to get to Congress”). The response provides evidence of only a basic understanding.

Harrison started politics young and thus had more opportunity to impact the country. He was a determined man. He said he would have walked 200 miles to get to Congress.

Score Point: 1

The response accurately describes one of Harrison’s personality traits (“smart”) but does not provide any information from the passage to indicate how that trait helped him contribute to the establishment of the USA. The response is inadequate and provides evidence of minimal understanding.

one of his traits was that he was smart and another is that he got in many quarrels. He went through college but didn't graduate, but it made it worse he had to help his family and get where he is now

Score Point: 0

The response is irrelevant. It is strictly a list of facts from the passage, and there is no evidence that the student understands the item.

Harrison was only twenty three when he was elected
in the House of Burgesses

Benjamin Harrison the signer was the father of one president
and the great-great grandfather of another

He served a quarter in the Burgesses & then was elected
to the continental Congress, while there he established 3
major governmental departments, what we call now the Defense,
Navy, and State Departments

William Henry Harrison the youngest of Benjamin & Elizabeth
7 children grew up to become the nation's ninth pres. The
signer's great grandson, also named Benjamin Harrison
was our 23rd president.

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

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.

Reading Item C – 2008 Grade 11 Literacy

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

Reading Item C Scoring Rubric – 2008 Grade 11 Literacy

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.)

Score Point: 4

The student identifies two details of the setting (“harsh, sharp landscape and the freezing Arctic weather”) and explains how each detail contributes to the events of the story using information from the passage (“rugged terrain of Toklat Ridge creates many obstacles for the wounded wolf while he runs away from the predators” and “the cold Arctic climate...creates a state of desperation for all of the animals...searching for food and shelter”). The response demonstrates a thorough understanding of the passage.

Two significant details of the setting depicted in this passage are the harsh, sharp landscape and the freezing Arctic weather. Both contribute to the events of the story as well as to the style and tone of the passage. The rugged terrain of Toklat Ridge creates many obstacles for the wounded wolf while he runs away from the predators. However he used the landscape as protection when he was being circled by the other animals. The other illustrative detail is the cold Arctic climate. It creates a state of desperation for all of the animals who are enduring the extreme windchill while searching for food and shelter. These two unfortunate aspects of the setting create a suspenseful, mysterious tone for the passage which appeal to the senses of the reader.

Score Point: 3

The student identifies two details of the setting (“Toklat Ridge” and “shelter rock”). The second detail support is thorough (“shelter rock ... is the place that Roko is going to try to get away from the animals that are following him), but there is some minor misinterpretation in the explanation of how Toklat Ridge contributes to the events of the story (“It is were the wolves hunt and live”). The response shows evidence of a general, but not a comprehensive, understanding of the passage.

In the passage "The Wounded Wolf" the author uses many different images to contribute to the passages setting. One of the images that he uses is Toklat ridge. It is were the wolves hunt and live. Their pack is even called the Toklat pack. Also she uses the shelter rock to contribute to the setting. This place is also important in the story. It is the place that Roko is going to try to get away from the animals that are following him. It is also the place Roko stays to try and get better. In this passage the author use many details to help convey the setting of this piece.

Score Point: 2

The student identifies the setting of Toklat Ridge and gives information from the passage to explain how the setting affects the events of the story (“he doesn’t give up. He gets to safety after being attacked”). However, the response is limited, and there is evidence of only a basic understanding.

In "The Wounded Wolf" Roko, the wounded wolf is on Toklat Ridge which is made of rocks and ice. On this ridge he struggles for safety. He is surrounded by animals laughing and chanting because he is going to die. Although he is wounded he doesn't give up. He gets to safety after being attacked. He feels alone but then hears the howls of his pack. Because of these animals chanting and laughing Roko is pushed to survive, along with the support of the howling wolves.

Score Point: 1

The student does not identify any setting for the passage and is simply retelling the story. The response provides evidence of minimal understanding of the passage and item.

The two details of this settings in the story would be when Roko is the only wolf injured climbing Toklat Ridge because the caribou had struck young Rok with his hoof and wounded him. Another detail would be at the end of the story when Roko howls and yips and barks howls. and Roko prances down the Ridge.

Score Point: 0

The response is irrelevant and is straight copying from the passage. There is no evidence the student understands the item.

A raven scouting Toklat Ridge sees Roko's signal, "Kong, Kong, Kong," he calls - death is coming to the ridge; there will be fresh and bone for all. It penetrates the rocky cracks where the Toklat ravens rest. One by one they hear and spread their wings. They bear their way to Taklat Ridge They alight up the snow and walk behind the wounded wolf

Acknowledgments

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WRITING RESPONSES

Domain Scoring

In domain scoring, which was developed in conjunction with Arkansas educators, the observation of writing is divided into several domains (categories), each composed of various features. The domains scored for Arkansas compositions are Content, Style, Sentence Formation, Usage, and Mechanics. (These domains are defined on the following page.) Each domain is evaluated holistically; the domain score indicates the extent to which the features in that domain appear to be under the control of the writer. The score reflects the student's performance for the entire domain with all features within the domain being of equal importance.

All responses are read independently by at least two readers. The two scores are averaged by domain. In cases where the two readers' scores are non-adjacent (a "1" and a "3," for example) in any domain, the response is read by a third reader for resolution.

The domain scores, along with an awareness of the features comprising each domain, can be used to plan developmental or remedial instruction for the student.

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, was done with the assistance of a committee of Arkansas teachers 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."

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 is 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
- Selected information
- Sentence variety
- Tone
- Voice

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

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

Writing Prompt – 2008 Grade 11 Literacy

This is one of the two writing prompts administered to all grade 11 students in March 2008.

Prompt #2

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 – 2008 Grade 11 Literacy

Writer's Checklist

1. Look at the ideas in your response.
 - 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.
 - 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.)
- 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.
 - 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.
 - Can others read your handwriting with no trouble?

Part of growing up is "learning the ropes"; the good from the bad, knowing right from wrong. We start learning rules at a very young age when we talk during church and get in trouble. We continue to learn rules when we don't do our homework and get detention. Everyone takes these "baby steps" to learning rules. When I was a young child I did not know the rules of "nap-time", but I soon learned.

When a child enters kindergarten, they've entered a whole new realm of rules. One, in particular, that I had trouble with was the concept of nap-time. The rules were to go to sleep, or at least remain quiet so that others could sleep. I did not like this rule. I was a very sociable child and did not think that I needed to rest. Rather, it was more important to chat with my girlfriends. The teacher, along with other tired students, did not appreciate my resistance to this rule.

I soon learned what it felt like to be in trouble. After a week of continuous chatting through nap-time, the teacher grew agitated with my disobedience. Every day she would tell me to "be quiet or else." It was a very weak threat which remained scary for about five minutes, then I would return to talking. I then experienced the infamous

"Time Out!"

Time out was the most horrid experience of my life up to that point. I just sat there with my nose buried in the corner for ages. After the five minute eternity of torture in the corner, I learned that I should be quiet during nap-time.

When we are young we all make mistakes. Some are little, some are big, but all mistakes have consequences. From these consequences we learn to follow rules, even those as extreme as naptime as a child. Learning the rules is just accepted as part of growing up, we all participate in this process of life.

Writing Annotation for Sample Response 1 – Prompt 2 – 2008 Grade 11 Literacy

Content: 4

This writer skillfully delivers the intended message with full elaboration focused on the central idea in an organized and unified presentation. An engaging introduction leads to a detailed anecdotal account of a time when the writer did not follow the rules. The conclusion successfully ties the kindergarten experience back to the more global statement of following rules as we grow up. Consistent control of Content features is displayed.

Style: 4

The features of Style are consistently controlled by this writer. It is apparent that the vocabulary and information are purposefully selected with the reader in mind (“learning the ropes,” “baby steps,” “sociable child,” “chat,” “resistance,” “agitated”). The specific word choices create images for the reader. Additionally, the writer conveys the message with a variety of sentence lengths and beginnings, with a strong voice, and with an appropriate humorous tone.

Sentence Formation: 4

Control of complex sentence structures is exhibited in this writing sample. Coordinating and embedding ideas are apparent through the use of a variety of techniques: modifiers, subordinators, and coordinators.

Usage: 4

The writer demonstrates control of all features of Usage: standard inflections, agreement, word meaning, and conventions.

Mechanics: 4

Capitalization, punctuation, spelling, and formatting are consistently controlled. There are a couple of omitted commas. However, considering the opportunities to err in this domain, a few mistakes are not enough to lower the score.

Although rules are important and they need to be enforced and followed, sometimes they need to be used more frequently. This past summer I was a lifeguard at a public pool where rules came first. Following these rules that were provided was a necessity to the people who swam there, and as a lifeguard enforcing the rules like "no running, no diving in the shallow end, no horseplay, no eating inside the pool area, and one at a time on the slide and diving board were very important. If I were to fall behind on any of my duties it could have caused injury, or even death. Sometimes people like to argue or disobey but knowing I'm in charge of their entire future whenever they are in the water controls you to where if they disobey, they get punished. Swimming can be a dangerous thing if you disobey rules. Running can lead to injury, diving in too shallow water can cause neck or back injury, horseplaying can cause drowning or panic, and more than one person on the slide or diving board can cause confusion or injury. Rules are very important and whenever they are made up, obviously they were for a reason. If we would just obey them it would make life much simpler.

Writing Annotation for Sample Response 2 – Prompt 2 – 2008 Grade 11 Literacy

Content: 3

The central idea is clear, all elaboration is focused on the central idea, and there is a conclusion. However, there is some repetition and missed opportunities to craft a more complete message. The rules of the pool are offered along with a statement of consequence for not following each rule. More elaboration is necessary for a higher score. The features of Content are reasonably controlled by the writer.

Style: 3

A straight-forward tone is created by the vocabulary and information provided (“no running, no diving...”). However, this “just the facts” approach causes the writer’s voice to fade. Reasonable control of Style features is demonstrated in this response.

Sentence Formation: 4

The features of Sentence Formation are controlled in this response. There are no sentence fragments, comma splices, or run-ons. The writer displays the ability to form complex sentences.

Usage: 4

Though not perfect, this response merits a “4” in Usage. Agreement, inflections, word meaning, and conventions are consistently controlled.

Mechanics: 4

Despite several punctuation errors, the writer consistently controls capitalization, punctuation, spelling, and formatting.

In sports, we are taught not only how to play the game but also the rules of the game. No matter what sport you are playing in you must know the rules. If you go into a game and don't know what you're doing, your most likely gonna come out, or have some kind of pretty optimistic you.

Not only must you abide by these rules, but first you have to know them! This usually happens when the players are young and interested in the sport. Take basketball for example. You can't just take off running with the ball, you have to "dribble." So this is why they are taught young, so by the time they get older they will be more advanced in the sport.

Sports are not the only rules in life we have to abide by, there are a million things that have rules. You will deal with rules on an every-day basis so just learn to abide by them. Even though sometimes rules may get on our nerves, in the end they are truly worth having.

Instead of rebelling against the rules we have to go by. We might as well embrace them. Because, it just means that someone loves us enough to give us these rules. Or in sports case they give us rules so we don't get injured. In conclusion, I personally believe we should really enforce the rules in sports. It would just make playing that much easier.

Writing Annotation for Sample Response 3 – Prompt 2 – 2008 Grade 11 Literacy

Content: 2

The writer begins and concludes with a central idea of the existence of rules in sports. However, the writer digresses to the idea of “a million things that have rules” for much of the essay. The response lacks progression of ideas and unity. Inconsistent control of this domain is demonstrated.

Style: 2

Inconsistent control of Style features is exhibited in this response. Selected vocabulary is offered at times (“rules may get on our nerves,” “rebeling,” “embrace”), but the writer fails to engage the reader with selected information. The writer’s voice is dim when vocabulary and information are general.

Sentence Formation: 2

While there are complex sentences constructed correctly in this piece, there are too many errors to assign a score higher than a “2.” The presence of comma splices and sentence fragments demonstrate inconsistent control in this domain.

Usage: 4

The error “gonna” is not enough to lower the score for Usage. The writer does exhibit a problem with shifting from “you” to “they”; it is additional evidence that the writer has difficulty creating the message (Content) rather than difficulty with grammar (Usage).

Mechanics: 3

There is a pattern of comma omissions and several misspellings of words that are not difficult for this grade level. However, capitalization and formatting are controlled. This writer displays reasonable control of Mechanics features.

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