



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 11 Literacy Examination

March 2009
Administration

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Arkansas Department of Education

Teacher Handbook—2009 Grade 11 Literacy

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Introduction—2009 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 2009, 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—2009 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

No Way to Get Down

by Justin Stanchfield

An approaching storm doesn't stop Dale from taking off on his training flight. But it should have.

A cold rush of wind blew across the airport ramp. Not the steady breeze Dale had felt when he left home an hour ago, but a wild and reckless gust, smelling of a storm, strong enough to rock the wings of the light airplane he was preflighting. Shivering in the chill half-light of the February dawn, Dale did a walk-around inspection, his eyes arcing skyward every minute or two. The earlier promise of clear skies rapidly dimmed as approaching snow squalls swallowed more and more of the horizon.

2 He paused beside the old Cessna's high wing, taking a long look at the weather. The normal vista of mountains and saw-toothed peaks was hidden by a vast slate of blue-gray clouds, white curtains of snow hanging at their faraway edges. Not the kind of weather a recently soloed student hoped for on his third flight alone. Still, the storms didn't seem to be moving any closer . . .

"Need any fuel?"

The sound of another human voice on the deserted ramp startled Dale. He turned and saw a tall figure in grease-stained coveralls ambling past the quiet ranks of tied-down aircraft.

"No thanks, Albert," Dale told the gray-haired mechanic. "Somebody already topped off the tanks." He met Albert in front of the well-used plane and stood looking at the leaden sky. The wind cut its way underneath the glaringly new leather jacket he had received two weeks ago for his 16th birthday.

"Doesn't look too good, does it?"

Albert glanced at the clouds and shrugged. "Hard to say. I see pilots take off in this stuff all the time. Of course, I'm not the guy to ask. I don't mind fixing 'em, but you couldn't pay me enough to fly."

Dale smiled politely. He had hoped for more concrete advice than a simple shrug. "Do you know if John Richards is here? Maybe I should ask him what he thinks."

Albert looked across the icy ground toward the massive hangar. "I haven't seen any of the instructors this morning." He paused. "I suppose you could call him at home."

Dale glanced at his wristwatch. The morning was slipping away, his long-awaited hour of practice before school rapidly vanishing. "Oh, I don't think I need to. I'm only going out to the practice area. It doesn't look too bad."

"O.K.," Albert said, departing. "If I see John, I'll tell him you're looking for him."

12 Dale looked up. The sky actually seemed a little brighter. He made up his mind and squirmed through the narrow door into the cramped cockpit.

The airplane rocked to another gust as Dale ran through the start-up procedures, carefully noting each item on the tattered checklist. Brakes, fuel mixture, throttle, he readied the plane for flight.

"Clear!" he yelled out the window, turning the key and reaching for the starter handle. The prop swung, slowly at first, quickly blurring as the engine sputtered to life. With radios and beacons on, the plane now rocked to its own power as it taxied slowly toward the runway.

“Butte Radio,” Dale spoke, holding the microphone close to his lips, “Cessna 4244 Lima on the ramp, request airport advisory.”

16 For a moment there was no answer. Then, with a jarring burst of static the speaker above Dale’s head replied: “Cessna Four-Four Lima. Wind is Three Four Zero at six, gusting to 12, altimeter two-nine-nine-seven. Mountain obscuration in all quadrants.” There was a noticeable break in the transmission. “VFR flight is not recommended.”

Visual flight not recommended! That meant there was a very real chance of becoming trapped in the clouds, something for which he definitely was not qualified.

A gnawing pit of worry opened inside Dale’s stomach. He thought about taxiing back. The squall was closer but not so close as to make flight a violation of rules. Besides, as Albert said, he’d seen planes take off in worse conditions. How could he ever become a real pilot if he was afraid of a little snow? What would he tell everybody at school today when they asked him excitedly about this morning’s voyage? He advanced the throttle a touch and taxied faster.

Nearing the runway, Dale coasted to a stop, making final preflight adjustments to the engine, instruments and flaps. The aircraft’s howl was punctuated by the radio as a passing craft requested the current conditions. Dale tried to ignore Flight Service’s reply.

“Mountain obscuration in scattered snow showers. Traffic is a Cessna ready for departure . . . I don’t know why.”

Doggedly he taxied onto the runway and lined up with the center, his eyes focused on the far end. Flight Service’s caustic remark echoed in his mind. They didn’t have the authority to stop him. Besides, the specialist on the other end of the radio was inside, not out here where he could actually see the weather. Dale’s right hand closed around the faded red knob marked “throttle” and pushed it forward, his feet dancing on the rudder pedals as the plane surged ahead.

Slowly, steadily, the aging craft gathered speed. Engine roaring and prop whining, its stiff landing gear rumbled down the narrow asphalt strip, the three unforgiving tires relaying every crack and bump to Dale’s backside. Gently, he pulled back on the steering yoke, and the tired old bird lifted skyward.

“I don’t know what I was so worried about,” Dale said to himself as he climbed away from the airport. He banked the wings steeply, turning toward the practice area five miles to the west. Leveling off a thousand feet above the sagebrush and snow-covered terrain, he began to feel better about the entire situation. The air was turbulent, but not uncomfortably so. As he reached the practice area, a few isolated snowflakes drifted by the wing tips.

Suddenly the plane jolted, sharp and unforgiving. The wind was picking up rapidly. So was the snow. His reverie broken, Dale watched the western horizon vanish behind a moving wall of white. Worried, he swung the nose back toward the airport. He didn’t like what he saw.

Everything behind him was gone, blanked out by the squall. The mountains, the airport, even the town, all lost in the hungry whiteness. Moving against the wind, he was flying almost 100 miles an hour. The storm was moving faster.

Faster than he would have believed, the clear air became thick with uncounted flakes of wind-driven snow. Instinctively Dale hauled back on the yoke, climbing closer and closer to the bottom of the low cloud ceiling. Without warning the world went away.

There is a place all new pilots dread, caught off-guard inside the clouds, position unknown, visibility zero. Outside, Dale saw nothing but gray, nothing to differentiate up from down. He felt dizzy, his sense of balance insisting he was turning to the right, but when he tried to turn away, the sensation only worsened. The engine’s growl became a roar as the plane nosed downward. Too late he realized he was losing control.

He tried to remember everything his instructor had taught him. “Fly the plane,” John would tell him. “No matter what happens around you, keep control and fly the plane.” Dale fought the panic, concentrating on the instruments, concentrating on staying calm.

Straight ahead something vague and indistinct was approaching. It took a moment to understand it was the ground he saw rushing up as he dived steeply out of the cloud deck. He pulled the aircraft up hard, G forces pushing him relentlessly into the seat. At least he could see the ground again, frighteningly less than 200 feet below. His hand shook as he clutched the mike.

Reading Passage A (continued)—2009 Grade 11 Literacy

“Butte Radio, Cessna Four-Four Lima, three west, returning to airport.”

The reply was immediate, the reception excellent. The news was not.

“Cessna Four-Four Lima, Butte Airport is below minimums. VFR traffic is not permitted.”

Dale felt the panic rise again. Impossibly, less than two minutes from the welcoming firmness of the runway, he was being told he couldn’t land. Around him the storm raged on, devouring the nearby hillsides in its teeth even as the first warehouses and trailer parks of the city slid by. He had to land, or turn and fly back into the worst of the squall.

The radio crackled again. “Four-Four Lima, we could issue a special clearance,” the Flight Service bluntly reminded, “but you have to request it.”

That was it! That was what he couldn’t remember. Relieved, he called back: “Roger, understand. Four-Four Lima requests special VFR clearance.”

He was going to make it. Despite the snow and the turbulence and the fear, he was going to make it. He banked onto final approach just as Flight Service cleared him to land. Bouncing and skidding, the plane settled drunkenly to the pavement. The landing wasn’t pretty, but he was down.

He brought the trainer back to the line and shut down. With a cough the engine died. Only the wind and the keening hum of the unwinding flight instruments broke the lonely silence. Dale unbuckled and stepped out of the plane. Ironically, the storm was beginning to die.

“What was I doing?” he said, disgusted with himself as he secured the plane. “I can’t believe I was so stupid.” He had broken every rule drummed

into his head since his first lesson. Worse, he had ignored his own conscience and nearly piled up the plane.

“The world doesn’t need a pilot like me,” he muttered. He gathered his flight gear and began walking dejectedly to the hangar, his tennis shoes leaving sharp outlines in the snow left by the receding blizzard. He knew what he had to do. As soon as he found John he would tell him he was giving up his lessons. If John didn’t beat him to it.

He stopped outside the hangar door for one last look at the airport. He had wanted all of this so badly, but now

The door swung open. A bald man in a fluorescent orange parka stepped out, followed by a younger, sandy-haired man wearing a denim jacket. It was John Richards with another student.

“Sounds like you had some excitement this morning,” the sandy-haired man said, his heavy mustache curling into a grin. “Made it out all right, I see.”

Dale stared at the ground. “Just barely.” He looked up at his instructor’s face. “Guess that was pretty stupid, wasn’t it?”

“Yep,” John replied, grin fading. “But you’re not the first to go brain-dead. Sooner or later everybody pushes their luck. Some just do it more successfully than others. As long as you learn from it, well, that’s what counts.”

Dale nodded and started through the door. He was nearly inside before John asked, “Are we still down for Saturday morning?”

“You bet,” Dale was surprised to hear himself say. Of course he was going to show up. He’d made a mistake, he’d corrected it as best he could. It was time to move on. Danger was a part of flight. So was caution. This morning he’d had a lesson in both.

Reading Item A—2009 Grade 11 Literacy

- A. Describe a conflict presented in the passage. Explain how the conflict is resolved. Provide two examples from the passage to support your response.

Reading Item A Scoring Rubric—2009 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response describes a conflict of the passage, explains how the conflict is resolved, and provides two examples from the passage to support the response.
3	<p>The response describes a conflict of the passage, explains how the conflict is resolved, and provides one example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response describes a conflict of the passage and provides two examples from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains how the conflict is resolved and provides two examples from the passage to support the response.</p>
2	<p>The response describes a conflict of the passage and explains how the conflict is resolved.</p> <p style="text-align: center;">OR</p> <p>The response describes a conflict of the passage and provides one example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains how the conflict is resolved and provides one example from the passage to support the response.</p>
1	<p>The response describes a conflict of the passage.</p> <p style="text-align: center;">OR</p> <p>The response explains how the conflict is resolved.</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 response describes a conflict (“Dale’s struggle against nature [i.e. the weather]”) and uses specific information from the passage to support it (“It took a moment to understand it was the ground he saw rushing up as he dived steeply.”). The response also explains how the conflict was resolved (“After some communication with people at the airport, Dale manages to safely land the plane”) and uses an accurate example from the passage to support it (“The landing wasn’t pretty, but he was down.”). The response demonstrates a thorough understanding of the task.

The main conflict in the story is Dale's struggle against nature (i.e. the weather). The weather is awful for flying planes in, but Dale does anyway. The conflict reaches its climax when Dale catches wind and barrels towards the ground. "It took a moment to understand it was the ground he saw rushing up as he dived steeply." After some communication with people at the airport, Dale manages to safely land the plane. "The landing wasn't pretty, but he was down."

Score Point: 3

The response describes a conflict (“Dale is stuck in the air during a storm, and cannot land”). However, there is no specific information from the passage to support what the conflict is. The response explains how the conflict was resolved (“he fought the panic, and concentrated on remaining calm”) and uses accurate evidence from the passage to support the resolution (“when denied landing, Dale requested special clearance”). This shows evidence of a general, but not a comprehensive, understanding of the task.

The conflict presented in this passage, is that Dale is stuck in the air during a storm, and cannot land. Dale had to resolve this conflict accordingly.

- he fought the panic, and concentrated on remaining calm.
- when denied landing, Dale requested special clearance.

Obviously, Dale resolved his conflict.

Score Point: 2

The response describes a conflict (“the weather is bad and the boy wants to fly the plane”) and a resolution (“He flies the plane and has some trouble landing the plane. He finds a way to land the plane”). However, the response fails to use specific information from the passage to support the answer and shows evidence of only a basic understanding of the task.

A conflict in the passage is the weather is bad and the boy wants to fly the plane. He flies the plane and has some trouble landing the plane. He finds a way to land the plane.

Score Point: 1

The response attempts to describe a conflict (“Dale was new at flying and was unsure about the weather”) but uses no information from the passage to support it. The response provides evidence of minimal understanding.

Dale was new at flying and was unsure ^{weather} about the weather. Once he noticed that then seemed to getting better he decided to take off. After taking off he noticed that he did something he shouldn't have.

Score Point: 0

There is no evidence that the student understands the task. The response is irrelevant.

He should stayed on the plane while is was showing outside. The could not stopped. on the blizzard ice. It is to dangous. To STOP on it.

Prince Charlie

by Frederick L. Devereux, Jr.

1 Captain Jack Jouett, of the Virginia Militia, needed a weight-carrying horse with endurance and the ability to move boldly and surely cross-country. Jouett was commander of a troop of cavalry continuously engaged in skirmishes and rear-guard actions against the British. These were crack British forces under a superb commander, Colonel Banastre Tarleton, and the Americans had to be well-mounted in order to be effective against superior enemy forces and equipment.

2 Fortunately, Virginia was the breeding center for fine blooded hunters, and Captain Jouett found a large-boned bay at a farm near his father's farm in Louisa County. The bay carried the captain's 220 pounds confidently and smoothly under all kinds of difficult campaign conditions. Jouett's mount, Prince Charlie, was the envy of all other troopers and a source of pride and affection to his owner.

There was a lull in the fighting in the spring of 1781 and many patriots had secured leave to visit home and attend to private affairs. Thomas Jefferson, Governor of Virginia and author of the Declaration of Independence, was at his home—Monticello—near Charlottesville. Captain Jouett, sixty miles away at Louisa Courthouse, had stopped at the Cuckoo Tavern for refreshment before proceeding to his father's nearby farm for a family visit. It was a rainy night in June, and the captain decided to wait out the rain at the bar. He put Prince Charlie in the tavern's stable to be groomed and fed.

Shortly before midnight, Jouett heard horses approaching the tavern in considerable number.

Knowing there was no American force in the vicinity, he slipped out a side door and hid in the bushes, keeping the entrance to the tavern in view. Before long, two British cavalymen appeared, soon followed by a full troop. The men dismounted and, careless of security at that late hour in the rain, took their ease on the tavern porch and in the bar. Jouett was close enough to overhear the officer in charge conferring with his subordinates and, to his consternation, learned that the enemy force's mission was to raid Monticello and other estates near Charlottesville and to surprise and capture Jefferson and several other dignitaries of the Continental Congress.

5 Jouett had no choice but to remain hidden and quiet until the British force had mounted and moved out down the road to Charlottesville sixty miles away. He knew that they could not hope to reach their destination much before mid-morning. After what seemed an interminable length of time, the last British set of fours in the column departed, and Jouett ran swiftly to the tavern stable where he saddled and bridled Prince Charlie in the dark. The captain followed the British troop down the road at a discreet but alert distance. The rain was in favor for shadowing the enemy; he knew that he must get ahead of them and beat them to Monticello if Jefferson was to be warned in time.

As he trailed along in the dark, Jouett considered the difficulties: there was no hope of passing through the enemy column on the only direct road to Charlottesville, and he would have to go cross-country—over a longer more hazardous

route in the rain and dark. But it had to be done. The big question was whether Prince Charlie could handle the unfamiliar course over logs, fences and ditches; through gullies, thickets and scrub trees. A cross-country ride in daylight, picking one's way, can be dangerous at speed, but a night ride across the same country is a far more difficult trip.

Finally Jack Jouett made his decision. The trip must be attempted, and it must be successful if the Revolution was not to be endangered by the capture of Jefferson and the others. He and Prince Charlie must run the danger of a broken leg or neck in the attempt, and they must get through. He would follow the enemy until a favorable trail was reached—one that could be taken cross-country to avoid the British. Meanwhile he would remain behind the enemy column, close enough to keep it under observation, but not so close as to attract attention.

8 About ten miles down the road, an hour and a half after leaving Cuckoo Tavern, the British commander called a rest halt. By this time the rain had subsided and the moon was beginning to shed some light on the terrain. Jouett was in familiar territory and decided to start his cross-country trip, taking advantage of the better weather conditions and the resting enemy force. Leaving the road, he put Prince Charlie over a low stone wall and galloped behind a row of trees screening him from the British. He trotted up and over a nearby ridge to a stream line in the next valley and followed it until he reached a familiar wagon trail. Once on the rutted trail, he took up a hard gallop and was off on one of the most arduous rides in history.

After a few miles the trail petered out. Jouett and Prince Charlie trotted through brambles, up and down hill, until another path was found. Galloping again, the pair forded streams, jumped fallen trees and continued their urgent mission. By this time Jouett's face was a mass of scratches from barbed bushes and low-hanging branches. He was to carry scars from some of these cuts as long as he lived. But he was a tough, accomplished horseman, superbly mounted for this effort, and both man and horse were making good the reputation they had earned in combat against the British.

10 Twice Prince Charlie fell in unseen ditches; each time the gallant thoroughbred scrambled out and went on. And so the mad ride continued, on trails where they could be found and cross-country between the trails. Few men could have made such a ride under those conditions and fewer horses could have completed it and survived the effort. None of the modern-day endurance rides, for which man and mount carefully prepare with conditions and routes well known in advance, can begin to compare with Prince Charlie's transport of Jack Jouett on that wild sixty-mile nighttime cross-country ride to Charlottesville. Probably it was the most difficult feat of horsemanship known to history.

Shortly after dawn, and well ahead of the British, Captain Jouett and Prince Charlie arrived at Monticello—bloody, wet and close to exhaustion. Jefferson was roused by Jouett's impatient knocking at the door and listened with skepticism, but very soon a neighbor arrived with confirmation that the British were indeed coming, and Jefferson took his telescope and located the redcoats galloping up the mountain toward Monticello. There was now no doubt that Jouett's incredible ride had been in earnest. Jefferson quickly sent his family off to a neighboring estate, and took to the woods himself, on horseback.

12 Where Jouett and Prince Charlie went after alerting Mr. Jefferson is not known, but it must have been to a friend's nearby home, where Prince Charlie could be rubbed down and rested. Certainly Captain Jouett needed a good sleep as well as attention to his cuts. Shortly thereafter, the pair were back in active service with the cavalry, where they remained until the conclusion of the war, harassing the enemy in countless engagements.

It is interesting to speculate on the course of American history had Jefferson been captured. Perhaps he might not have become president of the United States. Certainly Virginia would have had to replace him as governor. And the morale of the country would no doubt have suffered if Jouett's ride on Prince Charlie had not thwarted the British raiders and saved Jefferson and the other leaders.

Reading Item B—2009 Grade 11 Literacy

- B.** Describe the setting of “Prince Charlie.” Explain how the setting influences the action of the passage. Provide two details or examples from the passage to support your response.

Reading Item B Scoring Rubric—2009 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response describes the setting of “Prince Charlie,” explains how the setting influences the action of the passage, and provides two details or examples from the passage to support the response.
3	<p>The response describes the setting of “Prince Charlie,” explains how the setting influences the action of the passage, and provides one detail or example from the passage to support the response.</p> <p align="center">OR</p> <p>The response describes the setting of “Prince Charlie” and provides two details or examples from the passage to support the response.</p> <p align="center">OR</p> <p>The response explains how the setting influences the action of the passage and provides two details or examples from the passage to support the response.</p>
2	<p>The response describes the setting of “Prince Charlie” and explains how the setting influences the action of the passage.</p> <p align="center">OR</p> <p>The response describes the setting of “Prince Charlie” and provides one detail or example from the passage to support the response.</p> <p align="center">OR</p> <p>The response explains how the setting influences the action of the passage and provides one detail or example from the passage to support the response.</p>
1	<p>The response describes the setting of “Prince Charlie.”</p> <p align="center">OR</p> <p>The response explains how the setting influences the action of the passage.</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 response describes the setting of “Prince Charlie” (“Dark, rainy night in June”) and explains how the setting influences the action of the passage (“He is riding on a very hazardous trail, so that the British don’t see him”). The response uses specific information and accurate details from the passage to support it (“Jouett and Prince Henry are scratched from running into barbed bushes and low-hanging tree branches” and “Jouett and his mount are soaked from the rain and are having to jump streams”). The response demonstrates a thorough understanding of the task.

Setting: Dark, rainy night in June, fences and ditches, gullies, thickets, shrub trees

How setting affects action: Rain makes it hard for Jouett to follow the British. He is riding on a very hazardous trail, so that the British don't see him.

EX #1: JOUETT and Prince Henry are scratched from running into barbed bushes and low-hanging tree branches.

EX #2: JOUETT and his mount are soaked from the rain and are having to jump streams.

Score Point: 3

The response describes the setting of “Prince Charlie” (“Captain Jack Jouett is in a tavern and heres some guys coming on horse back”) and uses information from the passage to support it with two examples (“he hides in the bushes” and “He over hears them talking about capturing Thomas Jefferson”). However, the response does not indicate how the setting influences the action of the passage and shows evidence of a general, but not a comprehensive, understanding of the task.

Prince Charlie is an old war passage that has to do with the confederate, and the union. Captain Jack Jouett is in a tavern and heres some guys coming on horse back, so he hides in the bushes. He over hears them talking about capturing Thomas Jefferson, so Jack follows the men trying to beat them to Monticello where Jefferson lives. So he has to take one of the most dangerous rides in history to get in front of them and make it there before they do. He beats them there, Jefferson gets away safely and everything turns out for the good.

Score Point: 2

The response describes the setting of “Prince Charlie” (“rainy, stormy, rough”) and explains how the setting influences the action of the passage (“influence Jouett to have faith in Prince Charlie by going on the journey”) but uses no specific information or details from the passage to support it. The response provides evidence of only basic understanding.

It start in Monticello in 1781 and move to
 Charlottesville and rainy, stormy, rough
 This setting influence Jouett to have faith
 in Prince Charlie by going on the journey.

Score Point: 1

The response describes the setting of “Prince Charlie” (“around the American Revolution”) but uses no information from the passage to support it.

The setting is around the American Revolution
 there wasn't cars or trucks back then but
 they still made it out OK

Score Point: 0

There is no evidence that the student understands the task. The response is irrelevant.

People thought that Prince Charlie could handle
the unfamiliar the fences and ditches through
gullies.

Picture-Show Party

by Jennifer Christman

Sundance.
Cannes.
Batesville.

Wait, *Batesville*? Since when did the town best known for being the birthplace of race car driver Mark Martin (with the NASCAR-theme McDonald's to match) become a landmark on the motion picture map?

Since the first Ozark Foothills FilmFest brought in some 3,500 filmgoers during its four-day fete.

Festival founders and directors Bob and Judy Pest expect this year's celluloid soiree to be not just bigger but better, featuring 25 films ranging from foreign and classic to kiddie. This one starts today, spans 10 days and takes place among several venues, including movie theaters and college halls.

"There is an enormous range in what we do," Bob Pest says. "Some of the films we're showing have never played anywhere in Arkansas. Then we have some more mainstream stuff, like James Dean's *Rebel Without a Cause*."

This level of variety is what separates this festival from other niche festivals like the Pine Bluff Film Festival, which centers on old Hollywood films, and the Hot Springs Documentary Film Festival which specializes in just what the name says.

"We do everything," Pest says. "We're in a small population area, so we have to get everyone involved in some way."

It's Batesville's small size that makes it perfect for this kind of event, Judy Pest says. For

one thing, it encourages all the local institutions—the bank, the radio station, the movie theaters, the college—to donate their services and help. And it means there is nothing going on to distract* movie buffs from the films.

"There is a precedent for festivals to be in sort of pretty, tranquil, rural areas. Telluride [Colo.] and Park City [Utah] aren't major metropolitan areas. People go just to do that thing, and it's sort of a friendly, low-key atmosphere."

Well, mostly low-key. There will be, among other special events, a Festival Gala, complete with red carpet, to honor Lisa Blount, the Arkansas-born actress, writer, producer and Academy Award-winner, who will be appearing at showings of several of her movies, including *September 30, 1955*; *An Officer and a Gentleman*; and *The Accountant*.

Other special events include: a career retrospective of James Dean, featuring a lecture by author and *Rolling Stone* founding editor David Dalton; environmental discussions and a music and dance performance by Kevin Locke; and a free mini-festival for families. Don't forget the late-night showing of David Bowie's 1973 concert film *Ziggy Stardust and the Spiders from Mars*.

Pretty hip, huh?

"A lot of towns in Arkansas are a lot hipper than people think," Bob Pest says. "You get out there and think people don't watch movies and they don't read, but there are people who choose to live in places like Batesville because they want to get out of the rat pack."

That doesn't mean they want out of the

Reading Passage C (continued)—2009 Grade 11 Literacy

culture loop. And this is one way for Batesville—a town that went without a functioning movie theater for several years in the 1990s—to revel in it.

Bob Pest says visitors can get something out of the experience too.

“Having a festival in a place like this gives people room for reflection and room for dialogue. It gives people time to pay a little more attention and get a little more out of it.”

* (But if festival attendees did want to be distracted, may we recommend: a trip through the Old Independence Regional Museum, housed in a former National Guard Armory and don’t miss the Harry Miller photography exhibit; a stroll by the beautiful homes and churches on the National Register of Historic Places; a walk around a downtown so quaint and safe you’ll see a furniture store that actually displays its wares on the sidewalk; a journey to the walking trail at Riverside Park or a feast at Elizabeth’s restaurant downtown where they serve rolls so delicious.)

Week One

TODAY

- 7:00 P.M. (SOLD OUT) *Gospel, Biscuits and Gravy*
A multi-media presentation combining interviews with Ernestine “Ernie” Shepherd, a true Ozark original, and live music performed by “Ernie” and an acoustic band.

Saturday

- 11:00 A.M. Opening Ceremony & Postal Pictorial Cancellation
Batesville Area Chamber of Commerce, 409 Vine St.
- 1:30 P.M. *The Buffalo War*
Old Independence Regional Museum, 380 S. Ninth St.
The story of American Indians, ranchers, government officials and environmental activists battling over the yearly killing of some of America’s last free-roaming wild bison. Followed by discussion with environmental activist Kevin Locke. Free.
- 3:00 P.M. *In the Light of Reverence*
Old Independence Regional Museum, 380 S. Ninth St.
Explores American culture’s relationship to nature in three places considered sacred by American Indians: the Colorado Plateau in the Southwest, Mount Shasta in California, and Devil’s Tower in Wyoming. Free.

Saturday

- 7:30 P.M. Kevin Locke Trio
Brown Chapel, Lyon College
American Indian music and dance performance.
Admission: \$10, \$8 for students and adults age 55 and over.

Sunday

- 4:30 P.M. *Take Care of My Cat*
Oaks 7 Cinema, 2250 Harrison St.
A sensitive portrayal of five girlfriends on the cusp of adulthood.
- 7:00 P.M. *Band of Outsiders*
Oaks 7 Cinema, 2250 Harrison St.
Jean-Luc Godard’s lyrical gangster romance is one of the most celebrated revivals of recent years.

Monday

- 7:00 P.M. Meet-the-Filmmaker Reception
808 E. Main St., the home of Tom Martin
Meet filmmaker Maureen Gosling at this intimate gathering in one of Batesville’s historic homes. Free.

Tuesday

- 7:00 P.M. *Blossoms of Fire*
2005 White Drive, University of Arkansas
Community College at Batesville,
Independence Hall
A film celebrating the extraordinary lives of the Isthmus Zapotecs of southern Oaxaca, Mexico, whose strong work ethic and fierce independent streak has resulted not only in powerful women but also in the region’s progressive politics.
Admission: \$5.

Wednesday

- 7:00 P.M. *Seven Samurai*
The Melba Theater, 115 W. Main St.
Tormented by marauding bandits, a 16th-century village hires samurai protectors, “hungry samurai,” unemployed after years of civil wars.
Admission: \$5.

Thursday

- 7:00 P.M. *Rebel Without a Cause*
The Melba Theater, 115 W. Main St.
Author David Dalton will host the introduction and post-movie discussion of the classic James Dean film.
Free.

Reading Passage C (continued)—2009 Grade 11 Literacy

Week Two

Friday

- 3:00 P.M. *September 30, 1955*
The Melba Theater, 115 W. Main St.
Guest appearance by *September 30, 1955* star Lisa Blount. Free.
- 7:30 P.M. James Dean: American Icon, lecture by author David Dalton. Free.
Lyon College, Bevens Music Room
- 11:00 P.M. *Ziggy Stardust and the Spiders from Mars*;
Oaks 7 Cinema, 2250 Harrison St.
David Bowie as alter-ego Ziggy Stardust.
Admission \$5.

Saturday

- 10:00 A.M. – 1:30 P.M. Family Film Fiesta!
2005 White Drive, University of Arkansas
Community College at Batesville,
Independence Hall
Film celebration for children and families. Free.
- 1:30 P.M. *Sila Alangotok—Inuit Observations on Climate Change*
Old Independence Regional Museum,
380 S. Ninth St.
Observations by the Inuvialuit of Sachs Harbour, Alaska, support what has long been predicted—that climate change would be felt first in the Polar Regions.
- 2:00 P.M. *The Accountant*
The Melba Theater, 115 W. Main St.
A tale of two brothers' desperate attempt to save the family farm and the mysterious accountant who shows up with a solid business plan. Featuring post-movie conversation with executive producer Lisa Blount.
Admission: \$5.

Saturday

- 2:45 P.M. *In the Light of Reverence*
Old Independence Regional Museum,
380 S. Ninth St.
- 3:30 P.M. *An Officer and a Gentleman*
The Melba Theater, 115 W. Main St.
Romantic drama will feature appearances by actress Lisa Blount. Admission \$5.
- 7:00 P.M. Festival Gala Celebration Saluting Lisa Blount
Lyon College, Bradley Manor
A red carpet evening to honor actress, Academy Award-winning producer and Arkansas native Lisa Blount, featuring hors d'oeuvres and gracious foothills hospitality. Admission \$25.

Sunday

- 1:30 P.M. *The Shaman's Apprentice*
Old Independence Regional Museum,
380 S. Ninth St.
Healers-shamans deep in the Amazon forest know more than the entire Western scientific community about the medicinal properties of thousands of plants. However, as ethnobotanist Dr. Mark Plotkin began to discover more than 20 years ago, these extraordinary healers are themselves vanishing from the earth even more rapidly than the forest they know. Free.
- 2:00 P.M. *Sunshine State*
Oaks 7 Cinema, 2250 Harrison St.
Environmental look at a small seaside Florida town where developers have squared off against the locals with talk of restoring the land to a more "natural" form (with the requisite luxury homes.) Admission: \$5.
- 6:00 P.M. The Best of Ottawa 2002
Lyon College, Nucor Auditorium
A compilation of 11 prize-winning animated films from North America's premier animation festival. Free.

Reading Item C—2009 Grade 11 Literacy

C. Identify two characteristics of a good film festival. Give an example of each characteristic from the passage.

Reading Item C Scoring Rubric—2009 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response identifies two characteristics of a good film festival and gives an example of each characteristic from the passage.
3	The response identifies two characteristics of a good film festival and gives an example of one of these characteristics from the passage.
2	The response identifies two characteristics of a good film festival. OR The response identifies one characteristic of a good film festival and gives an example of that characteristic from the passage.
1	The response identifies one characteristic of a good film festival.
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 identifies two characteristics of a good film festival and gives a specific example from the passage to support each characteristic (“variety” / “featuring 25 films ranging from foreign and classic to kiddie” and “good location” / “It encourages all the local institutions to donate their services and help”). The response demonstrates a thorough understanding of the task.

The level of variety is a characteristic of a good film festival. The Picture-Show Party does everything. Some of the films showing have never played anywhere in Arkansas. The Picture-Show Party is featuring 25 films ranging from foreign and classic to kiddie. A good location is a characteristic of a good film festival. Batesville is in a small population area, so they can get everyone involved in some way. Small size makes perfect for the Picture-Show Party. It encourages all the local institutions to donate their services and help. There is a precedent for festivals to be in spots of pretty, tranquil, rural areas. Low-key atmospheres are good areas.

Score Point: 3

The response identifies two characteristics of a good film festival (“variety of movies” and “special event like musical”) but only gives specific examples to support one (“the performance by Kevin Locke” supports the “special events” characteristic). Even though the example of “many old great Hollywood movies” is from the passage, it is not complete without another example to support “the variety.” The response shows evidence of a general, but not a comprehensive, understanding of the task.

What separates good film festivals first is the variety of movies. It's great to have many old great Hollywood movies. Secondly, it's good to have other special events like musical just in case the people get tired of watching movies. Such as the performance by Kevin Locke. In conclusion, good film festivals separate themselves by having a big variety of movies, and having other entertainments too.

Score Point: 2

The response only identifies one characteristic of a good film festival (“interactions with famous people”) and gives a specific example from the passage to support it (“David Dalton [founding editor of Rolling Stone] will be at the festival”). Note that the student attempts to identify another characteristic (“to have films”) but that is not a sufficient characteristic. The response provides evidence of only basic understanding.

In order to have a good film festival people need interactions with famous people. For example, in the passage David Dalton (founding editor of Rolling Stone) will be at the festival. Another important aspect of a film festival would be to have films. In the passage for the Picture-Show Party, it states that there will be a late-night showing of David Bowie's 1973 concert film 'Ziggy Stardust and the Spiders from Mars'. There are both two characteristics of a good film festival.

Score Point: 1

The response attempts to identify a characteristic of a good film festival (“pretty, tranquil, rural areas”) but does not give any specific examples from the passage to support it. The response provides evidence of only minimal understanding.

There is a precedent for festivals to be in sort of pretty, tranquil, rural areas. Other special events include a career retrospective of James Dean, featuring a lecture by author of Rolling Stones' founding editor David Dalton.

Score Point: 0

The response does not show any evidence of understanding the task. The response is incorrect (identifies characters, not characteristics) and irrelevant.

Identify two characteristics of a good film festival.

Mark Martin was a McDonald's theme, he became a landmark on the motion picture map. Since the first Ozark foothills Filmfest brought in some 3,500 filmgoers during its four day fete.

Directors Bob and Judy Peet, some of their films their showing have never been played anywhere in Arkansas then they have more mainstream stuff. They been to Hot Springs Documentary film festival. They are in a small population area.

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—2009 Grade 11 Literacy

This is one of the two writing prompts administered to all grade 11 students in March 2009.

Prompt #2

A new student has asked you if your community is a good place for teenagers. You decide to write to the new student discussing your community.

Before you begin to write, think about what kinds of recreation and entertainment your community offers. Are there interesting activities for people your age? **Why** do you think your community is or is not a good place for teenagers?

Now write a letter to the new student explaining whether your community is a good place for teenagers. Give reasons and enough detail so that the new student will understand.

Writer's Checklist—2009 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.)
3. Look at the words you have used.
 - 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.)
4. Look at your handwriting.
 - 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?
5. Look at your handwriting.
 - Can others read your handwriting with no trouble?

Dear New Student,

Wondering if your new community is a good one for teens is perfectly normal. Seeing that you are a teenager and teens always need to stay active in their community. A good community for teenagers consists of a good environment, good entertainment, and of course good schools, and guess what, your new community has just that.

The environment is wonderful for people to live in. We have good, clean, safe roads, nice neighbors, and you never have to travel too far to get to where you need to be. The people in are always pretty friendly. They know that to have a good, safe environment for their kids, they have to keep conflict out of the way. The one thing I love about is that it's a pretty small place. The nearest store is usually right down the road and there are gas stations on every corner.

I know that you don't care much about the grocery store locations or where the gas stations are, so what about entertainment? We have plenty. Teens usually go out on the weekend after a long hard week. They go to our local movie theaters which we have on both sides of town. If you decide you want to see a movie on the weekend, you might want to

purchase your ticket a little early. The lines are horrible on the weekends. A lot of people go to the mall also. We have tons of stores and most of the time it's just a big hangout for teens. There are many activities as well. We have games you can play such as bowling, putt putt golf, or you can even just go to a nearby ball park and play catch with some buds. I know it doesn't sound like much, but trust me, there's more out there. I promise.

Okay, so now here's the important stuff. Our school systems. We have two highschools with great ratings on each. There are tons of student at them so you shouldn't have any trouble making friends. At these schools, you're sure to get a great education and make plenty of friends at the same time.

I'm glad you decided to ask me about our community. I enjoyed sharing all our cool aspects of this little town of . . . I hope I helped and if you need any more help or have any more questions, just ask.

Your new friend,

Writing Annotation for Sample Response 1—Prompt 2—2009 Grade 11 Literacy

Content: 4

This essay merits a score of “4” in the Content domain. The writer introduces the piece with a general description of what makes a good community and proceeds to describe, with specific details, how the community fits that description. The writer evenly elaborates the features of the community and progresses to the final point, “the important stuff,” which is the school systems. All Content features are consistently controlled.

Style: 4

The features of Style are consistently controlled by this writer. The use of rhetorical questions and a variety of sentence structures making the essay interesting for the reader contributes to the score of “4.” Friendly, casual tone is sustained throughout the essay and is appropriate for the task of writing a letter to a new student.

Sentence Formation: 4

The student demonstrates the ability to consistently control a variety of sentence structures for effect, which results in a “4” in Sentence Formation. Although the essay contains a sentence fragment in the second to the last paragraph, the writer is intentionally using a sentence fragment to emphasize the final point (“Our school systems”).

Usage: 4

The features of Usage are consistently controlled with only a single missing “s” from the word “students” near the end of the essay. Agreement, inflections, conventions, and word choice are handled skillfully by this writer.

Mechanics: 4

A few minor errors in spelling and punctuation (missing apostrophes) indicate this writer has consistent control of Mechanics features. Considering all of the possibilities to err in Mechanics, a few mistakes in this response is not enough to lower the score.

My community is a place where the elderly reside. Where you don't have to listen to loud neighbors above or across from you. A place of luxury where if you want to have your door unlocked you can, without the fear of being robbed. Not too many other teenagers are close to me that may be the worst thing about my neighborhood/community.

My community is a safe environment we have regular visits by the police, and are only ten blocks from the fire station. The police make rounds by ten o'clock a.m. and seven o'clock p.m. everyday. They are very friendly they stop and even ask "how is your day going". We also have a neighborhood watch to look for any suspicious activities. Who hold meetings to keep us updated on community projects. It is very enjoyable, my community especially for people who enjoy the luxury of peace, tranquility, and quiet.

But my community is not all boring we have terrific places to go for teenagers all around. Like a awesome place for all age groups. There is go-karting, arcade games, laser-tag, and bowling. It's an excellent place to have fun, meet someone or just relax. Although the prices may be questionable it's still fun fair gameplay. We also have a movie theater called . It shows all the latest movies that

came out, like all movie theaters the candy is overpriced but we all like a good movie. Then there's the skate park, a place where you can test out your new skate board or b.m.x bicycle. Then there is the Mall where you can go to get all the latest fashions from stores such as Aeropostle, Buckle, Dillard's, Footlocker, Journey's and Pac-Sun. That sell clothing accessories and much more! Well this my community I hope you enjoyed it well enough to where you would want to move in.

Content: 3

The writer begins with the central idea that the community where they live is quiet, safe and primarily for the elderly. The essay shifts to the point of view in the third paragraph that there are activities for teens, after all. The student actually includes more details in the elaboration about teen activities than in the earlier elaboration about community safety. The essay does close with the statement, “Well, this is my community...,” and hope that the reader would like to move there. This essay has a slight shift in the viewpoint and somewhat uneven elaboration, but it demonstrates reasonable control of Content.

Style: 3

This writer uses some very carefully selected phrases in the description of teen activities (“Like all movie theaters the candy is overpriced but we all like a good movie.”), but exhibits more general vocabulary in the description of the town’s peaceful nature. A variety of sentence structures are employed to provide variety to the writing and achieve specific effects. However, some are not accurately constructed which disrupts some of the flow of the writing. This writer has maintained reasonable control of Style features.

Sentence Formation: 3

A variety of sentence structures demonstrates the writer’s willingness and confidence to use sentences, ranging from simple to quite complex. In some cases, the writer accurately controls these attempts, but in a few areas he/she does not. The sentence fragments in the first paragraph have the appearance of being used for effect. However, the run-on sentence is not intentional. Paragraphs two and three also contain run-ons. In addition, there is a word order problem (“It is very enjoyable my community especially...”) at the end of the second paragraph. The writer accurately controls a number of complex constructions and exhibits reasonable control in Sentence Formation.

Usage: 4

Although some errors exist, consistent use of verb forms, pronouns, and articles is demonstrated throughout the essay.

Mechanics: 4

The student has missed a few commas after clauses and has misspelled a word (“tranquilty”), but has demonstrated consistent control of Mechanics through accurate spelling and the capitalization of sentence beginnings and the many proper names in this essay.

I think _____ is a great community. It has its
negatives but you will find _____ quite nice.
We have a school which includes pre. through
12th grade and a small christian school.
We have plenty of restaurants that offer
summer and after school jobs. Such as
Mcdonalds, Taco Bell, Subway, Western Sizzlin,
Pizza Hut, and Grocery stores that offer
jobs also like Kroger, and Save a lot.
We also have a local Walmart, radioshack,
Car Dealer ship, and quite a few gas
stations. And hangouts for teens like the
car wash, In front of the Bank and a few
more places. And we have a police force
to make sure everything is fine and there
is no crime in _____. The negatives
are there is still few crimes and a few
Drugs floating around but most of the time
police catch the Drug Dealers. And
there are no big malls or restaurants.
But _____ isn't just a huge community
though. And that's all you need to know
About _____

Content: 2

This essay demonstrates inconsistent control in Content features. While all of the information given is about the local community, it is primarily a list of places with little or no elaboration given. In addition, the writer shifts to information about crime and drug dealers in the area. The simplistic conclusion contributes to the score of “2.”

Style: 2

The writer’s style is inconsistent and the response generally has a flat tone. With the exception of the names of specific stores and restaurants, most vocabulary is basically functional. Many sentences begin with “we” or “the” and have a short, choppy style. Sentence fragments, which are not intentionally used, also detract from the essay’s style.

Sentence Formation: 2

The pattern of sentence fragments and the use of primarily simple sentences are evidence of inconsistent control in the formation of sentences. The sentence fragments should have been included as a part of a clause for a more complex sentence structure. A writer at this grade level should be able to effectively use a variety of sentence structures correctly.

Usage: 4

In this essay, the writer demonstrates accurate and consistent control in word usage. A single subject/verb agreement error (“there is still few crimes”) does not detract from the score of “4” in this domain.

Mechanics: 3

A pattern of errors in applying conventional rules of capitalization (“christian,” “Car Dealership,” “Bank,” “Mall’s”) combined with misspellings, punctuation errors, and a lack of formatting indicate inconsistent control of Mechanics features for this grade level.

ACTAAP

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