



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Teacher Handbook

Grade 11 Literacy Examination

March 2010
Administration

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Arkansas Department of Education

Teacher Handbook—2010 Grade 11 Literacy

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Introduction—2010 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 2010, 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—2010 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 English Language Arts Curriculum Framework* and developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees comprise active Arkansas educators with expertise in English and/or language arts education.

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

Rest, Renewal of Spa Waters

by Denis Horgan

Hot Springs offers resorts and a raft of recreation options

HOT SPRINGS, Ark. — I could get used to this.

A nice private soaking in very warm water. Hot mineral water to drink. A “sitz” bath or steam cabinet to rubber up the lower trunk. Hot packs. Vast, embracing towels. A needle shower. A full-body Swedish massage. Then, in pure and total relaxation, absolutely nothing to do but sit like a lump in total peace.

I could get used to this.

4 Sampling the spa experience in Hot Springs is purely a research element of the assignment, of course. A hands-on bit of reporting, where the hands on the reporter are someone else’s. Where the warmth and relaxation and general ease of mind are all in the line of duty.

Or simply nice.

Hot Springs has attracted visitors to the waters for centuries. The hot springs of Hot Springs work their warm way up from under the Ozarks through the Ouachita Valley and are believed by many to be therapeutic, healthful, uplifting and healing. The science behind that is uneven, but the experience is unrelentingly pleasant.

7 And—compared with the spa game in the thin air of more elegant and posh circles of aromatherapy pampering and seaweed wraps—it is quite inexpensive. The entire top-drawer package for spa treatment and massage at the historic Buckstaff Baths on wonderful old Central Avenue is only \$51. Prices vary at the Arlington Resort Hotel and Spa or the Majestic Hotel and others, but you need not spend an arm and a leg getting your limbs in order.

8 The hot springs, at 143 degrees, are a little too hot for most humans, so the water is cooled to a mere 100, a swampy temperature made equal in and out by the drinking of the heated mineral water. Attendants attend to one’s every step, women in one place, men in another.

Hot Springs is coming back from a long decline when the idea of soaking away your cares and woes fell out of favor to much more boring treatments full of science, technology, skill and knowledge and other frivolous diversions likely to get in the way of being pampered. But for decades Bathhouse Row on Central Avenue was a magnet for so many looking to get away from it all in the great beauty of the rural South. Bathhouse Row, which is being rehabilitated with a combination of federal and commercial funding, consists of eight striking facilities built between 1911 and 1923.

The Buckstaff is the only one of the original steam parlors in operation now, but the other buildings have been rehabbed and the hope is that they will open soon as commercial facilities in support of the city’s historic and recreational spine. The Ozark, the Fordyce, the Quapaw, etc., are ready to go. And though there’s no guarantee they will reopen as spas, no one has turned off the water.

Similarly, there are spa treatments to be had at a dozen locales in the region’s resorts and hotels.

Hot Springs receded as a resort center during the Depression, but new energy has returned to the region, an hour’s easy drive from Little Rock to the east. The Central Avenue Historic District of restored buildings and shops dates from the late

Reading Passage A (continued)—2010 Grade 11 Literacy

1800s and early 1900s and now is alive with galleries, coffeehouses, restaurants and shops.

There's a lot more than comfortable, wonderful, pleasant, invigorating, rub-a-dubs to bring you here—if you needed more.

The city has hosted the internationally renowned Hot Springs Documentary Film Festival since 1992. The October event brings together film buffs, historians, artists and the curious by the thousands to view scores of top-notch documentaries prepared for movie houses and television.

There is dance and theater, fine restaurants and art galleries on nearly every corner. And there's also the Hot Springs International Corned Beef Eating Championship in January, the First Ever Third Annual World's Shortest St. Patrick's Day Parade in March, the August South Hot Springs Lions Gun & Knife Show, the Miss Arkansas pageants and much more.

Hot Springs, boyhood home to President Bill Clinton, is more even than hot springs, films and corned beef, though.

The Hot Springs region is actually a national park, the oldest—and smallest—of the expanses of the National Park System. The park status was conferred in 1832, the first federally protected reservation in the nation's history.

The park originally was established to protect the waters of the thermal-springs system, believed more then than now to be helpful in treating rheumatism and other illnesses. The 800,000 gallons of hot water that flows out of the springs each day is regulated by the federal government. Most of the springs are capped to prevent pollution or contamination.

The region, accordingly, is shielded from development and, thus protected, is a treasure to recreationists, campers and folks loving the mountainy outdoors. The huge Hot Springs Mountain Tower looms 216 feet above the 1,000-foot mountain, offering a great view of the city and region in every direction.

(You can walk to the tower and up the tower, and many people do; but for those with all of their marbles, the roads up the mountain are just fine and the elevators will do the trick.)

A 26-mile network of hiking trails winds through the hills and forests around Hot Springs. At city's edge, The Promenade skirts the hills just above Bathhouse Row, offering a shaded

perspective of the town—from the mighty Arlington Resort and Spa at one end to the historic Rehabilitation Center looming over the Buckstaff and other sites at the other.

The Rehabilitation Center is the first permanent military hospital in the country, instituted in 1887. The present building was opened in 1933. Shopping, antiques stores and galleries of all sorts are sprinkled through the city's major and minor thoroughfares.

Beyond, the trees and hills begin immediately and stretch out beyond the lumpy horizon. The region is rich in camping and outdoor recreation opportunities, golf courses, horse racing, water parks, music, zoos and other diversions—including the Arkansas Alligator Farm and Petting Zoo (the petting is of lambs and llamas not, Captain Hook forbid, of the alligators).

In the Diamond Lakes Region of the Ouachita Mountains, visitors fish, look for crystals, hunt, hike, camp and swim. The springs flow through the region but dabbling in them is legally discouraged for fear of spreading germs that might thrive in the heated waters.

Bill Clinton, born in Hope, grew up here, although they don't make so big a deal of it as there is in nearby Little Rock, where the presidential library recently opened.

It was from Hot Springs High School that Clinton was a delegate to Boys State and was Arkansas' delegate to Boys Nation. While attending Boys Nation in Washington, Clinton famously shook hands with President Kennedy.

27 Among the more prominent attractions, besides the bathhouses, are the Arlington Resort, an enormous winged hotel separating the town from the wilderness; the Pancake Shop on Central Avenue, a no-frills but totally wonderful place to start the day with a large breakfast for peanuts; the Garvan Woodlawn Gardens, a 210-acre botanical reserve noted for its orchids, daffodils and woodlands; McClard's Bar-B-Q on Albert Pike, noted for its spareribs and for being Clinton's favorite eatery in town.

And so, bloated from pancakes and ribs, it seems only wise to head off to the spas for a nice, long steaming-up and rubdown. It's part of the history of the place, and we are so reverential of history, right?

Reading Item A—2010 Grade 11 Literacy

- A. Hot Springs appeals to visitors with diverse ideas about recreation. Describe two sources of the area’s appeal. Provide a detail or example from the passage to support each source’s description.

Reading Item A Scoring Rubric—2010 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response describes two sources of Hot Springs’ appeal and provides a detail or example from the passage to support each description.
3	The response describes two sources of Hot Springs’ appeal and provides a detail or example from the passage to support one description.
2	The response describes two sources of Hot Springs’ appeal. OR The response describes one source of Hot Springs’ appeal and provides one detail or example from the passage to support the description.
1	The response describes one source of Hot Springs’ appeal.
0	The response is 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” is assigned for the item.)

Score Point: 4

The response describes two sources of the area’s appeal (“The Central Avenue Historic District” and “National Park System”) and uses accurate and relevant details from the passage to support each source’s description (“restored buildings and shop dates from the late 1800s and Early 1900s and now is alive with galleries, coffeehouses, restaurants and shops” and “the first federally protected reservation in the nation’s history”). The response demonstrates a thorough understanding of the task.

Two Sources	Examples
The Central Avenue Historic District	restored buildings and shop dates from the late 1800s and early 1900s and now is alive with galleries, coffeehouses, restaurants and shops.
National Park system	the first federally protected reservation in the nation's history.

Score Point: 3

The response describes two sources of the area’s appeal (“spas” and “outdoor recreation opportunities”). However, there are only accurate details to support one of the sources (“has camping, golf courses, horse races, water parks, etc.”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Spas and outdoor recreation opportunities are two sources of Hot Springs appeal. Spas have treatments and aromatherapy, while the outdoor recreation has camping, golf courses, horse races, water parks, music, zoos, & other diversions. This gives Hot Springs the appeal to want to visit.

Score Point: 2

The response describes two sources of the area’s appeal (“the hot springs” and “many places you can go to shop”). However, there are no accurate details or examples to support either source. The response shows evidence of only a basic understanding of the task.

The Hot Springs area has many appeal to it, but here are some from the passage I read. The first thing are in fact, the hot springs. They have a few hot springs that they use the water from for massages. Another is the shopping. There are many places you can go to shop, like the mall. There are also a lot of coffee houses, if you want to go drink coffee and relax for a while. Those are just some things in hot springs.

Score Point: 1

The response describes one source of the area’s appeal. However, there are no details or examples to support that source. The response provides evidence of minimal understanding.

The Hot Springs are a big visitors site because of the springs.

Score Point: 0

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

Hot springs I will love to visit I thing is
alot fun. but I know The girl base ball team are gone
The Hot springs is the state finks but I know it will
be cold to go in is sound like is gone but fun to go in
to Hot springs. Hot springs have alot of sports and athletes
~~out~~ is Hot Springs. so I will like to go in to Hot Springs.

The Terrible Big Wind in Abilene

by William B. McMorris

You would not believe the stories some people tell about the Big Wind in Abilene. Most of those tales are no better than lies. It seems some folks just cannot talk about that wind without stretching the truth all out of shape. It is to save the truth from any more misery that I will set the story down myself. Every word will be just the way the story was told to me.

May I kiss a pig if that is not so.

Before you can understand the story of The Big Wind, you must know something about prairie winds. Such winds can be so fierce they can blow the hair right off your head if you do not keep your hat on.

If you need proof, just go to Hastings, Neb. One time 80 or maybe 110 years ago, when Hastings was real small, a new preacher and his wife came to visit a church there. After the service, folks lined up outside the church to shake the preacher's hand and say "howdy" to his wife.

The men of Hastings, being very polite, took their hats off out of respect. Just about then a really mean wind came puffing and snorting out of the west and snatched those men bald-headed.

The town has grown some since that time, but if you went there this very day, you would still find bald men on almost every block.

May I kiss a muddy gopher if it is not so.

But the wind in Hastings was just a breeze compared to The Big Wind in Abilene.

Even the wind that blew up outside Pratt, Kan., in 1919 or maybe 1897 was not as strong as The Big Wind in Abilene.

Even so, the Kansas wind had some zip to it. Just ask the Santa Fe Railroad men. They might tell you about the engineer who tried to haul a batch of empty cars from Wichita to the grain silos in Pratt.

11 The train was 20 or maybe 60 miles down the track when the wind sprang up pretty brisk. For a while the engineer could keep going into the wind just by adding throttle. But after a while the throttle was wide open and the train just could not move at all.

The engineer knew he would have to back up to Wichita to get more engines to help him get down the track. He eased off on the throttle a little bit.

Sure enough, the wind began to blow the train backward. Pretty soon the wind blew the train backward so fast the engineer had to slam on the brakes as hard as he could to keep from sliding right through town.

By the time the train reached Wichita, its wheels were worn flat on the bottom from skidding along the track. Every wheel had to be taken off and new ones put on.

This is surely a story that some people would not believe, but there is proof it is true.

Some of the big pile of flat wheels that came off that train got mixed up with good wheels in the repair yard. Those flat wheels were put on other boxcars that soon traveled all over the country. To this day, every time you hear a freight train go by,

Reading Passage B (continued)—2010 Grade 11 Literacy

you can hear the sound of one of those flat wheels clanking along.

May I kiss a mean mule if it is not so.

Now for the truth about The Big Wind that came whooping and hollering down on Abilene, Tex., one spring precisely at noon in April in 1921 or maybe 1934.

People in Abilene are used to wind. They think nothing about a breeze that makes the barbed wire whistle so high that all the dogs in town get to howling.

In Abilene the swings on the playground often blow right out straight, and little kids get stuck up in the air on them. They have to wait until the big kids on Swing Patrol come around with hooks to pull them down.

It's not until people have to go out and tie down the cows' horns and tails to big stakes in the ground that anybody notices the wind. Maybe somebody tying down a cow will say to somebody else, "Wind's coming up."

Now precisely at noon that day in Abilene, everybody knew that a strong wind was blowing. The stakes on the cows began to pull out of the ground, and those critters went flying overhead like eastbound ducks on their way to the Brazos River.

Folks in Abilene were not too worried. They knew a lot of those cows would end up in the cow net over in Fort Worth.

You may have heard of the nets strung up outside the Fort Worth stock pens in those days to catch windblown cattle. The nets stretched so high and wide they had to be lowered each day to let the mail planes through, but that is another story.

So most of the ranchers had a meeting to decide who would go to Fort Worth and get the cattle out of the cow nets and who would round up the strays that landed in between.

Then they pulled their hats down tight around their ears and headed home. They all made it all right, all except for one poor newcomer who knew very little about the prairie wind. He forgot to jam his hat on tight, and he got no more than one step out the door before, zip, there went his hair. And when he opened his mouth to yell, zip, there went his teeth.

Now that's hard to believe, but it was even worse than it sounds. The Big Wind did not just get that man's hat, hair and teeth. It also blew the hats, hair and teeth out of that family for many years to come.

To this very day, every baby in that family is born hatless, bald and toothless.

May I kiss a chicken on the lips if it is not so.

Then The Big Wind really began to blow. It blew all that night. People could not sleep because the cattle kept bellowing as they blew past overhead. When folks began to go out to do their chores around the farms and ranches the next morning, they were so tired that even their shadows were sleepy. Those shadows, long and wavy the way shadows are in the early morning, were not holding onto their people very tight.

Then something really surprising happened.

Zip, zip, zip. There those shadows went, flying on the wind, clear out of sight. Still the wind blew until, by 11 o'clock that morning, not a single shadow was left in town. What is more, all the reflections blew off the windows on Main Street.

With the shadows gone, everything looked kind of flat and funny. People tripped over steps and curbs because there were no shadows to help them see where one step started and the other left off.

For days people moped around looking flat-faced and flat-shaped. Dogs wandered with their tongues hanging out. Nowhere in town could they find a single cool spot of shade. The Big Wind had taken it all.

Not until the first of May did the people of Abilene find out what had happened to their shadows. That was when they got an airmail letter from the mayor of Nashville, Tenn., almost 800 miles downwind from Abilene.

The people in Nashville had just started to enjoy a warm, sunny April day, the mayor's letter said. Then it started to get dim and gloomy. That was because all the Abilene shadows began to settle on the town. The Big Wind had dropped them there when it finally puffed itself out.

By noon it was so dark the people in Nashville had to get flashlights and candles to find their own

Reading Passage B (continued)—2010 Grade 11 Literacy

shadows among all those that had fallen out of the sky. “Please rescue us from these shadows,” the mayor of Nashville wrote.

The people in Abilene had a meeting. They sent a check to Nashville on the airmail plane that went skimming over the top of the cow nets in Fort Worth. The check was to pay for stamps.

People in Nashville could use the stamps to mail the shadows back to Abilene.

And that is what they did.

Four hundred volunteers worked for two weeks packing boxes, stuffing envelopes and sealing crates full of shadows until at last every single one was back home in Abilene.

How did people in Nashville know the shadows came from Abilene?

I wondered the same thing when I first heard this story.

The answer is very simple. A smart young girl named Susan or maybe Patricia figured it out.

Remember how I told you The Big Wind blew the reflections off all the windows on Main Street? Well one of those windows faced the Abilene, Tex., Post Office.

This smart young girl in Nashville found the reflection lying all wrinkled under a pile of shadows of children stuck on playground swings. She took the reflection home and ironed it smooth. Then she read the writing on it.

The writing in the reflection was backward, of course, but that did not bother this girl. She held the reflection up to a mirror and there were the words all spelled out: ABILENE, TEXAS, POST OFFICE. Then she told the mayor what she had found.

If she had not done this, Nashville would still be burning lights day and night. People in Abilene would still be looking for their shadows. Dogs would be miserable. None of the reflections would be in the windows on Main Street.

Now that is the story of The Big Wind in Abilene, just the way it was told to me. You can see for yourself if it is true. If you ever go to Abilene, be sure to go down Main Street. Look in a certain store window. There you will see the reflection of the post office to this very day.

May I kiss a 10-pound toad if it is not so.

Reading Item B—2010 Grade 11 Literacy

- B.** State one reason the author might have had for writing the passage. How does he accomplish his purpose? Provide two details or examples from the passage to support the response.

Reading Item B Scoring Rubric—2010 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response states one reason the author might have had for writing the passage, explains how he accomplishes his purpose, and provides two details or examples from the passage to support the response.
3	<p>The response states one reason the author might have had for writing the passage, explains how he accomplishes his purpose, and provides one detail or example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response states one reason the author might have had for writing the passage and provides two details or examples from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains how he accomplishes his purpose and provides two details or examples from the passage to support the response.</p>
2	<p>The response states one reason the author might have had for writing the passage and explains how he accomplishes his purpose.</p> <p style="text-align: center;">OR</p> <p>The response states one reason the author might have had for writing the passage and provides one detail or example from the passage to support the response.</p> <p style="text-align: center;">OR</p> <p>The response explains how he accomplishes his purpose and provides one detail or example from the passage to support the response.</p>
1	<p>The response states one reason the author might have had for writing the passage.</p> <p style="text-align: center;">OR</p> <p>The response explains how he accomplishes his purpose.</p>
0	The response is 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” is assigned for the item.)

Score Point: 4

The response states a reason the author might have had for writing the passage (“for entertainment”), explains how he accomplishes his purpose (“by providing several hyperboles, or exaggerations”), and gives two accurate details or examples to support it (“the wind blowing so hard that it kept the children’s swings straight out” and “cattle do not blow around in the sky and have to be caught by nets”). The response demonstrates a thorough understanding of the task.

The author might have written the passage for entertainment. He accomplishes this by providing several hyperboles, or exaggerations, so that it is comical. For example, the wind blowing so hard that it kept the children's swings straight out until the Swing Patrol could come get them down is funny because in real life, winds do not get that strong. Also, cattle do not blow around in the sky and have to be caught by nets and brought back by the townspeople. This is another example of the hyperboles, or exaggerations, that provide comedy, causing entertainment of the reader.

Score Point: 3

The response states a reason the author might have had for writing the passage (“to show the full extent of some tall tales”), and explains how he accomplishes his purpose (“by telling an elaborate story filled with details that couldn’t happen, but he add in true statements that he tells readers to use against him”). However, there is only one accurate detail or example to support the response (“makes comments such as ‘May I kiss a chicken on the lips if it’s not true’ after making such statements”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

One reason the author may have had for writing this could be to show the full extent of some tall tales. He accomplishes this by telling an elaborate story filled with details that couldn't happen, but he add in true statements that he tells readers to use against him. He also makes comments such as "May I kiss a chicken on the lips if it's not true" after making such statements. The author seems to find a great amount of humor in the stories he's been told.

Score Point: 2

The response states a reason the author might have had for writing the passage (“to report a myth as it was told to him”), but fails to explain how he accomplishes his purpose. There is only one example from the passage to support the response (“Every word will be just the way the story was told to me”). The response provides evidence of only a basic understanding of the task.

Reason for writing this passage: to report a myth as it
was told to him

Detail one: Every word will be just the way
the story was told to me.

Score Point: 1

The response states a reason the author might have had for writing the passage (“he wanted to tell a story the way he was told”). However, there is no explanation for how he accomplishes his purpose and there are no details or examples to support the reason. The response provides evidence of minimal understanding of the task.

One Reason for the author writing
this passage could be that he wanted
to tell a story the way he was told
and to also inform you.

Score Point: 0

The response is irrelevant and is copied entirely from the passage. There is no evidence that the student understands the task.

Then they pulled their hats
down tight around their ears and
headed home. They all made it all
right, all except for one poor new-
comer who knew very little about
the prairie wind. Not until the first of
May did the people of Abilene find
out what had happened to their shadows.

Genius Characters

by Jonathan Hancock

Even the most powerful computer in the world can't be a genius, because it has no character. It can remember and calculate quickly and accurately and handle huge amounts of information—but it can't think about the information the same way we can. It has no feelings, no opinions, and no moments of madness.

Investigate the great human geniuses and you'll see that they all have special aspects of their character, qualities that allowed them to go beyond what's already been achieved. Their lives hold many of the secrets of putting great ideas into practice. Learn from their examples to boost your own chances of becoming a genius.

Have Fun

Leonardo da Vinci was well known for his jokes and funny stories. Galileo had a busy social life and was also a great jokester. Bill Gates, the genius behind software giant Microsoft, has been described as a “perpetual teenager.” He has said that one of his favorite hobbies was playing with earth-moving equipment on building sites.

Be Inquisitive

Geniuses spend their lives asking questions about the world around them.

Leonardo da Vinci filled many notebooks with his explorations. Here's a snippet:

I roamed the countryside searching for answers to things I did not understand. Why shells existed on the tops of mountains . . . why the thunder lasts a longer time than that which causes it . . . how the various circles of water form around the spot which has been struck by a stone . . . why a bird sustains itself in the air . . .

The typical genius questions are “why?” and “how?”

Be Brave

Geniuses simply aren't afraid of making mistakes. Orville and Wilbur Wright crashed several times and ruined many airplanes before they finally got off the ground. Thomas Edison failed thousands of times before he managed to turn electricity into light. He told his friends that, because he knew so many ways that didn't work, he was much closer than any other inventor to finding the right answer.

8 Geniuses must also be prepared to make waves and face opposition in society. New ideas can seem strange and even frightening to others, and great thinkers are often described as disruptive and rebellious.

Keep Trying

Thomas Edison once said that genius was “1 percent inspiration and 99 percent perspiration.”

To become a genius, you must be prepared to work long and hard, often in the face of great obstacles.

Be Inspired

The answers you're looking for might be close by—you just have to know where to look.

Leonardo da Vinci wandered through the countryside looking at nature, and many other great thinkers have found their inspiration outside, too. Travel is another good source of inspiration. Mozart picked up many good musical ideas during his travels. While still in his teens, Albert Einstein persuaded his parents to let him tour the large cities of Italy. He came back with some exciting ideas.

Tips to help you be inspired:

- Spend time in nature, looking at the way animals and plants behave.
- Take every opportunity you get to travel, both in this country and abroad.
- Start a scrapbook and fill it with photographs, leaves, newspaper cuttings, tickets—everything that reminds you of your most interesting experiences.

Stay Fit

There's an ancient saying, *mens sana in corpore sano*, which means "a healthy mind in a healthy body." It's very important for you to feel good and for your body to be operating at its best, so that your mind can also function powerfully.

As well as being a genius philosopher, poet, and statesman, Sophocles was a champion athlete who won many trophies.

Top mathematician Ronald Graham is an expert trampolinist, bowler, and tennis player. Leonardo da Vinci was famous for his strength, agility, and ability as a horseman. Inventor and World Chess Champion Garry Kasparov spends as much time training his body—running, swimming, and lifting weights—as he does his incredible brain.

Tips for Keeping Fit

Aerobic exercise: Your brain makes up only 2 percent of your body weight, but it uses an amazing 20 percent of the oxygen you breathe in. It's crucial that your brain be supplied with plenty of oxygen. Swimming, fast walking, running, soccer, tennis, and other sports improve what's called your aerobic fitness—your ability to take in oxygen. Exercise can double your aerobic fitness.

Strength: Garry Kasparov has said that the stronger he feels, the stronger he thinks. Boosting your physical strength makes you feel more positive and improves your persistence and stamina. Under careful supervision, you can use weights or practice field sports like the javelin and discus to improve your strength. Leonardo da Vinci was said to be able to bend horseshoes with his bare hands!

Flexibility: Da Vinci was described as graceful and poised. He had studied the way the human body works, and he made sure that his worked without strain. If you've ever pulled a muscle or strained some part of your body, you know how much mental energy this takes away. To have free, creative thoughts it's important to feel limber and relaxed.

Before sitting down to work or think, spend a few minutes loosening up. Slowly roll your head clockwise and counterclockwise. Shake your arms and legs. Carefully bend down to touch your toes, then stretch your arms up toward the ceiling. Do this a few times before you get started, and again every so often while you're hard at work.

Balance: Gymnastics, rollerblading, and skateboarding are all excellent ways of improving your balance. Check your balance now by standing on one leg. How long can you stand like that without falling over? Da Vinci's body was under his control just as completely as his mind.

Diet: Your diet must also be properly balanced. Make sure you supply your brain with all the nutrients it needs to work well. Eat a diet low in fats and sugar and rich in fresh fruits and vegetables, and drink plenty of water. Never eat so much that you feel full and tired, but be sure to keep up your energy levels throughout the day. Savor the food you eat—how it looks and smells as well as tastes—and make every mealtime an inspiring, relaxing, refueling event.

Don't Worry

You're wrong if you think geniuses are all perfect, well-rounded individuals who are good at everything. Many had to contend with major problems. Geniuses are just very good at overcoming obstacles. Think of it this way: a genius is not someone who is perfect, but someone who constantly strives to make the world—and him or herself—better.

Physicist Stephen Hawking is virtually paralyzed, moves around in a wheelchair, and speaks only with the help of a computer. He wrote one of the most successful books ever and continues to lead the world to new levels of understanding. Edison and Beethoven both lost their hearing, and Alexander the Great and Julius Caesar both had epilepsy—yet they all achieved greatness.

Math genius Paul Erdos was extremely absent-minded and messy. Archimedes was said to be so forgetful that he often missed meals. When super-intelligent people have something important on their minds, they are often unaware of their surroundings.

Einstein had a particularly disorganized mind and a chaotic workroom. Nobody was allowed to dust or clean up, and it looked like a complete mess—that is, to everyone except Einstein, who insisted he knew where everything was. In his daily life, however, he was often very forgetful.

27 As we've already seen, Einstein was also bad at math. In fact, many of the great geniuses failed at particular subjects. It's not surprising that many great thinkers were dismissed as failures by their teachers. Charles Darwin got very bad reports at school, but went on to discover amazing things about life on Earth.

No matter how many obstacles they have to get around, truly great geniuses will always make it. It's in their character to succeed.

Reading Item C—2010 Grade 11 Literacy

C. Name the quality from the passage that you think is **least** important to becoming a genius. Why is this quality less important than the others? Provide two examples from the passage to support your response.

Reading Item C Scoring Rubric—2010 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response names the quality from the passage that is least important to becoming a genius, tells why this quality is less important than the others, and provides two examples from the passage to support the response.
3	The response names the quality from the passage that is least important to becoming a genius, tells why this quality is less important than the others, and provides one example from the passage to support the response. OR The response names the quality from the passage that is least important to becoming a genius and provides two examples from the passage to support the response.
2	The response names the quality from the passage that is least important to becoming a genius and tells why this quality is less important than the others. OR The response names the quality from the passage that is least important to becoming a genius and provides one example from the passage to support the response.
1	The response names the quality from the passage that is least important to becoming a genius.
0	The response is incorrect or irrelevant.
B	Blank—No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” is assigned for the item.)

Score Point: 4

The response names the quality from the passage the student thinks is least important to becoming a genius (“keeping fit”), explains why this quality is less important than the others (“other qualities have more influence in shaping the mind”), and provides two examples from the passage to support the response (“Physicist Stephen Hawking is virtually paralyzed...but he is as much of a genius as Einstein” and “Beethoven, who lost his hearing, an Caesar who suffered from epilepsy. Neither of which let physical ailments hinder them”). The response demonstrates a thorough understanding of the task.

The quality stated in the passage that is believed, in my opinion, to be the least important is “keeping fit”. The other qualities have more influence in shaping the mind rather than the body. The section entitled “keeping fit” nearly implies that only those who are physically fit can become geniuses. However, in the section entitled “Don’t Worry” it states that “Physicist Stephen Hawking is virtually paralyzed.” Obviously he is not the most physically fit individual, but he is as much of a genius as Einstein. As long as one’s mind is fit, physicality is not key. The passage goes on to speak about Beethoven, who lost his hearing, an Caesar who suffered from epilepsy. Neither of which let physical ailments hinder them. As long as a genius is brave, inspired, inquisitive and vigilant, physicality is considered irrelevant in my book.

Score Point: 3

The response names the quality from the passage the student thinks is least important to becoming a genius (“to stay fit”). There is no explanation as to why this quality is less important than the others. However, there are two examples from the passage to support the quality (“Just because Ronald Graham is an expert trampolinist...doesn’t mean that all of that helped him become the top mathematician” and “Garry Kasparov might most of his time training is body, but I do not think that has helped him become a World Class Chess Player”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Stay Fit

- To stay fit is the least important quality to becoming a genius.

① Just because Ronald Graham is an expert trampolinist, bowler, and tennis player ~~doesn't mean~~ that all of that helped him become the top mathematician.

② Garry Kasparov might most of his time training is body, but I do not think that has helped him become a World Class Chess player.

Score Point: 2

The response names the quality from the passage the student thinks is least important to becoming a genius (“to have fun”) and explains why this quality is less important than the others (“Some genius don’t have fun. Its not a big factor of becoming a genius”). There are no examples from the passage to support the quality. The response shows evidence of only a basic understanding of the task.

least important quality of genius:	Why this is the least important:
1. to have fun	1 Some genius dont have fun. Its not a big factor of becoming a genius.
	2. To get their work done or to keep trying doesn't require them to have fun.

Score Point: 1

The response names the quality from the passage the student thinks is least important to becoming a genius (“exercise”). However, there is no explanation as to why this quality is less important than the others and there are no examples to support the quality. The response provides evidence of minimal understanding of the task.

The quality I think is least important to Becoming a genius is exercise because if you want to know about thing and discorect things all you have to do is try.

Score Point: 0

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

Not everyone in the world wants to be a genius. Some people just like to be who they are. and remember it doesn't take a genius to be a genius

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—2010 Grade 11 Literacy

This is one of the two writing prompts administered to all grade 11 students in March 2010.

Prompt #1

To help you look for a job, your school counselor suggested that you write a description of the skills that would help you to be successful in a job.

Before you begin to write, think about the skills that would be helpful in a job. What are those skills? How would those skills help you?

Now write about the skills that will help you be successful in a job. Give enough detail so that your school counselor will understand.

Writer's Checklist—2010 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.)
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?

There are many qualities a person can have to make them excel in their profession. These are not physical qualities; they are skills that come from within. A mastering of these qualities can tremendously increase your chances of obtaining a job. The main overall concern is to create a positive image for yourself.

In a job, you must work well with others. You are always going to be around other people, and it is a must that you can get along with your co-workers. When working successfully with others you allow for a surplus of ideas to spread throughout the company. This allows the organization to benefit greatly because the unit as a whole is much greater than the sum of all of its parts.

Having a positive attitude is also very key in getting a job. If you are constantly trying to succeed and do your best, people will take notice of you. If you don't try to just get through the day, but rather you try to get better, you would be very servicable in a job. Your attitude can affect other's attitudes,

as well as your company's attitude. Attitude is a key aspect in any job.

Persistence is not only a good quality in life, but in working as well. Everyone is always going to have a bad day here and there, but you cannot let it get you down. You have to learn from your mistakes. It is okay to fall down, but not okay to stay down. There are always going to be struggles in your job, so if you can get through them, you are allowing yourself to take a step forward instead of back.

You have to have great character. Do what is best for the company. Show class in everything you do. Do not be afraid to say something if you believe it can benefit others. Showing your character allows others to see how you really are.

These are but a handful of qualities that can make you successful in a job. You must put them all together and allow yourself to have a positive image for yourself. All of these skills are essential in getting, and keeping, a job.

Writing Annotation for Sample Response 1—Prompt 1—2010 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. The writer begins with the idea that to succeed in obtaining and keeping a job, you must “create a positive image for yourself” and then delineates the personal qualities to achieve that. The writer maintains a consistent point of view and offers a conclusion that relates the entire message back to the central idea. Consistent control of Content features is displayed.

Style: 4

The writer’s use of selected vocabulary and information (“A mastering of these qualities,” “surplus of ideas to spread,” “not okay to stay down”) combined with a variety of sentence structures, beginnings, and lengths demonstrate consistent control of Style features. The deliberate use of commands in the fifth paragraph contributes to the writer’s strong voice and the appropriate and consistent tone.

Sentence Formation: 4

Control of complex sentence structures is exhibited in this writing sample. The writer displays a variety of techniques to combine and embed ideas: combining independent clauses, embedding dependent clauses, and using phrases and modifiers. Sentence Formation features are consistently controlled by this writer.

Usage: 4

The writer demonstrates control of all features of Usage: standard inflections, agreement, word meaning, and conventions. There are minor errors (“servicable,” “to see how you really are”) that pale in comparison to all that was handled with skill.

Mechanics: 4

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

When getting a job there are many skills that could be useful to you to ensure you do good at that job. Having just the right skills could keep you from getting fired and make you successful in a job. Three very useful skills I think you should have are organization, friendliness and knowledge.

Organization is important because you could be the best at something but if you're not organized someone else whose work is organized may look like they're better than you. For example, if two people were going to have a car wash and 1 person was organized and the other person wasn't. The person with organization is probably going to get more cars in and out in a timely manner and make more money.

Another important skill to have on a job is friendliness. You're going to want to be in a good relationship with the people you're working with because they're the people you're going to be around everyday. You also want to be friendly with your customers so they'll keep coming back to your business.

The third good skill to have is knowledge.

Knowledge might be the most important skill to have. You need to know what you're doing on the job or your job might fail. Knowledge will also be useful in good decision making.

Organization, friendliness, and knowledge are good skills to have for any job. There are certain skills you will need for certain jobs but these three skills are useful for any job. Use these three skills on the job and you're on your way to be successful in a job.

Content: 3

The central idea is clear, all elaboration is focused on the central idea and is organized, and there is a conclusion. However, including more detailed elaboration would present a more complete message and would help the reader connect ideas (a clearer explanation of the car wash example; a better connection made between friendliness and a good working relationship). The features of Content are reasonably controlled by the writer.

Style: 3

The writer includes some selected information (“may look like they’re better,” “timely manner,” “so they’ll keep coming back”), and there is a variety of sentence beginnings and lengths. The repetitive use of “you” and “your” detracts from Style. The writer misses opportunities to offer specific vocabulary and some additional details that would help to create images for the reader. However, holistically, reasonable control of Style features is demonstrated in this response.

Sentence Formation: 3

While this response exhibits correctly constructed complex sentence structures, it does contain some errors. There is a fragment and a contact run-on. Reasonable control of Sentence Formation features is demonstrated.

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 and spelling errors (“your” is misspelled many times but is considered one error), the writer consistently controls capitalization, punctuation, spelling, and formatting.

I needed a job so I went to my school counselor. And I asked her for advice. And she asked me did I know what skills are of working. So I said that to get a job I would have to get to work on time and could not be late. And you would have to have at least a 2.0 grade point. You would have to know a little math to count money and you would need to know English to talk to the customs in a proper way. You would need a car to get to work. And on school days you would have to leave school early to get to work on time. And on the job you would have to be the best you can be. And if you miss one day at work you will be fired. Before you get a job you will have to accept all the rules of keeping a job and being on time. A job will help in the future if you get a job when you are a teenager because when you get an adult you would already know the responsibilities of having a job. And you will know the rules of having a job. And you would

It Job to pay the bills And help your parents
Pay the bills. Because when you a teenager
and got a Job it is good to have a
Job Because theres always things that
you are going to want and Need. An
it is also good to have a Job. Because
you would not have to asked your
parent for money or other things you
manx want. That is the skills ~~of~~ get
a Job.

Writing Annotation for Sample Response 3—Prompt 1—2010 Grade 11 Literacy

Content: 2

The writer begins and concludes with a central idea of skills for a job. The elaboration is basically a list of what would have to be done to be able to work. There is little progression of ideas or organization, and the point of view is inconsistent. Inconsistent control of this domain is demonstrated.

Style: 2

Inconsistent control of Style features is exhibited in this response. The vocabulary is general and does not appear to be purposefully selected to engage the reader. Many sentences begin the same which leads to a monotonous reading. The writer's voice is dim when vocabulary and information are general.

Sentence Formation: 2

The presence of so many similarly constructed sentences beginning with and containing “and,” in combination with sentence fragments and run-ons, indicates a weakness in this domain. While there are some sentences that are correctly constructed, it is apparent that the writer does not have the ability to combine and embed ideas reasonably. Inconsistent control of Sentence Formation features is displayed.

Usage: 2

Errors in agreement, inflections, word choice, and conventions contribute to the “2” in this domain. The writer demonstrates inconsistent control of Usage features.

Mechanics: 2

This response contains many errors in capitalization, punctuation (commas and apostrophes), and spelling. There is evidence of inconsistent control of Mechanics features.

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