



Arkansas Comprehensive Testing, Assessment, and Accountability Program

RELEASED ITEM
BOOKLET
Grade 11
Literacy Examination
March 2014 Administration

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Arkansas Department of Education

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

As part of this program, grade 11 students in Arkansas public schools participated in the *Grade 11 Literacy Examination* in March 2014.

This Released Item Booklet for the *Grade 11 Literacy Examination* contains test questions or items that were asked of students during the March 2014 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration.

Students were given approximately 2 hours and 45 minutes each day to complete assigned test sessions during the two days of testing in March 2014. The reading and writing multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for reading and the essay prompt for writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for writing defining the overall curricular and instructional link for that subject with the *Arkansas English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

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

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

PART I SCORING STUDENT RESPONSES TO GRADE 11 LITERACY OPEN-RESPONSE ITEMS

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

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

Reader Training

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

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

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of prescored papers, and, in order to qualify, each reader scoring reading responses must score in exact agreement on at least 80% of the responses, and each reader scoring writing responses must score in exact agreement with 70% of the responses in each domain. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 11 Literacy Examination* responses.

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

Scoring Procedures

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

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

7 Computer Skills You'll Need for Success

by Tamekia Reece

Don't leave high school without these skills under your belt.

Even if your plans aren't to go into a computer-related field, it's crucial to brush up on computer skills. Most fields today require basic computer knowledge. Here are the top seven computer skills you need to know to get a leg up on success in the workplace.

1. Web literacy. You may know how to use Google and Yahoo! to search for information, but can you tell whether the information they deliver is from an authoritative source? Do you know whether it's accurate? Can you detect bias from the source? There's so much information available on the Internet, it can be overwhelming, says Liz Pape, president and chief executive officer of Virtual High School, an organization that offers online education, including computer-related courses. That's why Web literacy—the ability to access, analyze, and evaluate online information—is important. “The information is coming through so many different means that the problem is not finding the information; it's understanding how to use the information,” she says.

Whether you're researching a topic for work, school, or yourself, there are questions you should ask, notes Dan Rauzi, senior director for technology programs at Boys & Girls Clubs of America. Some of those questions should include: Is the information up-to-date? Do you detect any bias? Is the information coming from a marketing site or a place trying to sell a point of view? Who owns the site? What is the Web site address, and what clues does the address offer? (For example, does the site have a *.com* address, showing that it's a commercial site; *.edu* for an educational institution; *.org* for a nonprofit; or *.gov* for a government agency?)

Asking and answering those questions can save you a lot of time in research. It can also help prevent you from spreading false or biased information and ensure that your work—whether for school, job, or fun—is top-notch.

2. Typing. “In this day and age, knowing how to type well is almost as important as knowing how to drive,” says Iman Jalali, director of sales and marketing for Train Signal Inc., a computer training company.

Knowing how to type quickly and accurately makes researching and completing class and work assignments easier and less time-consuming. Many companies require job candidates to have at least minimal typing skills.

Did You Know?

Eight out of 10 U.S. college students expect to encounter new technology that they will need to learn, adapt to, and master once they enter the workforce.

3. Productivity software proficiency. One of the most important computer skills you'll need is proficiency in basic productivity software. Most companies require that skill, Rauzi says. Productivity software includes word processing, spreadsheet, and presentation software (for example, Microsoft Word, Excel, and PowerPoint). Word processing is needed to create résumés and reports. Spreadsheets may be used to track expenses or profits. Presentation software may be used at work or school to create reports or slide shows.

Although Microsoft products are commonly used, knowing any productivity software is a plus. "If you know the concepts, like cut-and-paste or mail merge, you can transfer them to whatever productivity software a particular job uses," Rauzi says.

4. E-mail communication. In the workforce, e-mail is a common communication tool. But fluency in using e-mail programs, such as Microsoft Outlook, Yahoo!, or Gmail, isn't all you need to know.

- 10 "There's an e-mail etiquette that's very important, especially if you're in a job situation," Rauzi says. You need to know what to put in an e-mail, when not to use e-mail, and how the tone of the message may be interpreted on the other end, he says. Just as you wouldn't write a school assignment in only lowercase letters or tell your boss an off-color joke, don't do it with e-mail. E-mail, like any form of communication, can make a good or bad impression, which can in turn make it easier or harder to reach your career goals.

5. Social networking. The time you spend on MySpace and Facebook may pay off! "So much of today's work life is networking—getting information from people and giving information to people," Rauzi says. Participating in social networking and understanding how it works may help make it easier for you to network in person. The Web is a big place. Social networking sites offer you the chance to meet people with a variety of interests and from different locations and cultures. That may help you become more well-rounded and appealing to prospective employers, Rauzi says.

- 12 Social networking can even lead you to a job. Many social networking sites contain job listings; or you may hear of job openings from other users; or you may stumble upon the hiring manager of a company. For instance, Jalali recently offered a job to someone via Twitter. "The reason why he received the job offer was how savvy he was in social media/marketing/networking," Jalali says. Had the guy not been an active participant in social networking, it's likely Jalali never would have known of his skills or offered him the job.

6. Internet safety. When you're applying for jobs online, you may need to include your Social Security number on the application. When you're shopping online, you'll need to include credit card information. And when you're on a social networking site, you'll most likely share information about yourself and your life. Knowing what to share (and what to keep private), whether a site is secure, and how to deal with unwanted behaviors online can help you avoid the dangers of online predators, cyberbullying, and identity theft.

Internet safety also includes understanding that what you say and do online can work against you. "Social networking sites are in the public domain," says Pape, of Virtual High School. "Employers and colleges are looking at what you've put up." If employers or colleges read about or see photos of you engaging in questionable behavior on a social networking site, they may pass on you.

7. Computer upkeep. Computer knowledge isn't just about turning on the computer and typing. "Routine tasks like scanning for viruses, upgrading software, or changing a printer cartridge are tasks every teen should know before leaving high school," Jalali says. "Knowing how to perform those routine tasks not only will make your life easier when you run into computer problems, but they can mean the difference between getting and not getting a job," he says. An employer is more likely to hire you (or keep you on) if he knows you won't always have to wait for others to solve every computer problem you have.

Basic computer upkeep also helps your college life. If you're working on an assignment and your file seemingly disappears, or if your computer slows down or conks out, what would you do? Knowing what steps to take can be the difference between getting the work done and getting on your professor's bad side with an "I couldn't complete the work, because my computer . . ." line.

Rest assured: No one expects you to keep up-to-date on everything computer-related. With the fast-paced changes in technology, that's impossible. However, knowing the basics and knowing how and where to go to learn more will put you well on the path to success in your career.

1. What is the main idea of the passage?
 - A. Use social networks to contact hiring managers.
 - B. Save money by doing your own computer upkeep.
 - * C. Learn basic computer skills for school and job success.
 - D. Monitor computer use to create an environment of safety.

2. Which Web address suffix **most likely** indicates a university's Web site?
 - A. *.com*
 - * B. *.edu*
 - C. *.gov*
 - D. *.org*

3. What is the meaning of off-color in paragraph 10?
 - A. funny
 - B. ridiculous
 - C. sophisticated
 - * D. inappropriate

4. Which statement **best** summarizes the main idea of the fourth skill, "E-mail communication"?
 - * A. Using good e-mail manners can help people reach their career goals.
 - B. Most businesses require employees to exchange frequent e-mail communications.
 - C. E-mail is the main communication tool for workers to use to impress their employers.
 - D. Fluency in Yahoo!, Microsoft Outlook, or Gmail is crucial to performing well in the workforce.

5. What kind of connotation does savvy have in paragraph 12?
 - A. neutral
 - * B. positive
 - C. negative
 - D. denotative

6. According to the passage, how can understanding computer upkeep help in school?
- A. It helps you participate actively in social networking.
 - B. It enables you to evaluate the accuracy of online information.
 - C. It lets you earn extra money by fixing other people's computers.
 - * D. It allows you to complete assignments in spite of computer glitches.
7. How can readers tell that the information in the passage is **not** solely the author's opinion?
- * A. She quotes credible people to prove her points.
 - B. She knows how to use Google and Yahoo! well.
 - C. She found much of the information on the Internet.
 - D. She shows how social networking can be a good tool.

8. What type of writing is the passage?
- A. narrative
 - * B. expository
 - C. descriptive
 - D. argumentative

READING OPEN-RESPONSE ITEM A

- A. Identify two negative consequences of careless Internet use mentioned in the passage. Using information from the passage, explain how to avoid each consequence.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response identifies two negative consequences of careless Internet use mentioned in the passage and uses accurate and relevant information from the passage to explain how to avoid each consequence.
3	The response identifies two negative consequences of careless Internet use mentioned in the passage and uses accurate and relevant information from the passage to explain how to avoid one consequence.
2	<p>The response identifies two negative consequences of careless Internet use mentioned in the passage.</p> <p style="text-align: center;">OR</p> <p>The response identifies one negative consequence of careless Internet use mentioned in the passage and uses accurate and relevant information from the passage to explain how to avoid the consequence.</p>
1	<p>The response identifies one negative consequence of careless Internet use mentioned in the passage.</p> <p style="text-align: center;">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is incorrect or irrelevant.

Read this passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

A Million Dollars

by Leslie Wolfson

A huge inheritance, odd requirements, and a surprise ending mark this clever modern interpretation of O. Henry's story, "A Thousand Dollars". . . .

Characters

JOHN GILLIAN, wealthy young man

TOLMAN, lawyer

BRYSON, a friend of John Gillian's

LAUREN, an aspiring model

SUSAN HAYDEN, a young woman

SCENE 1

TIME: *Present day.*

SETTING: *A lawyer's office, represented by a table or desk and two chairs. The set is moved around for each of the following scenes.*

AT RISE: *JOHN GILLIAN and TOLMAN are sitting at table. TOLMAN hands GILLIAN a briefcase.*

TOLMAN: Here it is, John—one million dollars.

- 5 **GILLIAN** (*Shaking his head*): One million dollars—that's a difficult amount. It's not enough to make me much richer than I am, but it's too much for me to gamble away in Las Vegas.

TOLMAN: You heard the reading of your uncle's will. Now, let me remind you of the most important detail: You have to give us a line-by-line accounting of how you spend this money as soon as you decide. And by law you must comply with your uncle's wishes.

GILLIAN: You don't have to worry about that. I'm not very good at bookkeeping, though; I might have to hire a secretary.

TOLMAN (*Shrugging*): Do whatever you think is necessary.

GILLIAN (*Decisively*): Got it. I'll be in touch. (*They shake hands as curtain closes*).

SCENE 2

SETTING: *Table and two chairs are set up to represent café.*

AT RISE: *GILLIAN is sitting with BRYSON, drinking coffee.*

GILLIAN: So, Bryson, my friend, I need your advice.

BRYSON: Go ahead—I'm listening.

GILLIAN: Well, as you know, my uncle's been giving me a monthly allowance of \$10,000 since I turned 21. Now, in his will, he's left me an additional million dollars. But there's a twist: I have to submit an accounting to the lawyers of how I plan to spend every penny of it.

BRYSON (*Surprised*): So you're asking *me* to tell you how you should spend it?

GILLIAN (*Shrugging*): Just looking for ideas.

BRYSON: It's not like you really need the money.

GILLIAN: No. My uncle's allowance on top of the money I inherited from my father is way more than I need.

BRYSON: So you were the only heir?

GILLIAN: Well, he left the bulk of his estate to cancer research. And he left \$100 to his ward, Susan Hayden.

BRYSON: Who's she?

GILLIAN: I told you about her. She's the daughter of his former secretary. When Susan was 13, her mother died, and my uncle took her in, though he never actually adopted her.

23 **BRYSON:** And he only left her \$100? Man, what a cheapskate.

GILLIAN: I wish he'd left me \$100. Then it would be easier to figure out how to spend it. I could just buy my groceries for the week and be done with it.

BRYSON: O.K., a million dollars—well, it would mean different things to different people. You could buy a house with it . . . but you already have three.

GILLIAN: Yeah, I don't want another house.

BRYSON: You could donate it to a worthy charity like a homeless women's shelter, or endangered wildlife.

GILLIAN: That's always a possibility.

BRYSON: You could invest in a piece of art, or pay for some kids to go to college. Or, you could have a lavish party and invite all your celebrity friends—and me, of course.

GILLIAN: Come on, Bryson, be realistic. Give me a suggestion that fits the John Gillian that you know and love.

BRYSON: O.K. Why don't you propose to Lauren? Buy her a big diamond engagement ring. She might even agree to marry you.

GILLIAN: Now you're talking. (*Finishes his coffee, rises*) I'll let you know how it turns out. (*Curtain*)

SCENE 3

AT RISE: *LAUREN is sitting at table, putting on makeup and fixing her hair. GILLIAN enters and gives her a kiss on the cheek.*

GILLIAN: Hi, sweetie. What's shakin'?

LAUREN: Oh, hi, Johnny. I don't have time to talk to you right now. I'm going to get some more headshots taken.

GILLIAN (*Confused*): But you just had them done.

LAUREN: I know . . . but they were all wrong. I want to have them taken again by someone else—his name is Raul. He's a brilliant photographer! Everybody in town uses him . . . and if I hope to make it as a model, Raul's the man who's going to make it happen.

GILLIAN: And how much is this one going to set me back?

LAUREN: Oh—only about \$1500.

GILLIAN: When do I have to pay him?

LAUREN: I'll just put it on my credit card and you can pay the bill.

GILLIAN: Well, all right—I'll let you finish getting ready. Good luck with the headshots.

LAUREN: Thanks, Johnny. (*She blows him a kiss.*)

GILLIAN (*As he exits; to audience*): Marry Lauren? Nah! (*Curtain*)

SCENE 4

AT RISE: *SUSAN is writing checks at table. GILLIAN enters.*

GILLIAN: Hi, Susan. How are you holding up?

SUSAN: Hello, John. Well, it's lonely around here since your uncle passed away. But there are still some bills I have to pay for him before I leave here. The lawyers gave me three months to look for a place before the realtors can sell the house.

GILLIAN: Where will you be staying?

SUSAN: I'll have to find an apartment somewhere, I suppose. I have a little money saved up, and I have the hundred dollars your uncle left me.

GILLIAN: The old goat. You deserved more than a hundred dollars.

SUSAN: I'm grateful to have anything. After all, when my mother died, he took me in and raised me almost like a daughter.

GILLIAN: Yes, I remember you when you first came here with your mom.

SUSAN (*Remembering with a smile*): I was 11 years old.

GILLIAN: You had such a serious face, and huge, blue eyes. You were adorable.

SUSAN (*Embarrassed*): Thanks.

GILLIAN: You know, of course, that I've been in love with you ever since you were a little girl.

SUSAN: John! I'm flattered.

GILLIAN: And now that you're not going to be working for my uncle any more, maybe you and I could—I don't know—go out on a date.

SUSAN: That's sweet of you, but I don't think it would be a good idea. I'm poor and you're rich—everyone would think I was dating you just for the money. They'd call me a gold digger.

GILLIAN: They wouldn't dare gossip about you. I wouldn't let them.

SUSAN: I lived with your uncle long enough to know how some rich people behave. No, I'll make it on my own. But thanks . . . I appreciate the offer.

GILLIAN: Actually, I have some good news . . . I was waiting for the right moment to tell you. It appears that there was some . . . ah . . . amendment in the will. My uncle loosened up a little and willed you a million dollars after all. I told the lawyer I was on my way over here, and that I'd pass along the information. (*He hands her briefcase.*) Here it is . . . in twenty-dollar bills.

SUSAN (*Overwhelmed*): Oh, my gosh! A million dollars! I don't know what to say. This is—just—totally unexpected.

GILLIAN: Now maybe you can buy this house and live here.

SUSAN: I'm sure this place will sell for more than a million, but I could certainly buy my own house. I could even afford to go to college! I . . . I'm so surprised; I don't know what to say. Thanks for the good news. (*Hugs him*)

GILLIAN: Don't thank me—I'm only the messenger. (*Curtain*)

SCENE 5

SETTING: *Same as Scene 1.*

AT RISE: *TOLMAN is sitting at table. GILLIAN strolls in, holding an envelope.*

GILLIAN: Well, I've spent the million dollars. It's all accounted for in this document. (*Hands TOLMAN envelope*)

TOLMAN: Mr. Gillian, there's one more condition. Your uncle instructed me to tell you about it only after you gave me an accounting of how you were going to spend the money. Now that I have it, (*He gestures with the envelope.*) I can tell you what that condition is.

GILLIAN: Don't keep me in suspense.

TOLMAN: The condition states that in the event your spending of the million dollars has been wise and unselfish, then you are to receive an additional 50 million dollars. On the other hand, if your spending of the million dollars was foolish and wasteful, the 50 million will go to Susan Hayden.

GILLIAN: (*Trying to hide his surprise, and stroking his chin*): Really!

TOLMAN: Since we have everything in writing, I'll examine the document and let you know . . . (*GILLIAN grabs the envelope and tears it up.*) What in the world do you think you're doing?

GILLIAN: There's no point in even reading it. I spent the million dollars on the horse races—and I lost every penny. Good day, Mr. Tolman. (*He leaves whistling, while TOLMAN'S mouth drops open in surprise. Curtain*)

THE END

9. What does the stage direction “Shaking his head” in paragraph 5 emphasize?
- A. Gillian’s suspicions of his uncle’s motives
 - B. Gillian’s worry about losing what money he has
 - * C. Gillian’s confusion about how to use the million dollars
 - D. Gillian’s inability to accept the terms of his uncle’s will

10. What is the main purpose of the passage?
- A. to inform
 - B. to analyze
 - C. to describe
 - * D. to entertain

11. Which incident creates the conflict?
- A. leaving only one hundred dollars to a destitute woman
 - B. listening to the advice of an irresponsible associate
 - * C. willing one million dollars to an already rich man
 - D. indulging the wishes of an ambitious girlfriend

12. How does the author reveal Gillian’s personality?
- A. through symbols and metaphors
 - * B. through his actions and decisions
 - C. through what others say about him
 - D. through his clothing and appearance

13. What kind of behavior is suggested by cheapskate in paragraph 23?
- * A. dishonorable
 - B. wasteful
 - C. reckless
 - D. illegal
14. Which quotation from the passage **best** foreshadows the main action of its plot?
- A. “I could just buy my groceries for the week and be done with it.”
 - * B. “You could donate it to a worthy charity.”
 - C. “You could invest in a piece of art.”
 - D. “I don’t have time to talk to you right now.”
15. Which would **most likely** be the focus of a literary analysis of the passage?
- * A. use of irony
 - B. relevance of facts
 - C. logic of arguments
 - D. effectiveness of metaphors
16. What contributes **most** to the tone of the passage?
- A. jokes
 - B. setting
 - * C. dialogue
 - D. symbolism

READING OPEN-RESPONSE ITEM B

- B.** Identify two characteristics readers may infer about Susan Hayden. Support each inference with at least one example from the passage.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response identifies two characteristics readers may infer about Susan Hayden and supports each inference with at least one accurate and relevant example from the passage.
3	The response identifies two characteristics readers may infer about Susan Hayden and supports one inference with an accurate and relevant example from the passage.
2	The response identifies two characteristics readers may infer about Susan Hayden. OR The response identifies one characteristic readers may infer about Susan Hayden and supports the inference with an accurate and relevant example from the passage.
1	The response identifies one characteristic readers may infer about Susan Hayden. OR The response demonstrates minimal understanding of the question.
0	The response is incorrect or irrelevant.

Read this passage. Then answer multiple-choice questions 17 through 24 and open-response question C.

Millions of Mummies

by Janet J. Kosky

1 During the 1800s, mummy unwrapping became quite popular. All of Europe had heard of the magnificent temples and tombs rediscovered by Napoleon when he invaded Egypt in 1798. Later, many people traveled there to see these curiosities for themselves. Some even brought mummies home with them. But many more were shipped to Europe by dealers who specialized in selling mummies, sarcophaguses, and other ancient artifacts. Often these treasures were taken without permission from the Egyptian authorities and without respect for the religious beliefs of the dead.

Although mummies are considered rare today, at one time there were so many of them, it seemed unlikely that the supply would ever run out. The custom of making mummies in Egypt lasted for over 3,000 years and was practiced not only by the Pharaohs and other members of the royal court, but also by any citizen with enough money to afford it.

At times there were so many wrapped bodies that cemeteries couldn't hold them all. Tombs have been discovered where mummies were stacked on top of each other six feet deep. Sometimes people even had to keep a mummy in their house until there was a vacancy in a cemetery.

And humans weren't the only ones mummified. Sacred animals and favorite pets that died were also preserved. Cats and dogs were the most common animals to be buried, but archaeologists have also found mummies of monkeys, gazelles, falcons, crocodiles, mongooses, snakes, beetles, and scorpions.

5 The ancient Egyptians made mummies because they believed that all living things consisted of two parts: the body and the spirit. Life ceased when the spirit left the body, and in order for someone to be reborn in the afterlife, spirit and body had to be reunited. If the body was destroyed before the spirit came back from its judgment, there couldn't be a rebirth. Animals were preserved not only because they were sacred, but also to provide companionship in the afterlife. Including both people and animals, some experts have estimated that several million bodies were turned into mummies. So, what would it matter if a few hundred were taken away by collectors?

Mummies were valued for a more important reason than collecting: people believed that the powder from ground-up mummies was a valuable medicine. It was used to treat headaches, coughs, skin rashes, nausea, ulcers, and other ailments. Supposedly, it was the resin and oils used in embalming that were beneficial. Mummies were also believed to contain bitumen, an oily tar people thought was medicinal. As it turns out, bitumen was never used for wrapping. However, the Arabic word for bitumen—*mumiyah*—is where we get the word mummy.

Medicine was not the only unusual use for mummies. In 1859, an Egyptian farmer was plowing his field when he discovered a gigantic cat cemetery. A total of 300,000 cat mummies were removed from the

site, many of them in such poor condition that they crumbled when touched. Most of them were shipped to England to be used—believe it or not—for fertilizer.

Augustus Stanwood, a businessman from Maine, imported mummies by the shipload to make writing paper out of the linen bandages. However, when the paper he produced turned out to be brown, he had to sell it as wrapping paper to shopkeepers. Consumers of the time never suspected that their meat was being wrapped in old mummy rags until an outbreak of cholera was traced to Stanwood’s mill. Production stopped, but no one ever found out what became of the unused bodies.

9 So what was it like to watch a mummy unwrapping in the 1800s? Unwrappings were usually held in the surgery amphitheater of a medical college so that a large crowd of people could sit down and watch. Extracting the mummy from its bandages wasn’t easy. The body was wrapped with hundreds of yards of linen strips, then brushed with a coating of resin. This resin sometimes hardened into a cast about an inch thick. A hammer and chisel often had to be used to get it off.

There was always an air of anticipation and excitement over what might come to light. Sometimes there were inscriptions on the linen strips. Also, amulets made of glass, stone, bronze, or gold might be inserted between the layers of linen to ward off evil. There were usually at least seven charms, though King Tutankhamen had 143 within the folds of his bandages. If the person had been wealthy, necklaces, rings, or bracelets might also be found.

Finally, the ancient body was revealed. Although the muscles and skin had shrunk in the drying process, hair, teeth, and bones often remained intact. Nowadays, doctors can tell the sex and approximate age of the person and may even be able to determine the cause of death. Most bodies were preserved so well that doctors are able to find proof that ancient Egyptians suffered from some of the same diseases we do: heart disease, tuberculosis, arthritis, and tooth decay, among others.

Sometimes the cause of death was obvious, as in the case of wounds or broken bones. Soldiers died in battle and workers died in accidents, just as they do today. By studying mummies and written sources, we’ve learned that students were commonly beaten by their teachers, often resulting in broken bones, and that criminals were punished in ways that were extremely cruel. Over one hundred bodies were found in Upper Nubia buried with rope nooses around their necks. The hands of several other bodies had been amputated just above the wrist, and the ends of the bones had healed over, indicating the culprits had survived their ordeal. According to written laws, amputation was an accepted penalty for writing false documents, just as the cutting off of noses, ears, or tongues was punishment for conspiracy or leaking state secrets.

13 But even mummies that have survived for thousands of years begin to deteriorate when exposed to today’s atmosphere. After existing for so long inside sealed tombs where the temperature and humidity were stable, the mummies start to crumble after contact with light, air, and bacteria. Still, some mummies that have received the utmost care have met their demise in freakish accidents. One mummy that was displayed in a glass case in the Royal College of Surgeons in London was shattered by a bomb during World War II.

Only relatively recently have authorities taken measures to preserve Egypt’s national treasures from further destruction and deterioration. However, even though so many mummies have been lost forever, those remaining can still teach us much about life—and death—in ancient Egypt.

17. The passage is **most likely** written for which audience?

- * A. those with a general interest in mummies
- B. those who are serious collectors of ancient artifacts
- C. those who need information to persuade authorities to protect mummies
- D. those who believe stories about mummies awakening and terrorizing people

18. What is the meaning of curiosities in paragraph 1?

- A. useful objects
- B. fragile objects
- * C. interesting objects
- D. ornamental objects

19. Paragraph 5 is mainly concerned with answering which question?

- A. How were sacred animals treated?
- B. Who would want to collect mummies?
- C. How was the spirit judged in the afterlife?
- * D. What were the ancient Egyptians' religious beliefs?

20. What is suggested by freakish in paragraph 13?

- A. monstrous
- * B. unusual
- C. noisy
- D. fated

21. Material in the passage suggests that the author is **most** interested in what subject?
- * A. how mummies have been used
 - B. the history of Egyptian archaeology
 - C. the processes involved in mummification
 - D. how the ancient Egyptians treated illnesses

22. What was the purpose of brushing the linen strips with a coat of resin when wrapping a mummy?
- A. to add color
 - * B. to seal and preserve
 - C. to hold gold and jewels
 - D. to mask the smell of decay

23. What is the **best** reason for delaying the explanation of mummy unwrapping until paragraph 9, when the first sentence introduces the term?
- A. The author had to explain how mummies were stolen.
 - B. The author intended to surprise the reader late in the passage.
 - * C. Readers need background information to better appreciate the process.
 - D. Readers would be disgusted by the gross details of unwrapping mummies.

24. Why does the author use the objective point of view?
- A. to capture and hold the reader's interest
 - * B. to emphasize the passage's factual content
 - C. to reinforce her fascination with the subject
 - D. to enliven her description of ancient beliefs

READING OPEN-RESPONSE ITEM C

- C. Why were the mummy unwrappings of the 1800s popular? What might a person who attended an unwrapping expect to see? Provide at least two examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response explains why the mummy unwrappings of the 1800s were popular, tells what a person who attended an unwrapping might expect to see, and provides at least two accurate and relevant examples from the passage to support the response.
3	<p>The response explains why the mummy unwrappings of the 1800s were popular, tells what a person who attended an unwrapping might expect to see, and provides an accurate and relevant example from the passage to support the response.</p> <p align="center">OR</p> <p>The response explains why the mummy unwrappings of the 1800s were popular and provides two accurate and relevant examples from the passage to support the response.</p> <p align="center">OR</p> <p>The response tells what a person who attended an unwrapping might expect to see and provides two accurate and relevant examples from the passage to support the response.</p>
2	<p>The response explains why the mummy unwrappings of the 1800s were popular and tells what a person who attended an unwrapping might expect to see.</p> <p align="center">OR</p> <p>The response explains why the mummy unwrappings of the 1800s were popular and provides an accurate and relevant example from the passage to support the response.</p> <p align="center">OR</p> <p>The response tells what a person who attended an unwrapping might expect to see and provides an accurate and relevant example from the passage to support the response.</p>
1	<p>The response explains why the mummy unwrappings of the 1800s were popular.</p> <p align="center">OR</p> <p>The response tells what a person who attended an unwrapping might expect to see.</p> <p align="center">OR</p> <p>The response demonstrates minimal understanding of the question.</p>
0	The response is incorrect or irrelevant.

Acknowledgments

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PROMPT

Your class has decided to leave a gift for your school when you graduate. You decide to write a letter to your principal suggesting one gift and giving reasons why it would be good for your school.

Before you begin to write, think about a gift that would benefit your school. What would be something that would help the school remember your class? **Why** do you think your gift would be a good one?

Now write a letter to your principal suggesting a gift for the school from your graduating class. Give reasons and enough detail so that the principal will understand.

WRITER'S CHECKLIST

1. Look at the ideas in your response.

- Have you focused on one main idea?
- Have you used enough detail to explain yourself?
- Have you put your thoughts in order?
- Can others understand what you are saying?

2. Think about what you want others to know and feel after reading your paper.

- Will others understand how you think or feel about an idea?
- Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
- Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)

Are your sentences alike? (Hint: Use different kinds of sentences.)

3. Look at the words you have used.

- Have you described things, places and people the way they are? (Hint: Use enough detail.)
- Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
- Have you used the right words in the right places?

4. Look at your handwriting.

- Can others read your handwriting with no trouble?

DOMAIN SCORING RUBRIC

Content (C)

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

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

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

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale.

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

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

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

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

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

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

Nonscoreable and Blank Papers

Nonscoreable papers include student responses that are off-topic, illegible, incoherent, written in a language other than English, or too brief to assess. Nonscoreable papers will receive a score of "0." Blank papers indicate no response was written and will be reported as NA (no attempt), which translates into a score of "0."

25. Which sentence contains a verbal acting as an adjective?
- A. My class is going to a play next week.
 - * B. The coach is hoping for a winning season.
 - C. Your teacher is offering an extra-credit assignment.
 - D. Our band is performing in the all-county competition.

26. Which sentence is correct?
- A. Before World War Two almost 33 Percent of the population lived in the country.
 - B. After arriving in Atlanta; we took a ten minute bus ride to visit the Aquarium on Locust street.
 - C. Getting my Yorkshire terrier ready for the American Kennel Club dog show, means brushing his teeth.
 - * D. A high school course of study generally includes English, mathematics, social studies, and a foreign language.

27. **The judges for the annual dairy fair discovered that finding the best new ice cream required tasting an endless number of oddly flavored concoctions.**

Which group of words from the sentence above provides concrete information?

- * A. annual dairy fair
- B. best new ice cream
- C. endless number
- D. oddly flavored concoctions

28. Which rhetorical strategy is **most** effective for an editorial that supports one of the two candidates for class president?

- * A. comparison and contrast
- B. process analysis
- C. cause and effect
- D. classification

29. Which is generally associated with a persuasive essay?
- * A. supporting opinions with facts
 - B. engaging senses with sound devices
 - C. relating events in chronological order
 - D. communicating information through narration
30. Which critique would be the **most** constructive response to a classmate’s writing?
- A. This is good. I like your topic.
 - B. I think this is pretty bad. You need to redo it.
 - C. The introduction is interesting. I do not understand the rest.
 - * D. The word choice is great. Develop the characterization more.
31. Which sentence is punctuated correctly?
- A. The recipe called for: two cups of flour.
 - B. “Have you ever tried sushi”? my friend asked.
 - * C. He picked up his coat and his bag before walking out the door.
 - D. Nearly a dozen of us stood at the street corner; waiting for the signal to cross.
32. Which is the **best** method of communicating purpose in a writing assignment?
- * A. stating a thesis
 - B. using verbal phrases
 - C. establishing a narrator
 - D. employing personal voice

The Arkansas English Language Arts Curriculum Framework – Reading Strand*

Content Standards	Student Learning Expectations
<p>9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.</p>	<p>2. Analyze style and diction to determine author's purpose. 3. Explain the use of appropriate strategies to support active reading and engagement. 4. Analyze how works of a given period reflect author's background, historical events, and cultural influences. 5. Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence. 6. Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components. 7. Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts. 8. Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose). 12. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text. 13. Analyze and compare the author's use of figures of speech and sound devices.</p>
<p>10. Variety of Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p>	<p>2. Interpret and use information in practical, informational, and technical texts to:</p> <ul style="list-style-type: none"> • follow instructions to perform specific tasks, answer questions, or solve problems; • identify the main ideas and determine the essential elements that support the main ideas; • summarize the texts and explain the relationship of visual components to the texts; • distinguish between a summary and a critique; • interpret and use information in maps, charts, graphs, timelines, tables, and diagrams; • identify interrelationships between and among ideas and concepts within a text; • evaluate information from multiple sources; • draw conclusions based on evidence from texts; • analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose; • recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text, and explain their effect on the reader; and • evaluate information and technical texts for their clarity, simplicity, and coherence, and for the appropriateness of their graphics and visual appeal. <p>13. Describe the dramatic conventions or devices used by playwrights to present ideas. 16. Recognize and examine the elements of modern drama. 21. Use literary terms to critique a work. 22. Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology. 23. Analyze literary elements such as setting, plot, theme, characterization, and narration in a work. 26. Evaluate the credibility of an author's argument or defense.</p>
<p>11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</p>	<p>1. Recognize and apply specialized vocabulary. 2. Analyze roots and word parts to draw inferences about meaning. 4. Analyze the connotative power of words.</p>

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the items in the 2014 Grade 11 Literacy Examination.

Released Items for Reading*

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

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

Non-Released Items for Reading*

Strand	Content Standard	Student Learning Expectation	Passage Type
R	11	4	Content
R	9	5	Content
R	9	4	Content
R	9	5	Content
R	10	26	Content
R	9	12	Content
R	10	21	Content
R	10	2	Content
R	9	7	Content
R	9	5	Literary
R	11	2	Literary
R	10	23	Literary
R	9	5	Literary
R	11	2	Literary
R	9	3	Literary
R	9	5	Literary
R	9	13	Literary
R	10	22	Literary
R	10	21	Practical
R	9	6	Practical
R	10	26	Practical
R	10	2	Practical
R	11	2	Practical
R	9	3	Practical
R	10	2	Practical
R	9	4	Practical
R	10	2	Practical

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

PART III ITEM CORRELATION WITH CURRICULUM FRAMEWORK – 2014 GRADE 11 LITERACY

The Arkansas English Language Arts Curriculum Framework – Writing Strand*

Content Standards	Student Learning Expectations
<p>4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>2. Communicate clearly the purpose of the writing. 3. Write clear and varied sentences. 6. Arrange paragraphs into a logical progression with appropriate transition. 12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling.</p>
<p>5. Purposes, Topics, Forms, and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms.</p>	<p>3. Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic. 4. Write persuasive compositions that use logic to: <ul style="list-style-type: none"> • structure ideas and arguments; • clarify and defend positions with precise and relevant evidence; • use specific rhetorical devices to support assertions; and • address readers' concerns, counterclaims, biases, and expectations. 5. Write a variety of work related documents such as proposals, project plans, and letters, including letters for employment and letters of request, that: <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics; • address audience needs, stated purpose and context; • provide clear, purposeful information that includes relevant information and excludes extraneous information; and • use appropriate vocabulary, tone, and style. 6. Write poems using a range of poetic techniques, forms and figurative language, emphasizing free verse poetry.</p>
<p>6. Conventions: Students shall apply knowledge of Standard English conventions in written work.</p>	<p>1. Use a variety of sentence structures, types, and lengths for effect in writing. 2. Apply usage rules appropriately in all formal writing: <ul style="list-style-type: none"> • subject verb agreement; • pronoun agreement; • misplaced modifiers; • active and passive voice; and • indicative and subjunctive mood. 3. Apply conventional spelling to all pieces. 5. Apply the punctuation rules appropriately in writing.</p>
<p>7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>1. Use figurative language effectively with emphasis on extended metaphor and symbolism. 6. Combine concrete and commentary information for elaboration. 8. Personalize writing to convey voice in formal and informal pieces. 10. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning of tone in ways that are consistent with the purpose, audience, and form of writing.</p>

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the items in the 2014 Grade 11 Literacy Examination.

Released Items for Writing*

Item	Strand	Content Standard	Student Learning Expectation
25	W	6	1
26	W	4	12
27	W	7	6
28	W	5	3
29	W	5	4
30	W	7	10
31	W	6	5
32	W	4	2

Non-Released Items for Writing*

Strand	Content Standard	Student Learning Expectation
W	5	5
W	7	1
W	4	6
W	5	6
W	6	2
W	7	8
W	4	3
W	6	3

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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