



Arkansas Comprehensive Testing, Assessment, and Accountability Program

TEACHER HANDBOOK

GRADE 11 LITERACY EXAMINATION

MARCH 2014 ADMINISTRATION

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Arkansas Department of Education

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The **Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP)** includes a *Grade 11 Literacy Examination*, which 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 2014, 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 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 the ADE Office of Student Assessment at 501-682-4558.

SCORING STUDENT RESPONSES TO READING AND WRITING OPEN-RESPONSE ITEMS

All multiple-choice and open-response test items for the Reading and Writing components of the *Grade 11 Literacy Examination* are based on the *Arkansas English Language Arts Curriculum Framework*. All writing prompts, reading passages, and test items on the *Grade 11 Literacy Examination* are developed with the assistance and approval of Content Advisory Committees and Bias Review Committees. These committees are comprised of 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 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.

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

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.

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.

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.

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.

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

Reading Item A Scoring Rubric—2014 Grade 11 Literacy

| 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 | The response identifies two negative consequences of careless Internet use mentioned in the passage. OR 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. |
| 1 | The response identifies one negative consequence of careless Internet use mentioned in the passage. OR The response demonstrates minimal understanding of the question. |
| 0 | The response is incorrect or irrelevant. |

SCORE POINT: 4

The response identifies two negative consequences of careless Internet use mentioned in the passage (“spreading false information or spreading biased information” and “making a bad impression through e-mail”). The response then explains how to avoid each consequence. Using information such as “Asking and answering the questions Who owns the site?, What is the website address?, Do you Detect any bias?, and is the information from a marketing site” supports how to avoid spreading false or biased information, while “knowing what needs to be put into the e-mail, and how the tone of the message may be interpreted by other who recive the e-mail” supports making a bad impression. The response demonstrates a thorough understanding of the task.

Two negative consequences of careless internet use is spreading false information or spreading biased information, and making a bad impression through e-mail. One way you can avoid spreading false information or biased information is by asking and answering the questions Who owns the site?, What is the website address?, Do you Detect any bias?, and is the information from a marketing site. Also one way you can prevent making a bad impression through e-mail is by knowing what needs to be put into the e-mail, and how the tone of the message may be interpreted by other who receive the e-mail.

SCORE POINT: 3

The response identifies two negative consequences of careless Internet use mentioned in the passage (“could not get the job just because of what you put on the internet” and “identity theft”). However, the response only thoroughly explains how to avoid one of the consequences (“Knowing what to share... whether a site is secure”). The explanation for the first consequence does not address or explain how to actually avoid the consequence. The response shows evidence of a general, but not a comprehensive, understanding of the task.

| | |
|---|---|
| <p>one consequence is that you could not get the job just because of what you put on the internet</p> | <p>"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."</p> |
| <p>giving too much info. and not securing stuff results in identity theft.</p> | <p>"I knowis 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 cyber bullying and identity theft"</p> |

SCORE POINT: 2

The response identifies only one negative consequence mentioned in the passage that supports careless Internet use (“What you put online can be used against you”). The response then explains how to avoid the consequence (“avoid putting photos of you engaging in questionable behavior on social networks”). The response shows evidence of only a basic understanding of the task.

| Two negative Consequences. | Information from passage. |
|---|--|
| 1. What you put online can be used against you. | - Avoid putting photos of you engaging in questionable behavior on social networks. |
| 2. Knowing how to type can get you a job IF you don't you might lose the job. | - Before you leave highschool know how to type or have at least minimal typing skills. |
| | |
| | |
| | |
| | |
| | |

SCORE POINT: 1

The response does not clearly identify a negative consequence mentioned in the passage that supports careless Internet use. However, the response does suggest a way to avoid an inferred consequence (for example, you may lose your job) with relevant information (“Email communication, there is a time and place when and when not to use it. Such as telling an off-color to your boss at work via E-mail.”). The response provides evidence of minimal understanding.

In Tanekia Reece's "7 Computer Skills You'll Need for Success" there are many positive and negative things said about knowing and not knowing about internet care and computer care. Email communication, there is a time and place when and when not to use it. Such as telling an off-color to your boss at work via E-mail.

SCORE POINT: 0

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

Having computer skills is an important thing to have in life. One good reason that you should have computer skills, is so you can either get a job or keep your job. Reece gives us 7 skills to have. All seven of them are great to have for a job. Being able to type, writing good emails to your boss, knowing how to fix your computer, etc. Also another reason it is great to have computer skills is for college. Routine tasks like scanning for viruses, upgrading software, or changing a printer cartridge are tasks every ten should know..." Jalali says She also says that knowing that will make your life easier if you run into that problem and will also get you a job or not. To have computer skills is a very important thing. Tamekia Reece gives us seven good skills, and we should always remember them.

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

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

Reading Item B Scoring Rubric—2014 Grade 11 Literacy

| 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. |

SCORE POINT: 4

The response identifies two characteristics (“hardworking” and “independent”), then supports the characteristic of “hardworking” with an example from the passage (“But there are still some bills I have to pay before I leave here.”). Additional examples (“No, I’ll make it on my own...I appreciate the offer” and “Gillian offers to take her out...and provide she kindly declines him”) give support for her being independent. The response demonstrates a thorough understanding of the task.

Susan exhibits few characteristics in the one scene she plays in, though they are quite positive. One characteristic she exhibits is hardworking. Susan remarks, "But there are still some bills I have to pay before I leave here". Susan is still working and providing to pay bills even though her employer has passed away. Another characteristic that you can infer from Susan is that she is very independent. The young woman replies to Gillian, "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". Even though Gillian offers to take her out and provide she kindly declines him showing her independence. These are two characteristics about Susan and what we can infer from them.

SCORE POINT: 3

The response identifies at least two characteristics (“hardworking,” “trustworthy,” “loyal,” and “appreciative”). However, there is only one example to support a characteristic (“I am grateful to have anything...raised me almost like a daughter”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

The reader can infer that Susan is a hardworking, trustworthy, loyal, and appreciative woman. In the passage it states, "I am grateful to have anything after all when my mother died he took me in and raised me almost like a daughter." Just this shows she has strength and is appreciative.

SCORE POINT: 1

The response identifies one characteristic (“humble”). However, there are no examples from the passage to support the characteristic. The response provides evidence of minimal understanding.

She is a very humble woman and deserves everything she got!

SCORE POINT: 0

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

Susan Hayden seemed to me to be only in it for the money and when she found out she wasn't getting the 50 million dollars she got upset.

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.

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.

Reading Item C Scoring Rubric—2014 Grade 11 Literacy

| 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 style="text-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 style="text-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 style="text-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 style="text-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 style="text-align: center;">OR</p> <p>The response tells what a person who attended an unwrapping might expect to see.</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. |

SCORE POINT: 4

The response explains why the mummy unwrappings of the 1800s were popular (“People wanted to know what was under all those bandages”), then describes what a person who attended an unwrapping might expect to see (“they should expect to see a few interesting things”). The response uses at least two examples from the passage as support. Why they were popular is supported by an example (“there was always an air of anticipation and excitement over what might come to light”), while the interesting things they might expect to see is supported by several additional examples (“mummy covered in ‘hundreds’ of yards of lines strips,” “hardened cast about an inch thick,” “at least seven charms,” and “hair, teeth, and bones”). The response demonstrates a thorough understanding of the task.

The mummy unwrappings were very deal in the 1800s. The author states that "there was always an air of anticipation and excitement over what might come to light." People wanted to know what was under all those bandages. When they got to the body, at one point, they used the powder from ground-up mummies as medicine. If a person were to attend an unwrapping they should expect to see a few interesting things. They would see the mummy covered in "hundreds of yards of lines strips" and a "hardened cast about an inch thick." While unwrapping they would see "amulets... at least seven charms... hair, teeth, and bones" of the mummy as well. This person watching might need to have a strong stomach. It sounds pretty grotesque to me.

SCORE POINT: 3

The response explains why the mummy unwrappings of the 1800s were popular (“It was new and extraordinary,” “they were fascinated with the treasures,” “they wanted the mummies bodies for thier medical value,” “they also unwrapped them to see how exactly the egyptian mummified them,” and “Alot of people wanted them for money”) and uses at least two examples from the passage as support for the last reason of money (“Augustus Stanwich ordered tons and tons...for their linen wrappings,” and “cat cemetary...used them for fertilizer”). However, the response fails to describe or use examples to illustrate what a person who attended an unwrapping might expect to see. This demonstrates evidence of a general, but not a comprehensive, understanding of the task.

It was new and extraordinary they were fascinated with the treasures the mummy might have they wanted the mummies bodies for thier medical value, they also unwrapped them to see how exactly the egyptian mummified them. Alot of people wanted them for money, for example- when Augustus Stanwich ordered tons and tons of mummies for their linen wrappings, some people had other uses for them like fertilizer, example- when the farmer found a cat cemetary underground, they extracted the cat mummies and used them for fertilizer

SCORE POINT: 2

The response explains why the mummy unwrappings of the 1800s were popular (“see the challenge of unwrapping one and what might be hidden inside the linen”) and describes what a person who attended an unwrapping might expect to see (“jewels and such”). The lack of details or examples from the passage for additional support shows evidence of only a basic understanding of the task.

People wanted to see the challenge of unwrapping one and what might be hidden inside the linen. They would expect shriveted up babies and jewels and such inside.

SCORE POINT: 1

The response explains why the mummy unwrappings of the 1800s were popular (“interesting, different, and a part o history”) However, there is no description of what a person who attended an unwrapping might expect to see or any details or examples from the passage for additional support of why they were popular. The response provides evidence of minimal understanding.

The mummy unwrappings in The 1800's were popular because they were interesting, different, and a part to history. A person might want to attend one because it is out of the ordinary.

SCORE POINT: 0

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

a person that attends an unwrapping may see a dead body or they may see just bones from a dead corpse. They don't know when one until they open it. mummy wrappings were popular in the 1800's because of media and they were just becoming recognized as "mummies". Also, sometimes in unwrappings people see nothing because the body is too old.

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

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."

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—2014 GRADE 11 LITERACY

This is one of the two writing prompts administered to all grade 11 students in March 2014.

PROMPT #1

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.

WRITING CHECKLIST—2014 GRADE 11 LITERACY

WRITER'S CHECKLIST

- | | |
|---|--|
| <p>1. Look at the ideas in your response.</p> <p><input type="checkbox"/> Have you focused on one main idea?</p> <p><input type="checkbox"/> Have you used enough detail to explain yourself?</p> <p><input type="checkbox"/> Have you put your thoughts in order?</p> <p><input type="checkbox"/> Can others understand what you are saying?</p> <p>2. Think about what you want others to know and feel after reading your paper.</p> <p><input type="checkbox"/> Will others understand how you think or feel about an idea?</p> <p><input type="checkbox"/> 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.)</p> <p><input type="checkbox"/> Do you have sentences of different lengths? (Hint: Be sure you have a variety of sentence lengths.)</p> | <p><input type="checkbox"/> Are your sentences alike? (Hint: Use different kinds of sentences.)</p> <p>3. Look at the words you have used.</p> <p><input type="checkbox"/> Have you described things, places and people the way they are? (Hint: Use enough detail.)</p> <p><input type="checkbox"/> Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)</p> <p><input type="checkbox"/> Have you used the right words in the right places?</p> <p>4. Look at your handwriting.</p> <p><input type="checkbox"/> Can others read your handwriting with no trouble?</p> |
|---|--|

Dear Principal,

A lot has been going on regarding the gift that my class is going to leave for the school when we graduate. I don't want to post, but I also have an idea for the gift that I think would be really cool. Instead of a photo of the class or something like that, I think my class should leave a wall mural as a gift to the school. This would be a good thing because it will help the school remember us and it is something that everyone could help with making.

First, I think I should explain the mural. I'm not thinking of a mural that would just be a picture. There should be some pictures, but they don't have to go together to make one giant scene. The way I was thinking of it, students could leave whatever they wanted (as long as it was appropriate) so that future classes and teachers could remember them. They could paint self-portraits, pictures of friends or events from their years here or even just quotes from things that have happened here.

I think a wall mural would be a good way for the school to remember us because it's not something that can be taken down or put away. It's a wall, so it is something that people would pass everyday on their way to classes. Even if they didn't read the wall or just glanced at it, the future students and teachers would still be in its presence and therefore subconsciously remember it which would mean they are remembering us.

Another reason why a wall mural would be a good gift is that every student could participate in making it. A photograph of our class, though nice to look at, doesn't really allow participation

in making it. By painting this wall our class would be allowing everyone to leave their own mark on the school, the way they saw it. I think that is a good thing because these days many things are exclusive to certain groups or people and by letting everyone paint on the same wall, with the Band Geeks writing next to the Football Jocks or the Cheerleaders painting with the Drama Club, it shows that our class was inclusive and more or less friendly to one another.

As I come to the end I hope you can see why painting a wall "mural" would be a good gift to the school. Rather than a photograph, which always tends to capture a false happiness, this would show how the class really was, how people really thought about things. It is something that would be present and visible every day and it would help our class to be remembered. Isn't that what we all want?

Sincerely,

A Student

CONTENT: 4

In the introduction to this essay about a gift of a mural from the graduating class, the writer explains the concept of a wall mural composed of individual works of art by the class through the inclusion of specific details (“They could paint self-portraits, pictures of friends or events from their years here...”) to help the reader understand the concept. Later elaboration clearly develops and organizes information about the long term value of the project (“It’s not something that can be taken down...”) and the ability of all class members to participate in the project (“A photograph of our class, though nice to look at, doesn’t really allow participation...”). In the conclusion, the writer summarizes why a mural would be a suitable and lasting reminder of the class. All features of Content are consistently controlled.

STYLE: 4

Carefully selected vocabulary (“subconsciously remember,” “false happiness,” and “inclusive”) and information (“Band Geeks writing next to the Football Jocks”) create clear images for the reader throughout the essay. Varied sentence structures are used effectively to enhance reader interest. In this letter to the principal, the student writer maintains a respectful tone while expressing enthusiasm for the idea. A score of “4” is achieved for controlling all features of Style.

SENTENCE FORMATION: 4

The ability to accurately construct a variety of sentences is evidence of the writer’s control of Sentence Formation. Mature sentences are created by the writer by embedding ideas in a variety of clauses. The skills demonstrated are consistent with the expectations for this domain.

USAGE: 4

Word level features such as agreement, inflections, word meaning, and conventions are carefully controlled to achieve a “4” in Usage.

MECHANICS: 4

Strong control of punctuation, capitalization, formatting, and spelling is evidence of the writer’s skill in Mechanics. Spelling is accurate for challenging words like “subconsciously,” as well as for words which are frequently misspelled such as “a lot.” Consistent control of all features of Mechanics is demonstrated.

Dear Principal,

There are many gifts that a graduating class could leave its school. However, I believe that painting a mural with our school mascot on it would be a great gift to leave. By leaving this mural, we will be able to repair the chipped paint that was on the wall before and by having this mural, the wall that you first see as you walk into the school will no longer be an eye sore.

Along with repairing the wall, by having the mural, a variety of bold colors will liven up the wall. Also, by having the mural of our school mascot, it will display our pride along with our classmates, school spirit. This mural will also remind other classes of our school spirit and hopefully inspire them to believe in their school.

Lastly, by us leaving this mural, we will not only be helping repair an ugly wall or show our school spirit, we will be showing how much we are going to be missing our school, and our appreciation.

for our school, teachers, and other faculty members. Of all other gift ideas, I believe leaving a mural containing our school mascot would be the greatest gift a graduating class could leave.

Sincerely,

- Student of the
graduating class.

CONTENT: 3

In this essay about a wall mural as a gift from the graduating class, the writer carefully introduces the concept of a mural of the school mascot and fully summarizes the benefits of the project in the conclusion, but fails to thoroughly elaborate in the body of the essay. Using the school mascot to display school spirit and to inspire other classes is mentioned, but these ideas are not developed. Therefore, control of Content is considered to be reasonable.

STYLE: 3

Some selected details (“chipped paint” and “bold colors”) are used in this essay, although the use of specific information and vocabulary is not sustained. The tone remains appropriate for the task, but the voice fades when more general information (“great gift”) is used. Sentence beginnings and structures are varied to help engage the reader. This essay is assigned a score of “3” in Style.

SENTENCE FORMATION: 3

Although the writer constructs an over coordinated sentence and a few sentences which are not parallel in structure, many sentences are correct. The writer also demonstrates the ability to accurately write mature sentences. Control of Sentence Formation is reasonable.

USAGE: 3

Incorrect word choices (“we will by showing how much were are” and “a mural containing our school mascot”) are evidence of some weakness in Usage. Because the writer does control most inflections, tenses, agreement, and conventions, the essay is awarded a “3.”

MECHANICS: 4

The writer effectively controls spelling, punctuation, and capitalization. In addition, the writer demonstrates understanding of formatting a letter. Consistent control of Mechanics is demonstrated.

My class and I have decided to leave one gift from us to benefit the school. We would like to donate a complete new set of Math books to replace the outdated ones. In doing this, we believe that the children will be more interested with new books instead of the dull colors in the old books; therefore, they will learn more. Also my experience, when I had the opportunity of using a new, updated book it seemed to spark more interest from the people in that class. Also this may save the school money to put towards other things that benefit the school. We are proud to help the students following in our footsteps, thank you for a great thirteen years.

CONTENT: 2

Although the writer adheres to the central idea of donating books to the school as a gift from the graduating class, the elaboration is minimal. Two sentences support the idea that students will become more interested in their studies; however, the idea that this gift would save money for the school is not developed at all. The simplistic introduction and closure are also evidence of inconsistent control of Content features.

STYLE: 2

The general information and vocabulary used in this essay are not consistent with the expectations for this domain. A few specific details, such as “dull colors” and “spark more interest,” are insufficient to create images for the reader. Despite some variety in sentence structures and beginnings, the essay presents a flat tone and dim voice. Style is scored as a “2” displaying inconsistent control of Style features.

SENTENCE FORMATION: 4

The writer demonstrates the ability to combine ideas to form accurate and mature sentences throughout the essay. (“In my experience, when I had the opportunity of using a new, updated book it seemed to spark more interest from the people in that class.”). Control of Sentence Formation is consistent.

USAGE: 4

Although brief, this essay provides sufficient opportunity to assess the word-level features of Usage. Consistent, but not perfect, control of domain features such as inflections, tenses, agreement, and conventions is shown.

MECHANICS: 4

Consistent control of spelling, punctuation, capitalization, and formatting is demonstrated. A few punctuation errors do not prevent this essay from achieving a “4” in Mechanics.

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