



Arkansas Comprehensive Testing, Assessment, and Accountability Program

# TEACHER HANDBOOK

## GRADE 11 LITERACY EXAMINATION

**MARCH 2012 ADMINISTRATION**

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**Arkansas Department of Education**



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## INTRODUCTION

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

In March 2012, eleventh-grade students participated in the *Grade 11 Literacy Examination*. Results of this examination will be provided to all students, schools, and districts to be used as the basis for instructional change.

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

Additional information about the *Grade 11 Literacy Examination* is available through the Arkansas Department of Education. Questions can be addressed to the ADE Office of Student Assessment at 501-682-4558.

## SCORING STUDENT RESPONSES TO READING AND WRITING OPEN-RESPONSE ITEMS

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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 pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 11 Literacy Examination* responses.

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

### **Scoring Procedures**

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

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

# **READING RESPONSES**

# The North Wind

by Joanne Lysyk

Once, when I was young I knew the wind.  
I called ‘Wi-ind, North Wi-ind’  
And it came,  
tramping the grass so that it lay flat,  
And whinnied high and shrill like a whistle.

6 I saddled it with imagination,  
7 and bridled it with dreams.

And I got on and we went, and the trees  
bowed down in our passing.

10 I was exhilarated with the speed  
and lay down on his neck to keep  
balance.

13 And his snowy mane whipped about my face.  
His unshod hoofs made no sound  
as he trod on the stars.  
His breath made icicles on the houses  
we passed  
And then he bucked.

**READING ITEM A—2012 GRADE 11 LITERACY**

- A. Name an emotion evoked by the poem. Explain how the poet evokes this emotion in the reader. Provide at least two examples from the poem to support your response.

**Reading Item A Scoring Rubric—2012 Grade 11 Literacy**

<b>SCORE</b>	<b>DESCRIPTION</b>
<b>4</b>	The response names an emotion evoked by the poem, explains how the poet evokes this emotion in the reader, and provides at least two accurate and relevant examples from the poem to support the response.
<b>3</b>	<p>The response names an emotion evoked by the poem, explains how the poet evokes this emotion in the reader, and provides one accurate and relevant example from the poem to support the response.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response names an emotion evoked by the poem and provides two accurate and relevant examples from the poem to support the response.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains how the poet evokes emotion in the reader and provides two accurate and relevant examples from the poem to support the response.</p>
<b>2</b>	<p>The response names an emotion evoked by the poem and explains how the poet evokes this emotion in the reader.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response names an emotion evoked by the poem and provides one accurate and relevant example from the poem to support the response.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains how the poet evokes emotion in the reader and provides one accurate and relevant example from the poem to support the response.</p>
<b>1</b>	<p>The response names an emotion evoked by the poem.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response explains how the poet evokes emotion in the reader.</p> <p style="text-align: center;"><b>OR</b></p> <p>The response provides evidence of minimal understanding.</p>
<b>0</b>	The response is incorrect or irrelevant.

**SCORE POINT: 4**

The response names an emotion evoked by the poem (“excitement”) and explains how the poet evokes this emotion in the reader (“through diction, imagery, and connotation”) providing examples from the poem to support the response (“words like ‘exhilarated’, ‘tramping’, ‘whipped’” and “descriptions in the poem, such as ‘his breath made icicles’” and “the poem’s meaning, behind the use of the wind ‘tramping the grass so that it lay flat’”). The response demonstrates a thorough understanding of the task.

From the text, the author invokes excitement in the reader through diction, imagery, and connotation. The symbolism in the poem is exciting for the reader.

<u>Diction</u>	<u>Imagery</u>
words like "exhilarated"	The descriptions in the
"tramping"	poem, such as "his breath
"whipped"	made icicles"
they are speedy words.	
	<u>connotation</u>
	the poem's meaning, behind
	the use of the wind
	"tramping the grass so
	that it lay flat"

**SCORE POINT: 3**

The response names an emotion evoked by the poem (“exhilarated” and “excited”) and provides examples from the poem to support the response (“...how fast the wind was going with him on it,” “he had to lay down on his neck to keep balance,” and “the wind went so fast that his unshod hoofs made no sound as he trod on the stars”). However, the response fails to explain how the poet evokes this emotion in the reader. The response shows evidence of a general, but not a comprehensive, understanding of the task.

one emotion evoked by the poem was, I was exhilarated with the speed. The young adventurer boy was excited about how fast the wind was going with him on it, he had to lay down on his neck to keep balance, the wind went so fast that his unshod hoofs made no sound as he trod on the stars.

**SCORE POINT: 2**

The response does not clearly identify the emotion evoked by the poem, however the description of how the poet evokes the “dramatic” emotion (“because the poet writes with such strong words and sentences to help explain whats going on”) and the example to support the explanation (“‘and lay down on his neck to keep my balance’”), the response shows evidence of only a basic understanding of the task.

An example of emotion evoked by the poem is, "and lay down on his neck to keep my balance!" The poet evokes all this dramatic emotion in the reader because the poet writes with such strong words and sentences to help explain whats going on. The poet makes the ride of the wind sound so dramatic by comparing it to a ride on a wild horse.

**SCORE POINT: 1**

The response attempts to name an emotion evoked by the poem (“adventurism”), however the explanation of how the poet evokes this emotion is too vague and there are no examples from the poem to support the response. The response provides evidence of minimal understanding.

An emotion evoked from this poem would be adventurism. This is because the poet makes you want to have an adventure like his.

**SCORE POINT: 0**

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

\* I saddled it with imagination, and bridled  
 it with dreams.  
 - when I was young I knew the wind. I  
 called 'wi-ind, North wi-ind' And it came,  
 tramping the grass so that it lay flat, And  
 whinnied high and shrill like a whistle.  
 - And I got on and we went, and the  
 trees bowed down in our passing.  
 - His unshod hoofs made no sound as he  
 trod on the stars.

# Wrinkles, Scars, and Stitches

by Diana Kelly

*The author, Diana Kelly, was 11 years old when she wrote this article.*

1 All actors in movies, even men, wear makeup. Without makeup, the bright lights of the camera equipment would wash out their features. Makeup also changes actors' appearances, so that they look older or younger, or even as if they have been wounded or are aliens! With a few simple ingredients, you can create your own movie makeup.

## How to Get a Senior Citizen Discount

1. Apply the white face paint to cover your cheeks, lips, nose, and forehead, and into your hair so it looks gray.
2. Use the brown face paint to color half-moons under your cheekbones and under your eyes (for a tired look). Then, scrunch up your forehead and put some brown in between the wrinkles.
3. Put the red face paint over the brown that is under your eyes. Add a touch of red on your cheeks above the brown there.
4. Using a piece of damp toilet paper, dab and smudge the face paint to make it more realistic.
5. Finally, scrunch up your whole face and put the eyeliner on the wrinkles to get the full effect of being elderly.

**YOU NEED**  
face paint crayons in  
white, brown, and  
red (available at  
most craft stores)  
brown eyeliner



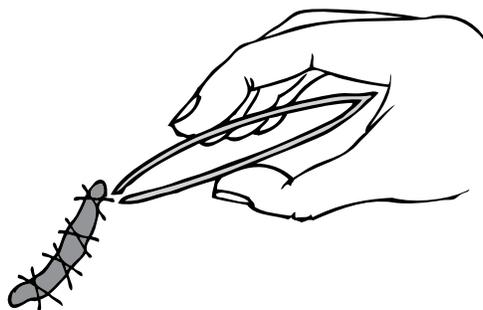
**Accidents Happen: Fake Cuts, Stitches, and Warts**

1. Put a dab of glue (the size of the cut you want) on the wax paper or plastic wrap.
2. Tear off a little piece of a cotton ball and dip it into the bottle of red food dye. (For a scab, put both green and red food dye on the cotton.)
3. Squeeze any extra from the cotton back into the food dye bottle and put the cotton piece on your glue spot.

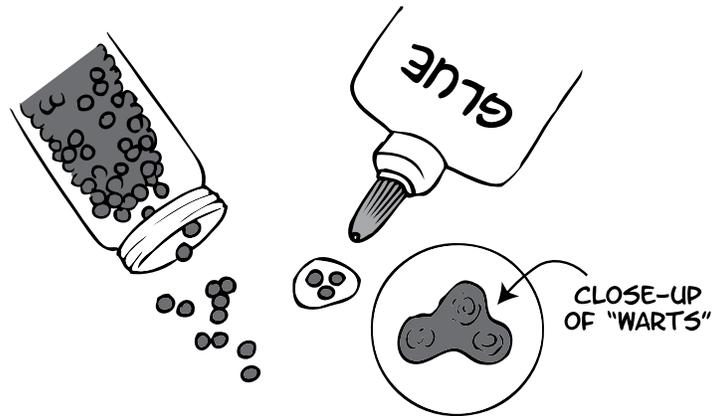
**YOU NEED**  
 nontoxic glue that dries clear  
 wax paper or plastic wrap  
 cotton balls  
 1 bottle each of red and green food dye  
 black thread  
 scissors  
 tweezers  
 black peppercorns  
 honey or corn syrup



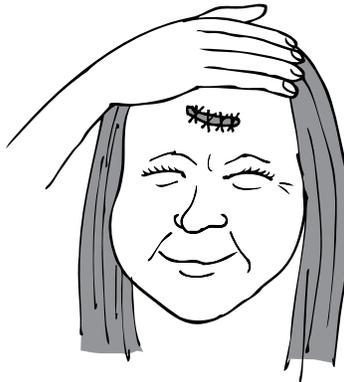
4. Repeat steps 2 and 3 until you have the size you want for the fake cut, as well as enough “blood.”
5. If you want to add stitches to the cut, tie two pieces of black thread together so they make a small X; cut the ends short. Using the tweezers, place the X on the wet glue. Repeat for as many stitches as you want and allow the glue to dry.



6. To make warts, put another bit of glue on the wax or plastic. Place a peppercorn or two in the glue.



7. When the cuts and warts are dry, carefully peel them off the paper or plastic. Then use corn syrup or honey to stick them onto yourself.



READING ITEM B—2012 GRADE 11 LITERACY

- B. State two characteristics the reader may infer about the author. Support each inference with at least one detail or example from the passage.

Reading Item B Scoring Rubric—2012 Grade 11 Literacy

SCORE	DESCRIPTION
4	The response states two characteristics the reader may infer about the author and supports each inference with at least one accurate and relevant detail or example from the passage.
3	The response states two characteristics the reader may infer about the author and supports one inference with an accurate and relevant detail or example from the passage.
2	The response states two characteristics the reader may infer about the author. <b>OR</b> The response states one characteristic the reader may infer about the author and supports the inference with an accurate and relevant detail or example from the passage.
1	The response states one characteristic the reader may infer about the author. <b>OR</b> The response provides evidence of minimal understanding.
0	The response is incorrect or irrelevant.

SCORE POINT: 4

The response states two characteristics (in this case three) the reader may infer about the author and supports each inference with a detail or example from the passage (“1. this author seems to have a love for movies.” “the whole first paragraph is about different ways that make-up can affect actors and actresses, so obviously movies interest her.” “2. The author also seems to have a sense of humor.” “The subtitles give this impression. The titles such as ‘How to get a Senior Citizen Discount’ and ‘Accidents Happen: Fake Cuts, Stitches, and Warts’ may be quite humorous to the reader.” “3. The reader also may sense that the author is very detailed.” “The directions such as ‘tie two pieces of black thread together so they make a small X.’ Show this.”). The response demonstrates a thorough understanding of the task.

1. this author seems to have a love for movies.  
 - the whole passage is about applying make up to make your own movie make-up  
 - Example - the whole first paragraph is about different ways that make-up can affect actors and actresses, so obviously movies interest her.

2. The author also seems to have a sense of humor.  
 - the subtitles give this impression.  
 - The titles such as "How to get a Senior Citizen Discount" and "Accidents Happen: Fake Cuts, Stitches, and Warts" may be quite humorous to the reader.

3. the reader also may sense that the author is very detailed.  
 - The directions such as "tie two pieces of black thread together so they make a small X." show this.  
 - The author gives good imagery of the whole process throughout the passage.

**SCORE POINT: 3**

The response states two characteristics the reader may infer about the author and supports only one inference with a detail or example from the passage (1. “creative” and “Creating realistic fake warts and scabs for a movie takes some thought”. 2. “artistic”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

In my opinion I think the author of this passage was creative. Creating realistic fake warts and scabs for a movie takes some thought. He or she might also be artistic. Not everyone has talent to just come up with stuff like that. The author gave lots of description and like he or she knew what they were doing.

**SCORE POINT: 2**

The response states one characteristic the reader may infer about the author and supports the inference with a detail or example from the passage (1. “like crafting things” and “They tell you how to and where you can buy the Items.”). The response shows evidence of only a basic understanding of the task.

that they like crafting things. They tell you how to and where you can buy the Items.

**SCORE POINT: 1**

The response states one characteristic the reader may infer about the author (“They have done this before”). However the inference is not supported with a detail or example from the passage. The response provides evidence of minimal understanding.

They have done this before you can not just know how to do this he has had to tried this before you could use a lot of thing for makeup there are alot of way just to get every thing and make it look good is the problem

**SCORE POINT: 0**

There is no evidence that the student understands the task. The response does not answer any part of the question and is irrelevant.

<p><u>One characteristic</u> To Show that actors need Make-up While in Movies.</p>	<p><u>Second Characteristics</u> Make-up can change your Physical appearance.</p>
<p><u>One detail</u> You can either look Old, young, or have Stitches or cuts</p>	<p><u>Second detail</u> Its easy to do to Make yourself look like Someone else just some little steps.</p>

## Weapons of the Spirit

by Leah P. Shollar



**Magda and André Trocmé, 1944**

*In 1953 Israel's Parliament, the Knesset, passed a law setting up Yad Vashem, the Holocaust Martyrs' and Heroes' Remembrance Authority. Located on the Mount of Remembrance in Jerusalem, Yad Vashem includes museums documenting the murder of a third of the Jews living between 1939 and 1945, memorials to the destroyed Jewish communities, a Hall of Names listing 3.2 million names of the six million murdered Jews, and a library and archives for researchers. Also at Yad Vashem are numerous sites dedicated to remembering those who saved Jews, such as the Forest of the Righteous Gentiles, planted with carob and olive trees.*

Far away, atop a windy plateau close to Switzerland, 300 miles south of Paris, sits a tiny French village. Here in Le Chambon-sur-Lignon, more than sixty years ago, occurred one of the largest rescues of Jews persecuted by the Nazis.

Four hundred years earlier, Le Chambon had sheltered a small bastion of Protestants in Catholic France. These French Protestants, called Huguenots, had lived in this area since 1459, but the Catholic monarchs of France oppressed and persecuted them. The Huguenots drew courage from the

Bible's account of the Israelites' forty years of wandering in the desert before reaching the Promised Land. They even called France "*la désert*." Finally, in 1787, the Huguenots were granted the right to worship as they pleased. But they never forgot the affliction they suffered at the hands of their fellow Frenchmen.

3 In 1934 this town with collective memories of persecution welcomed an unusual minister, André Trocmé, along with his wife, Magda, and their four children. André and Magda were of mixed parentage: his parents were German and French; hers were Russian and Italian. As a result of this international background, they were firm opponents of Adolf Hitler's philosophy of a "pure race." As a conscientious objector, André opposed wars of any kind. In 1938 the Trocmés established an international pacifist secondary school in Le Chambon. It would later become a refuge for Jews fleeing persecution.

In six short weeks in 1940, France fell to Germany and was cut in two. The Occupied Zone, centered in Paris in the north, was governed by the German military, while the Free Zone, centered in Vichy in the south, was under a French government led by Henri Philippe Pétain. Le Chambon lay in the Free Zone.

In exchange for the privilege of self-government in the Free Zone, Pétain signed an armistice agreement—a truce—with Germany. In protest André thundered from his pulpit: “The duty of Christians is to resist the violence that will be brought to bear on their consciousness with the weapons of the spirit. We will resist whenever our adversaries will demand of us obedience contrary to the Gospel. We will do so without fear, but also without pride and hate.”

After 1940 French police in Paris began roundups of Jews. In just two days in July, 95 percent of the Jewish children of Paris were sent directly to Birkenau, a death camp near Auschwitz in Poland, and gassed to death. André did not know the ultimate fate awaiting the Jews of Paris, yet he decried the arrests: “The Christian Church should drop to its knees and beg pardon of God for its present incapacity and cowardice.”

No incapacity or cowardice invaded Le Chambon. Instead, quietly and surreptitiously, its 5,000 villagers began to harbor Jews fleeing the Nazis. Quakers and Catholic clergy guided some Jews up the mountainous peaks surrounding the village; others found their way on their own. Some came with money; others had none. Some were native Frenchmen; others had recently fled occupied Eastern Europe. A knock on the door from the pastor and a whispered “Three Old Testaments are here” sufficed for a family to hurry their refugees into a field or barn. Some children whose parents had been sent to concentration camps were harbored and fed by farmers. Others found shelter in the three children’s homes boldly established by the town. André’s cousin Daniel Trocmé supervised two of these—the Crickets and the House of the Rocks. The large number of refugees doubled the local population to 10,000.

Huguenots took literally the command to “love your neighbor as yourself,” inscribed over the door of their temple in Le Chambon. The abuse of the Jews echoed back to their own tormented past; they felt morally obligated to defend “God’s chosen people.” They shrugged off the danger of discovery. For them the real danger was in “having a government that little by little came into the hands of the Germans with their laws.” They refused to post a picture of the collaborationist Pétain, or fly the Vichy flag, or ring church bells at government command. “The bell belongs to God. Only He can tell us when to ring it,” explained one.

Late in the summer of 1942, the head of the region arrived in Le Chambon with buses he intended to fill with captured Jews. Surrounded by armed police, he confronted André and demanded the names of the Jews hidden in Le Chambon. André insisted he didn’t know their names and didn’t want to know. The official argued that the Jews were not of André’s religion, nor even his nationality. André recoiled: “I am their shepherd. A shepherd does not forsake his flock. I do not know what a Jew is. I know only human beings.” Magda packed warm clothes for her husband in case of arrest. André gathered the Protestant youth leaders and charged them to warn the Jews to flee. The boys ran from house to house and farm to farm. By Sunday morning, every Jew was hidden in the forests. Police searched village houses and outlying farms but found no Jews. Inside the temple, André preached to packed pews that when confronted with a conflict between God’s laws and the state’s laws, one must obey God. Everyone feared arrest. For three weeks police searched. Finally the buses drove away empty. Villagers tramped through the forests singing the all-clear song, and the hidden Jews emerged.

In November 1942, in retaliation for the Allied invasion of North Africa, the Germans occupied the Free Zone. In spite of the increased danger, rescue and resistance in Le Chambon continued as before. A Huguenot family hid a forging apparatus in their forest beehives. Forgers manufactured false identification and ration cards for Jews. Jews held secret prayers for the High Holy Days in the Protestant temple and celebrated a clandestine Hanukkah party.

In June 1943, Nazis arrested Daniel Trocmé and the children in his two homes. Daniel chose not to abandon the children. Magda and her son dashed to the children’s home to see the prisoners. One by one the children gave them small packages or messages—something for their mother, or to send home—or they

whispered where they'd hidden some pocket money in the house. Magda watched helplessly as Daniel and the children boarded buses and were taken away. The entire trip to Poland, Daniel endured interrogation as to why he helped Jews. He expressed his compassion for those persecuted and his desire to "not be ashamed" of inaction against evil. The Nazis concluded that he must be a Jew. Daniel was killed at Majdanek death camp along with the children.

André, Magda, and their family survived the war. Afterward Magda explained how they made the decision to risk their lives to save others. "We didn't protect the Jews because we were moral or heroic people. We helped them because it was the human thing to do."

Two trees stand together in the Forest of the Righteous Gentiles: one for André and one for Daniel Trocmé. A small garden and plaque for the people of Le Chambon is nearby, so the memory of that tiny French village and the bravery and moral courage of her people will never be forgotten.

**READING ITEM C—2012 GRADE 11 LITERACY**

C. Why did Daniel Trocmé choose to stay with the children from the Crickets and the House of the Rocks when they were arrested? How did the Nazis perceive Daniel’s choice? Provide at least two examples from the passage to support your response.

**Reading Item C Scoring Rubric—2012 Grade 11 Literacy**

<b>SCORE</b>	<b>DESCRIPTION</b>
<b>4</b>	The response explains why Daniel Trocmé chose to stay with the children when they were arrested, tells how the Nazis perceived Daniel’s choice, and provides at least two accurate and relevant examples from the passage to support the response.
<b>3</b>	<p>The response explains why Daniel Trocmé chose to stay with the children when they were arrested, tells how the Nazis perceived Daniel’s choice, and provides an accurate and relevant example from the passage to support the response.</p> <p align="center"><b>OR</b></p> <p>The response explains why Daniel Trocmé chose to stay with the children when they were arrested and provides two accurate and relevant examples from the passage to support the response.</p> <p align="center"><b>OR</b></p> <p>The response tells how the Nazis perceived Daniel’s choice and provides two accurate and relevant examples from the passage to support the response.</p>
<b>2</b>	<p>The response explains why Daniel Trocmé chose to stay with the children when they were arrested and tells how the Nazis perceived Daniel’s choice.</p> <p align="center"><b>OR</b></p> <p>The response explains why Daniel Trocmé chose to stay with the children when they were arrested and provides an accurate and relevant example from the passage to support the response.</p> <p align="center"><b>OR</b></p> <p>The response tells how the Nazis perceived Daniel’s choice and provides an accurate and relevant example from the passage to support the response.</p>
<b>1</b>	<p>The response explains why Daniel Trocmé chose to stay with the children when they were arrested.</p> <p align="center"><b>OR</b></p> <p>The response tells how the Nazis perceived Daniel’s choice.</p> <p align="center"><b>OR</b></p> <p>The response provides evidence of minimal understanding.</p>
<b>0</b>	The response is incorrect or irrelevant.

**SCORE POINT: 4**

The response explains why Daniel Trocmé chose to stay with the children (“because he loved them” and “it was the right thing to do”) providing an example from the passage to support the response (“Daniel remembered the persecution his village went through and knew that staying with the children was right”). The response also identifies how the Nazis perceived Daniel’s choice (“The Nazis believed that, because Daniel stayed with the children, he was a Jew as well”) with a supporting example (“The Nazi’s believed that he could only have compassion for the Jews if he himself was one”). The response demonstrates a thorough understanding of the task.

① Daniel Trocme' chose to stay with the children because he loved them and it was the right thing to do.

A) Daniel remembered the persecution his village went through and knew that staying with the children was right

② The Nazis believed that, because Daniel stayed with the children, he was a Jew as well.

A) The Nazis believed that he could only have compassion for the Jews if he himself was one.

**SCORE POINT: 3**

The response explains why Daniel Trocmé chose to stay with the children (“because he is their shepherd” and “doesn’t want them to be scared”) but does not support this with an example. The response identifies how the Nazis perceived Daniel’s choice (“The Nazis thought Daniel must also be a Jew”) with a supporting example (“Daniel went to interrogation to tell why he helped the Jews. He expressed compassion for the Jews, so therefore the Nazis concluded he was a Jew”). The response shows evidence of a general, but not a comprehensive, understanding of the task.

Daniel Trocmé stayed with the children because he is their shepherd, and doesn't want them to be scared. The Nazis thought Daniel must also be a Jew. Daniel went to interrogation to tell why he helped the Jews. He expressed compassion for the Jews, so therefore the Nazis concluded he was a Jew.

**SCORE POINT: 2**

The response does not explain why Daniel Trocmé chose to stay with the children. However, the response does identify how the Nazis perceived Daniel's choice ("Nazis concluded that he must be a Jew") and provides an example to support the statement ("Daniel was killed at Majdanek death camp along with the children"). The response shows evidence of only a basic understanding of the task.

Daniel chose not to abandon the children. Daniel endured interrogation as to why he helped the Jews. Nazis concluded that he must be a Jew. Daniel was killed at Majdanek death camp along with the children.

**SCORE POINT: 1**

The response explains why Daniel Trocmé chose to stay with the children ("he didn't want to abandon them, and leave them for someone else"). However, there are no examples to support the response and no identifying answer as to how the Nazis perceived Daniel's choice ("by killing all of them" is an example of an action, not an explanation of the perception.). The response provides evidence of minimal understanding.

Daniel chose to stay with the children, because he did not want to abandon them, and leave them for someone else. And the Nazis perceived Daniel's choice by killing all of them. Daniel thought maybe the kids' lives would be spared but he was wrong.

SCORE POINT: 0

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

The reason Daniel Troeme' stayed was because he  
 was in great fear they would run away. In the  
 passage it states "The large number of refugees doubled  
 the local population to 10,000.  
 Another reason I believe that Daniel  
 Troeme' stayed was because he felt bad.  
 This passage talks about how children were  
 crossed and took to homes on real feet.  
 There are two reasons I believe Daniel Troeme'  
 stayed.

## 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—2012 GRADE 11 LITERACY

This is one of the two writing prompts administered to all grade 11 students in March 2012.

### PROMPT #1

The school board has asked students for ideas about adding a course to the high school curriculum. You decide to write a letter to the school board about a course that you would like to have added.

Before you begin to write, think about what you would like to learn that is not being taught in your school. **Why** should this course be offered?

Now write a letter to the school board about a course to be added to the high school curriculum. Give reasons and enough detail so that the school board will understand.

## WRITING CHECKLIST—2012 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> |
|---|--|

To the school board:

Advanced human anatomy should be added to the high school curriculum as an AP course. Although schools already offer many science related courses, few of them actually teach human anatomy in detail. Offering this new course will add to the diversity of high school courses and provide invaluable benefits to students.

I am aware that some existing courses already address human anatomy. Biology, for example, includes teaching students about cellular functions and about human anatomy in general. However, it does not focus exclusively on the human body, but instead on a much broader scope including biochemistry, evolution, and ecology. Therefore, the course can only teach a diluted, simplified version of human anatomy.

I also understand that some people think that an advanced human anatomy course is, well, too advanced for high school students. Human anatomy is an Advanced Placement (AP) course, meaning that it is a college level course. But this is no reason to exclude it from the high school curriculum especially when many AP courses are also on the curriculum. AP human anatomy will

add diversity to the school district's course list, probably attracting more high achieving students to attend schools in the district.

Advanced human anatomy also benefits students. Instead of taking a regular anatomy course with a maximum score of 4.0, students can take advanced human anatomy with a maximum score of 5.0, which can raise their GPA. This course also encourages students to go into various health related fields. Students taking this course build a strong information base, which will help them in their careers later in life.

Adding advanced human anatomy can only benefit the school district and students. It adds to course diversity, encourages students in academic achievement, and aids students pursuing a career in medicine. There should not be any reason to reject this course. Thank you for considering my position.

Sincerely,

**CONTENT: 4**

The writer has constructed a letter focused upon the central idea of adding advanced human anatomy as an AP course to the local high school curriculum. The student has developed a well-balanced argument evenly elaborating both sides of the decision of whether or not to add this course. The piece is clearly organized with the development relating to the opposition to such a course placed first in the piece, followed by the arguments for offering the course. The student maintains a consistent point of view and closes by summarizing reasons to add the class. Consistent control of Content features is demonstrated.

**STYLE: 4**

Careful selection of content-related vocabulary and detailed information are sustained throughout the piece to enhance the writer’s argument. The variety of sentence structures employed help to create interest for the reader. Although a very clear viewpoint is expressed in the piece, the writer is careful to maintain the academic tone suitable for the task. Statements like “Therefore, the course can only teach a diluted, simplified version of human anatomy” are strong, but appropriate.

**SENTENCE FORMATION: 4**

A variety of complex sentence structures are accurately constructed in the essay. The ability to write many different types of sentences, including some with multiple clauses and some parallel constructions, show consistent control of this domain.

**USAGE: 4**

Consistent control of all word-level features is demonstrated by this writer. Standard inflections, subject/verb agreement, consistent verb tense, and word meanings are well-controlled in this essay. Standard conventions of English are carefully employed throughout the piece.

**MECHANICS: 4**

Correct capitalization, punctuation, and the spelling of a wide variety of words display the writer’s control of the features of Mechanics. Additionally, the student uses block-style formatting consistently throughout the piece.

Members of our School Board,

I believe that our school has a very well-rounded curriculum. It doesn't lack any of its main courses, but the school could better prepare the student body for the future if it offered different foreign classes, such as French. As the world grows and nations become more dependent on one another, the students should have a better understanding of other cultures like French, than just learning options to only learning English and the courses of first and second year Spanish. Some schools offer French instead of Spanish, but yet others offer both. Offering both could give the pupils a choice on either. Knowing common languages is important for certain reasons including: different jobs, college, communication with the world, and

travel. Considering this as an option of electives in our course decision for the upcoming year would be excellent. This addition should be a helpful tool to the students in getting a broader view on the world. Your time is much appreciated.

Sincerely,

**CONTENT: 3**

The student adheres to and reasonably develops the idea for expanding the language offerings at school using French as an example. Elaboration is offered for the necessity of foreign language study in the modern world, but the remaining portion of the essay tends to become an unelaborated list of reasons why more language offerings may benefit a student. The conclusion offers the idea that this option would be “excellent” and brings up the usefulness in obtaining “a broader view on the world.” The uneven elaboration, combined with a relatively brief closing, make this essay reasonable, but not consistent, with the expectations for this domain.

**STYLE: 3**

The student offers a mixture of some very specific information (“As the world grows and nations become more dependent on one another”) and some general information (“important for certain reasons”). Some effort is made to engage the reader, but it is not sustained throughout. The tone is appropriate for the task, but the voice tends to fade when vocabulary and information are general. Reasonable control of Style features is displayed.

**SENTENCE FORMATION: 4**

The essay contains a variety of accurately constructed sentences demonstrating consistent control of Sentence Formation features.

**USAGE: 4**

Consistent control of usage is exhibited. The student makes two minor word choice errors when “on” is used instead of “of” in the phrase “a choice on either.” A minor agreement error is made when the student writes “our course descision” near the end of the letter. Despite these few errors, the student displays consistent control of Usage features.

**MECHANICS: 4**

The writer demonstrates consistent, though not perfect, control of Mechanics. A misspell of “Sincerly” in the close, a missed comma, and a missed apostrophe, combined with the failure to capitalize “spanish” do not indicate a lack of control. A few errors in this domain are acceptable for a “4;” there are so many opportunities for error in Mechanics.

Dear Sir

It would be nice to have a photography class in high school. A Photography class would be good for us because we don't have anything like that here. Photography is something everybody likes to do. Like someone who wants to be a photograph taking a class would help them learn about taking pictures and learning how to get them just right. It would get them more prepared for college. Everybody can take a picture but to get them just right takes practice that take works that's why we need a Photography class to help kids learn about photography before they go to college.

Sincerely

**CONTENT: 2**

Although the student does maintain focus on the central idea of offering a class in photography, the reasons given are merely a list with no development. Throughout the body of the letter, the writer misses all opportunities to further pursue an idea. Most of the sentences within the body could be moved anywhere within the letter, which does not enhance the organization or progression of the piece. The closing only mentions one point made, that students need a photography class for college. Although the writing is inconsistent, it does not show a complete lack of control because it focuses on a single central idea and does contain a simple opening and a simple closing. Inconsistent control of Content features is displayed.

**STYLE: 2**

The information and vocabulary offered in this letter are very general, without much attempt at selecting details that would create interest for the reader and allow the writer’s voice to be heard. Although the tone is appropriate, there are only occasional attempts made to try to engage the reader. (“Everybody can take a picture, but to get them just right takes practice...”). Control of Style features is inconsistent.

**SENTENCE FORMATION: 3**

Attempts at more complex sentence structures are not always successful. A non-parallel structure and a contact run-on amidst other correct sentences indicate the writer has some weakness in this domain. Control of Sentence Formation features is considered reasonable.

**USAGE: 2**

A pattern of agreement errors, the incorrect use of “photograph” instead of “photographer,” and the use of “Like Someone” instead of “For someone” indicate the inconsistent control of Usage features demonstrated in this relatively brief paper.

**MECHANICS: 3**

The writer missed all opportunities to use a comma or apostrophe in this essay. The one comma in the entire piece was incorrectly placed in the salutation. This demonstrates a lack of control of one aspect of punctuation. However, the writer does control end punctuation, formatting, capitalization, and most spelling. Reasonable control is demonstrated in Mechanics.









# ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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