



Arkansas
Comprehensive Testing, Assessment
& Accountability Program

Literacy (Grade 11)
End of Course Examination
Released Item Booklet

April 2003 Administration

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Arkansas Department of Education

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PART I Overview

The criterion-referenced tests implemented as part of the *Arkansas Comprehensive Testing, Assessment and Accountability Program* (ACTAAP) have been developed in response to Arkansas Legislative Act 1172, which requires the State Board of Education to develop a comprehensive testing program that includes performance assessment of the core concepts, abilities, thinking, and problem-solving skills defined by the *Arkansas Curriculum Frameworks*.

As part of this program, eleventh-grade students in Arkansas public schools participated in the *Literacy (Grade 11) End of Course Examination* in April of 2003.

This *Released Item Booklet* for the *Literacy (Grade 11) End of Course Examination* contains the test items asked of students during the April 2003 administration that contributed to the student performance results of this administration.

The Literacy test required approximately two hours and twenty minutes of testing on Day 1 and one hour and forty-five minutes of testing on Day 2. Students were supplied with a Writer's Checklist to be used during the Writing sessions so that all students would have equal access to this information during testing (see page 31 of this booklet). All of the Reading multiple-choice items within this booklet have the correct response marked with an asterisk(*). The open-response questions for Reading and the two writing topics for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used, with the scoring model for Writing defining the overall curricular and instructional link with the *Arkansas English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for writing within the state.

The development of the *Literacy (Grade 11) End of Course Examination* was based on the *Arkansas Curriculum Frameworks*. These frameworks have common distinct levels: *strands* to be taught in concert, *content standards* within each strand, and *student learning expectations* within each content standard. An abridged version of the *Curriculum Frameworks for English Language Arts—Reading: Strand 2* can be found in Part III of this booklet. It is important to note that this abridged version lists only the predominant strand, content standard, and student learning expectation associated with each test item. However, since many key concepts within the *Arkansas Curriculum Frameworks* are interrelated, in many cases there are other item correlations or associations across strands, standards, and expectations.

Part IV of the *Released Item Booklet* provides Arkansas educators with specific information on how the *Literacy (Grade 11) End of Course Examination* items align or correlate with the *Arkansas Curriculum Frameworks* to provide models for classroom instruction. The information associated with each item includes the strand, content standard, and student learning expectation that each question was designed to assess. The multiple-choice and open-response items found on the *Literacy (Grade 11) End of Course Examination* were developed in close association with the Arkansas education community. Arkansas teachers participated as members of the Content Advisory Committees for each subject area, providing routine feedback and recommendations for all items. The number of items associated with specific strands, content standards, and student learning expectations was based on approximate proportions suggested by the Content Advisory Committees, and their recommendations were accommodated to the greatest extent possible given the overall test design.

Released Reading Items with Correct Responses and Rubrics

Have you ever wondered whether time travel is possible? Read the passage and then answer multiple-choice questions 1 through 8 and open-response A.

The Time Machine

by H.G. Wells

‘But,’ said the Medical Man, staring hard at a coal in the fire, ‘if Time is really only a fourth dimension of Space, why is it, and why has it always been, regarded as something different? And why cannot we move in Time as we move about in the other dimensions of Space?’

The Time Traveller smiled. ‘Are you sure we can move freely in Space? Right and left we can go, backward and forward freely enough, and men always have done so. I admit we move freely in two dimensions. But how about up and down? Gravitation limits us there.’

‘Not exactly,’ said the Medical Man. ‘There are balloons.’

‘But before the balloons, save for spasmodic jumping and the inequalities of the surface, man had no freedom of vertical movement.’

‘Still they could move a little up and down,’ said the Medical Man.

‘Easier, far easier down than up.’

‘And you cannot move at all in Time, you cannot get away from the present moment.’

‘My dear sir, that is just where you are wrong. That is just where the whole world has gone wrong. We are always getting away from the present moment. Our mental existences, which are immaterial and have no dimensions, are passing along the Time-Dimension with a uniform velocity from the cradle to the grave. Just as we should travel *down* if we began our existence fifty miles above the earth’s surface.’

‘But the great difficulty is this,’ interrupted the Psychologist. ‘You *can* move about in all directions of Space, but you cannot move about in Time.’

‘That is the germ of my great discovery. But you are wrong to say that we cannot move about in Time. For instance, if I am recalling an incident very vividly I go back to the instant of its occurrence: I become absent-minded, as you say. I jump back for a moment. Of course we have no means of staying back for any length of Time, any more than an animal has of staying six feet above the ground. But a civilized man is better off than the animal in this respect. He can go up against gravitation in a balloon, and why should he not hope that ultimately he may be able to stop or accelerate his drift along the Time-Dimension, or even turn about and travel the other way?’

‘Oh, *this*,’ began Filby, ‘is all—’

‘Why not?’ said the Time Traveller.

‘It’s against reason,’ said Filby.

‘What reason?’ said the Time Traveller.

‘You can show black is white by argument,’ said Filby, ‘but you will never convince me.’

‘Possibly not,’ said the Time Traveller. ‘But now you begin to see the object of my investigations into the geometry of Four Dimensions. Long ago I had a vague inkling of a machine—’

‘To travel through Time!’ exclaimed the Very Young Man.

‘That shall travel indifferently in any direction of Space and Time, as the driver determines.’

Filby contented himself with laughter.

‘But I have experimental verification,’ said the Time Traveller.

‘It would be remarkably convenient for the historian,’ the Psychologist suggested. ‘One might travel back and verify the accepted account of the Battle of Hastings, for instance!’

‘Don’t you think you would attract attention?’ said the Medical Man. ‘Our ancestors had no great tolerance for anachronisms.’

‘One might get one’s Greek from the very lips of Homer and Plato,’ the Very Young Man thought.

‘In which case they would certainly plough you for the Little-go¹. The German scholars have improved Greek so much.’

‘Then there is the future,’ said the Very Young Man. ‘Just think! One might invest all one’s

money, leave it to accumulate at interest, and hurry on ahead!’

‘To discover a society,’ said I, ‘erected without a monetary basis.’

‘Of all the wild extravagant theories!’ began the Psychologist.

‘Yes, so it seemed to me, and so I never talked of it until—’

‘Experimental verification!’ cried I. ‘You are going to verify *that*?’

‘The experiment!’ cried Filby, who was getting brain-weary.

‘Let’s see your experiment anyhow,’ said the Psychologist, ‘though it’s all humbug, you know.’

The Time Traveller smiled round at us. Then, still smiling faintly, and with his hands deep in his trouser pockets, he walked slowly out of the room, and we heard his slippers shuffling down the long passage to his laboratory.

¹ know you for a fool

1. The Time Traveller uses the example of being absent-minded to illustrate
- A. how he often forgets to write down his ideas.
 - B. that all of his inventions begin in his imagination.
 - * C. our ability to travel back through time.
 - D. his inability to invent a successful time machine.

2. Filby can **best** be described as
- A. confident.
 - B. uncertain.
 - C. puzzled.
 - * D. skeptical.

PART II Reading

3. Which of the following is **not** given as a benefit of being able to travel through time?
- A. verifying historical events
 - * B. preventing natural disasters
 - C. studying ancient languages
 - D. investing money for the future
4. What does the expression to “plough you for the Little-go” mean?
- A. to be taught a lesson
 - * B. to be known as a fool
 - C. to have a great adventure
 - D. to have made a great discovery
5. According to the Time Traveller, what dimension of Space is Time?
- A. the First
 - B. the Second
 - C. the Third
 - * D. the Fourth
6. The Time Traveller mentions gravitation in order to
- * A. disprove the assertion that we can move freely in Space.
 - B. contradict the assumption that objects move more easily up than down.
 - C. describe the operation of the time machine.
 - D. explain the geometry of the Four Dimensions.
7. According to the passage, what is experimental verification?
- A. materials needed
 - B. blueprints
 - * C. scientific proof
 - D. a hypothesis
8. What literary tool does the author make use of to tell the story?
- A. rhyme
 - B. understatement
 - C. hyperbole
 - * D. dialogue

PART II Reading

READING OPEN-RESPONSE ITEM A

- A. In your own words, explain why the Time Traveller believes it is possible to travel in Time. Do you think he is correct? Why? Use information from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response thoroughly explains the Time Traveller's belief in the possibility of time travel. The student gives his/her opinion on the subject and clearly explains his/her point of view. Response uses detailed information from the passage.
3	The response adequately explains the Time Traveller's belief in the possibility of time travel. The student gives his/her opinion on the subject and adequately explains his/her point of view. The answer uses information from the passage.
2	The response partially explains the Time Traveller's feelings about time travel. The student provides an opinion on the subject using few, if any details from the passage in the explanation.
1	The response states that the Time Traveller believes time travel is possible with a minimal explanation—(he built a time machine). AND/OR Student provides an opinion on the subject of time travel using minimal information from the passage.
0	Response is completely incorrect or irrelevant.
Blank	No response.

As you read the next two poems, think about the similarities and differences in their messages. Then answer multiple-choice questions 9 through 16 and open-response question B.

What Is Success?

Attributed to Ralph Waldo Emerson

- 1 To laugh often and much;
To win the respect of intelligent people and the affection of children;
To earn the approbation of honest critics and endure the betrayal of false friends;
To appreciate beauty;
- 5 To find the best in others;
To give of one's self;
To leave the world a bit better, whether by a healthy child, a garden patch, or a redeemed social condition;
To have played and laughed with enthusiasm and sung with exultation;
To know even one life has breathed easier because you have lived—
- 10 This is to have succeeded.

If

by Rudyard Kipling

- 1 If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
- 5 If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;
- If you can dream—and not make dreams your master;
- 10 If you can think—and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
- 15 Or watch the things you gave your life to broken,
And stoop and build 'em up with worn-out tools;
- If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
- 20 And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on";
- 25 If you can talk with crowds and keep your virtue,
Or walk with kings—nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
- 30 With sixty seconds' worth of distance run—
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man my son!

PART II Reading

9. What does exultation mean in the poem “What Is Success?”
- * A. rejoicing
 - B. righteousness
 - C. persistence
 - D. good humor
10. Which of these did Emerson give as an example of leaving “the world a bit better”?
- A. self-respect
 - * B. a child
 - C. a friend
 - D. laughter
11. “What Is Success?” is an example of
- A. an ode.
 - B. a sonnet.
 - C. epic poetry.
 - * D. free verse.
12. Which virtue do lines 17–24 of “If” describe?
- * A. perseverance
 - B. sincerity
 - C. loyalty
 - D. independence
13. Which profession might Kipling have had in mind in lines 25–26: “If you can talk with crowds and keep your virtue, / Or walk with kings—nor lose the common touch”?
- A. a doctor
 - B. an artist
 - * C. a politician
 - D. a policeman
14. Why does Kipling call triumph and disaster “those two imposters” (lines 11–12)?
- A. They are themes in epic poetry.
 - * B. They seldom turn out to be what you expected.
 - C. They encompass our hopes and fears.
 - D. They “make a trap for fools.”

PART II Reading

15. What is the **main** purpose of these two poems?

- A. to entertain
- * B. to advise
- C. to amuse
- D. to scold

16. What is the tone of the two poems?

- * A. philosophical
- B. apathetic
- C. humorous
- D. melancholy

PART II Reading

READING OPEN-RESPONSE ITEM B

B. Read the lines below from the two poems.

From “If”:

If you can bear to hear the truth you’ve spoken
Twisted by knaves to make a trap for fools

From “What Is Success?”:

To . . . endure the betrayal of false friends

Explain how these ideas are alike and different using information from the poems as support.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	Student clearly explains how these two ideas are similar and how they are different using specific, relevant information from the poems as support. Response is well developed, insightful and demonstrates a thorough understanding of the two ideas and poems.
3	Student generally explains how these two ideas are similar and how they are different using relevant information from the poems as support. Response is developed, may be insightful and demonstrates a general understanding of the two ideas and poems.
2	Student provides a limited explanation of similarities and differences between these two ideas using little support from the poem(s). Response lacks development and demonstrates a literal understanding of the ideas/poems. OR Student clearly explains either similaritie(s) or difference(s) between these ideas using relevant information from the poem(s) as support.
1	Student addresses idea(s) or the poem(s). Response demonstrates a minimal understanding.
0	Response is completely incorrect or irrelevant.
Blank	No response.

RELEASED MATERIALS. MAY BE DUPLICATED.

How good is your memory? What sorts of things influence how well you remember? Did you ever think music might be the key to a better memory? Read the following passage. Then answer multiple-choice questions 17 through 24 and open-response question C.

Music and Memory

Several years ago, an experiment was done which seemed to show that listening to classical music could improve memory! This effect has come to be known as "The Mozart Effect" since the musical selection that seemed to improve memory was a song by Wolfgang Amadeus Mozart. Many people read about this experiment in popular magazines and newspapers and thought that a good way to help memory would be by listening to classical music. Let's look a bit closer at the original experiment and more recent experiments.

The original experiment was published in the journal *Nature* by scientists at the University of California at Irvine in 1993. These scientists had college students listen for 10 minutes to either:

- ◆ Mozart's sonata for two pianos in D major;
- ◆ a relaxation tape; or
- ◆ silence.

Immediately after listening to these selections, students took a spatial reasoning test (from the Stanford-Binet intelligence

scale). The results showed that the students' scores improved after listening to the Mozart tape compared to either the relaxation tape or silence. Unfortunately, the researchers found that the effects of the music lasted only 10 to 15 minutes. Nevertheless, these researchers believed that memory was improved because music and spatial abilities shared the same pathways in the brain. Therefore, they thought, the music "warms up" (these are my words) the brain for the spatial reasoning test.



Other laboratories have tried to use the music of Mozart to improve memory, but have failed. For example, one group of scientists used a test where students had to listen to a list of numbers, and then repeat them backwards (this is called a backwards digit span test). Listening to Mozart before this test had **no effect** on the students. Apparently the Mozart Effect depends on what kind of test is used. Other researchers have said that

the original work on the Mozart Effect was flawed since:

- ◆ only a few students were tested;
- ◆ it was possible that listening to Mozart really did not improve memory. Rather, it was possible that the relaxation test and silence impaired memory.

The group of researchers who were successful at finding the Mozart Effect looked at the effects of music lessons on spatial reasoning. They gave preschool children (ages 3-4 years old) training for 8 months. Children were divided into 4 groups:

Experimental Groups

Group 1	Keyboard lessons
Group 2	Singing lessons
Group 3	Computer lessons
Group 4	No lessons

After 8 months of this treatment, the children were tested on their ability to put puzzles together (spatial-temporal reasoning) and to recognize shapes (spatial-recognition reasoning). The results were fascinating! They found that only those children who received the keyboard lessons had improvement in the spatial-temporal test. Even when the children were tested one day after their last keyboard lesson, they still showed this improvement. So, the effects of the keyboard lesson lasted at least one day. Test scores on the spatial-recognition test did not improve in any of the groups, even the keyboard group.

Some researchers have even tried to see if the Mozart Effect exists in monkeys! In these studies, monkeys listened to Mozart piano music for 15 minutes before they had to do a memory test. The researchers found that listening to Mozart's music did not improve the monkeys' performance compared to when the monkeys listened to rhythms or white noise! They also found that listening to Mozart during the test impaired memory, and white noise¹ during the test improved memory slightly.

Politicians have even jumped on the Mozart Effect bandwagon. On June 22, 1998, the governor of the state of Georgia (Zell Miller) started distributing free CDs with classical music to the parents of every newborn baby in his state. I have a feeling that the governor has not read all the literature on the subject. The only study that has shown the Mozart Effect was done with college students. There have been no studies that have looked at the effects of music on the intelligence of babies. Some people say that Governor Miller's plan is good; others think the money could be better spent on other projects.

So, if people want to improve their intelligence should they run out and buy some classical music? Should children start piano lessons when they are young? You are sure to get some beautiful music, but there is no conclusive evidence that it will improve your intelligence. Also, there is no evidence that music enhances memory permanently. More research and testing needs to be done to see if and how music and memory interact.

¹ background noise intended to calm the listener

PART II Reading

17. When Governor Zell Miller of Georgia distributed free classical music CDs to newborns, it was apparent that
- * A. he had not thoroughly researched the Mozart Effect.
 - B. the Mozart Effect only worked with college students.
 - C. studies had proven that music improves the intelligence of babies.
 - D. he had not read the 1993 article by University of California scientists.
18. What does the word enhances mean in this passage?
- A. attracts
 - B. ruins
 - C. involves
 - * D. improves
19. In the backwards digit span test, students did **not**
- A. repeat a list of numbers backwards.
 - B. listen to Mozart before the tests.
 - * C. put puzzles together during the test.
 - D. listen to a list of numbers.
20. What does the word impaired mean in this passage?
- A. strengthened
 - B. destroyed
 - * C. harmed
 - D. repaired
21. The “Mozart Effect” is the theory that listening to classical music
- A. will cause a person to sleep better.
 - * B. might improve one’s ability to remember.
 - C. will help one’s musical skills.
 - D. makes a person more social.
22. The primary experiment involved students listening to one of three possibilities. Which of the following was **not** included as an option?
- A. silence
 - B. a Mozart sonata
 - C. a relaxation tape
 - * D. popular music

PART II Reading

23. According to some researchers, why was the original experiment flawed?
- A. Music and spatial reasoning might not be connected in the brain.
 - * B. Too few students of one age group were tested to make a valid conclusion.
 - C. Tests conducted on monkeys can never be used to make conclusions about people.
 - D. It has already been proven that music impedes memory.

24. What was the only positive conclusion derived from the experiment involving listening to classical music?
- A. It improved students' singing.
 - * B. It improved students' spatial reasoning scores temporarily.
 - C. It aided students' ability to count backwards.
 - D. It helped students relax.

PART II Reading

READING OPEN-RESPONSE ITEM C

- C. Explain the author’s opinion of the Mozart Effect. Give **three** pieces of information from the passage to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	Student gives a clear and thorough explanation of the author’s opinion of the Mozart Effect using 3 pieces of relevant and specific information from the passage to support his/her explanation. Response may be insightful, is well developed and demonstrates thorough understanding of the text and task.
3	Student gives a general explanation of the author’s opinion of the Mozart Effect using at least 2 relevant pieces of information from the passage to support his/her explanation. Response is developed and demonstrates an adequate understanding of the text and task.
2	Student gives a limited explanation of the author’s opinion of the Mozart Effect using 1 or more pieces of information as support. Response may be partially correct, contain misinterpretations, lack development and demonstrates a literal understanding of the text.
1	Student minimally responds to the author’s opinion using very little or no information from the passage. Response may consist entirely of copied relevant text demonstrating a minimal understanding of the text/task. OR Student fails to give author’s opinion but responds using relevant information from the passage.
0	Response is completely incorrect or irrelevant.
Blank	No response.

At the time of World War II, the nursing profession was made up entirely of women. After reading this article about the experiences of Army nurses, answer multiple-choice questions 25 through 32 and open-response question D.

The Army Nurse Corps in World War II

More than 59,000 American nurses served in the Army Nurse Corps during World War II. Nurses worked closer to the front lines than they ever had before. The skill and dedication of these nurses contributed to the extremely low post-injury mortality rate among American military forces in every theater of the war. Overall, fewer than 4 percent of the American soldiers who received medical care in the field or underwent evacuation died from wounds or disease.

Sicily and Southern Italy

The nurses' performance during earlier invasions taught the Army several lessons that it applied to the invasions of Sicily and southern Italy. Commanding officers noticed that nurses acclimated quickly to difficult and dangerous conditions with a minimum of complaints. Their efficiency and professional accomplishments made them essential members of the field armies. The presence of nurses at the front improved the morale of all fighting men because soldiers realized that they would receive skilled care in the event they were wounded. Troops in the field figured that "if the nurses can take it, then we can."

Continuous bad weather caused one of the most famous incidents in Nurse Corps history. On 8 November 1943, a C-54 ferrying thirteen flight nurses and thirteen medical technicians (corpsmen) of the 807th Medical Air Evacuation Transport Squadron from Sicily to Bari on the east coast of Italy ran into severe weather. The plane lost radio contact, the compass failed, and the pilot became disoriented in the storm. Icing finally forced the plane down in the Albanian mountains far behind German lines. Partisan guerrillas¹ found the Americans and took them to a nearby

farmhouse. That night the flight crew set fire to the plane to conceal traces of their presence in the area.

The partisans escorted the fugitives through the mountains on foot to safety behind Allied lines. In bitterly cold weather and blinding snowstorms, the small band made a hazardous, two-month journey covering 800 miles. The escapees suffered from frostbite, dysentery, jaundice, and pneumonia, but all the nurses except three who were separated from the main body of the group arrived safely at Bari on 9 January.

The three missing nurses faced different hardships. A German unit trapped them for several months in the partisan town of Berat in the home of a partisan guerrilla. Dressed as Albanian civilians and supplied with Albanian identification cards, the nurses finally left Berat by car in March. They traveled far into the countryside, where partisans gave them donkeys to ride and escorted them across several mountain ranges. When they reached the coast, an Allied torpedo boat took them to Otranto, Italy. With their arrival at Otranto on 21 March, the three nurses completed a five-month sojourn behind enemy lines. The courage and fortitude of the "Balkan Nurses" on their 800-mile hike behind enemy lines provided an example of the Army nurse's ability to withstand hardships "at the front."

¹ a secret military force

Conclusion

World War II ended with the surrender of Japan in September 1945, and Army nurses stationed around the world began planning to return home. They could look back on their service with great pride. Their accomplishments were many. Nurses had been a part of every link in the chain of evacuation established in every theater of the war. Their work contributed significantly to the low mortality rate experienced by American casualties of all types.

Nurses received 1,619 medals, citations, and commendations during the war, reflecting the courage and dedication of all who served. Sixteen medals were awarded posthumously to nurses who died as a result of enemy fire. Overall, 201 nurses died while serving in the Army during the war.

Army nurses returning to civilian life discovered a changed postwar society. The place of women in American society had been irrevocably altered and expanded by the entrance of women into professional and industrial jobs previously reserved for men. Most important for nurses, however, was society's enhanced perception of nursing as a valued profession. The critical need for nurses and the federally funded Cadet Nurse

Corps program had been well publicized during the war.

Veteran nurses also brought home with them valuable skills and experiences, increasing their professional status and self-esteem. The Army had trained significant numbers of nurses in specialties such as anesthesia and psychiatric care, and nurses who had served overseas had acquired practical experience otherwise unobtainable. Those assigned to field and evacuation hospitals had become accustomed to taking the initiative, making quick decisions, and adopting innovative solutions to a broad range of medical-related problems. They had learned organizational skills by moving and setting up field and evacuation hospitals while following the troops and had developed teaching and supervisory skills while training the corpsmen under their command.

The Army nurse's experience forced her to grow professionally and gave her the self-confidence and opportunity to pursue her career when she returned to the United States. She came home to a society that was ready to accept nurses as professional members of the United States health care system. World War II had forever changed the face of military nursing.

25. The word fortitude means

- A. efficiency.
- B. adaptability.
- C. intelligence.
- * D. strength.

26. What word **most closely** characterizes the Army Nurse Corps' involvement in World War II?

- A. minimal
- B. ineffectual
- * C. essential
- D. appropriate

PART II Reading

27. What type of text is this?

- * A. informational
- B. practical
- C. persuasive
- D. narrative

28. The term posthumously means

- A. with gratitude toward.
- * B. after the death of.
- C. in honor of.
- D. for service to.

29. The intended modern audience of this article is **most likely**

- A. tourists.
- B. politicians.
- C. consumers.
- * D. students.

30. According to the author, what was responsible for the extremely low post-injury mortality rate of soldiers in World War II?

- * A. the skill and dedication of the army nurses
- B. the use of the latest medical technology
- C. the improved weaponry among the troops
- D. the nurses' teaching and supervisory skills

31. What was the intended destination of the 13 nurses and 13 medical technicians when the plane ran into severe weather?

- A. Sicily
- B. Berat
- * C. Bari
- D. Salerno

32. According to the author, society's perception of nurses after World War II was

- * A. greatly enhanced.
- B. highly publicized.
- C. slightly diminished.
- D. relatively unchanged.

PART II Reading

READING OPEN-RESPONSE ITEM D

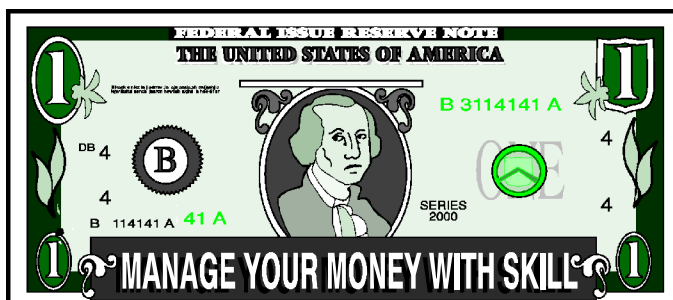
- D. The author states, “World War II had forever changed the face of military nursing.” Explain what is meant by this statement. Use examples from the article to support your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM D

SCORE	DESCRIPTION
4	Response clearly explains what is meant by the statement and uses relevant examples from the passage for support. Response indicates a thorough understanding of the passage.
3	Response adequately explains what is meant by the statement and uses information from the passage for support. Response indicates a general understanding of the passage.
2	Response gives limited explanation of what is meant by the statement. Text support may be missing or vague.
1	Response minimally addresses the question.
0	Response is completely incorrect or irrelevant.
Blank	No response.

PART II Reading

Money management is a skill that requires determination and practice. After reading important points about saving and spending money, answer multiple-choice questions 33 through 40 and open-response question E.



Just as grades do not determine your worthiness as a person, neither does money. Talking about money can be a touchy subject because some people have more of it than others. A big part of this section will discuss how to budget your money and stretch your dollars.

Managing your expenses now will help you prepare for your future. Good habits acquired while you're still in high school will serve you well when you get a job or go to college. Smart money management is an art that is acquired through lots of practice and patience in your early adult years. Check out the following tips that will help you get a handle on a very important skill.

Start an early savings plan. You can save part of the money you get as gifts from relatives and from your salary. If you budget a certain percentage that you will always put in the bank, you will get into the habit of saving early on. Many Americans do not know how to save. As a result, millions are in serious debt because they spend too much. It's always good to have a cushion to fall back on in case of emergencies.

Start keeping track of what you spend. Write down what you spend your money on, then periodically go back and review your list. Were all of your expenses absolutely necessary? Think about where you could cut your costs. Instead of buying a lunch at school, consider packing a healthy lunch.

Get your own checking account. With the money you have saved, open your own checking account. Ask your parents to teach you how to write checks and keep the checkbook balanced. Understanding how to keep a checkbook is a basic financial skill you will utilize the rest of your life. I know of some people who never balanced their checkbook. Because they had no idea as to what kind of money they were spending, they never placed any in savings. Now they will have to work many more years than most people because they can't afford to retire. Don't make that mistake. Keep your checkbook balanced every month and don't forget to write down your ATM withdrawals. It might seem tedious at first, but record keeping is really not that hard once you get used to it.

IMPORTANT: Always know your bank balance. When you write a check for more than what's left in your account, the bank charges you a service fee that can be as much as \$50. Always try to avoid late fees, service charges, and bounced checks. Many students get into trouble when they don't keep a running record of the bank balance in their checking account. Learn from their mistakes.

Fight peer pressure. Many students have told me that they feel they have to spend as much money as their friends because they don't want to be called cheap. I have a friend who used to laugh at me because I was thrifty and cut out coupons. Today, she wishes she had done the same thing because her financial situation is not what she would like it to be. No matter what others say, stick to your money management program and remember that you are on your way to fiscal freedom.

Live responsibly. Plan ahead for your own financial security, saving a certain percentage every pay period for your own retirement. When you reach retirement age, you will be glad you did because you will have more financial freedom to do the things you want to do.

Don't demand too much from your parents. Remember that they have many expenses, such as housing payments and gas, electric, phone, sewer, trash, water, medical, and dental bills. They are probably also saving up for your college education. Because of their financial burdens, your view of what you need and your parents' view may be at opposite poles. What do you do in that case? *Compromise!* When you show your parents that you can be reasonable about money and understand their financial problems, they will do the best they can to give you what you truly need.

IMPORTANT: Don't accuse your parents of being tightwads, of not caring about you, of just thinking of themselves, or of being selfish. When you talk to them like that, they will be even more entrenched in their view of money and will not be willing to bend. Plus, you'll hurt their feelings. Be reasonable

and listen to what they say. Where can both sides compromise? Reevaluate your expenses and your projected needs for money. Can you find any place where you could trim down what you spend and need? If you can, your parents will be very grateful to you.

Stomp out your need for instant gratification. The vast majority of people need to work on this. The truth is, though, that advertisers encourage us to buy through their commercials and ads. We are trained when we are little kids to use the "right" kind of cereal, the "right" kind of toys, and the "right" clothes. Watch and listen to commercials, read the ads in the newspapers, and look at how you, your friends, and your parents spend money. You have your own mind and should try to make your own spending decisions. Try not to let someone else tell you what you can't do without.

USING CREDIT CARDS

Credit cards are useful for three reasons:

They are convenient.

When you have to buy something, you don't need to have cash on you. In addition, you pay only once every month.

They help you establish a credit history. When the time comes to buy a home or a car, a good credit history built up using credit cards will show you are responsible in paying your bills.

They're great in emergencies. Sometimes you don't have the cash to pay for emergency car repairs on the road. Then, your credit card can be a godsend.

Use of Credit Cards Can Shovel You Under

Credit card companies make their money from people who *don't* pay off their entire bill every month. The customers who pay the entire amount at the end of the month are not their favorite people. Read the following information about credit cards so that you can avoid their traps later on in your life. *Forewarned is forearmed.*



Do not buy anything you cannot pay for at the end of the month. That may not always be possible, especially if you need to pay for such things as your newborn baby's medical expenses or your college tuition. However, always ask yourself if you truly need something before you charge it on a credit card. Can you pay for it at the end of the month? If you can't, you probably shouldn't buy it. This rule has always worked for me, and I've never found myself owing a credit card company any interest. Make sure you can pay off those credit cards every month!

If you can't pay the full balance, pay off as much as you can beyond the minimum payment. The trick is to get all of your debt paid off. Carrying over unpaid charges from month to month causes you to pay an incredible amount of interest. It just keeps multiplying and multiplying.

Watch Out for the Following Things:

- **Read the fine print.** Many credit card companies charge an annual fee. Yes, you may be earning frequent flyer miles, but at what cost? You'd have to charge a lot of money on your credit

card to make up that annual fee of \$35. Also, don't forget to read those little flyers they stick in your bill every once in a while. Sometimes they're telling you that the interest rates are going up or that there is now an annual fee to use the card.

- **Watch out for late fees.** If your check doesn't arrive to the company on the due date, you might have to pay a late fee as well as the interest charge. That hurts, especially when you're on a budget and don't have much money. Be careful!

- **Check what the grace period is.** When you receive the bill, how much time do you have to pay it? Most credit card companies give you at least two weeks to pay, but some are more strict.

- **Beware of cash advances on your credit card.** You start paying interest on the money as soon as you get it. If you have an emergency and must get cash this way, pay the bill off as soon as possible.

- **Beware of changing interest rates.** Sometimes the credit card company has a low interest rate to get you hooked. After a year or two, they raise the interest rate. Be sure to read the fine print.

33. According to the article, the phrase "Forewarned is forearmed" means that you should

- * A. educate yourself about your credit card's policies.
- B. learn to pay off the balance every month.
- C. use credit cards only to establish a credit history.
- D. shop around for the best credit card company.

34. The author of the article would **most likely** value which pair of qualities regarding money management?

- A. diplomacy and kindness
- B. spontaneity and moderation
- * C. responsibility and restraint
- D. consistency and patience

35. Which statement **best** represents the main idea in this article?
- A. “Just as grades do not determine your worthiness as a person, neither does money.”
 - B. “You have your own mind and should try to make your own spending decisions.”
 - C. “It’s always good to have a cushion to fall back on in case of emergencies.”
 - * D. “Managing your expenses now will help you prepare for your future.”
36. What is the author’s advice for negotiating with parents?
- * A. Be willing to cooperate with them.
 - B. Show them that you have an early savings plan.
 - C. Discuss good money management.
 - D. Thoroughly explain your point of view.
37. The concept of “instant gratification” is closely linked to which problem discussed in the article?
- A. credit card debt
 - B. changing interest rates
 - C. service fees
 - * D. peer pressure
38. What is the author’s **main** advice about credit cards?
- * A. Pay off the full balance every month.
 - B. Watch out for changing interest rates.
 - C. Only use them in emergencies.
 - D. Verify the grace period.
39. Why does the author suggest keeping track of your bank balance?
- A. to plan what you will buy next
 - B. to think about where you can cut costs
 - * C. to avoid late fees and service charges
 - D. to help plan for retirement
40. According to the article, what is the usual amount of time that credit card companies give to pay a bill?
- A. one week
 - B. ten days
 - * C. two weeks
 - D. four weeks

PART II Reading

READING OPEN-RESPONSE ITEM E

- E. Using **information** from the article, explain how the need for “instant gratification” leads to money management problems.

RUBRIC FOR READING OPEN-RESPONSE ITEM E

SCORE	DESCRIPTION
4	Student thoroughly explains how the need for instant gratification can lead to money management problems. (The student might discuss how the need to be immediately gratified can lead to irresponsible financial decisions.) The student uses relevant information from the passage to support the response.
3	Student adequately explains how the need for instant gratification can lead to money management problems. The student uses information from the passage to support the response. While the response addresses the question, it is not as developed as a 4.
2	Student gives a limited explanation of how the need for instant gratification can lead to money management problems and provides an incomplete explanation of its connection with money management. The student uses some information from the text to support the response.
1	Student provides a minimal description how the need for instant gratification can lead to money management problems. Little if any additional information from the passage is evident.
0	Response is completely incorrect or irrelevant.
Blank	No response.

Some foods can stay fresh for extended periods of time if certain elements are used to preserve them. After reading the article, answer multiple-choice questions 41 through 48 and open-response question F.

Food Preservatives

In our complex world, food products have to be shipped for long distances and/or stored for periods of time. It would be difficult to transport and store most kinds of food without using preservative additives.

In this project, you will have the opportunity to test the effectiveness of calcium propionate, a food additive that inhibits mold growth in bread. The effect of this additive in different types of bread, as well as the effect of temperature on the preservative, will be determined. You will also analyze other methods of preserving food.

Getting Started

Purpose: To determine how effective the food additive calcium propionate is in inhibiting the molding of bread.

Materials

paper towels

water

6 plastic 1-gallon (4-liter) size
zip-lock bags

6 slices of white bread with
propionate

6 slices of white bread without
propionate or any other preservatives

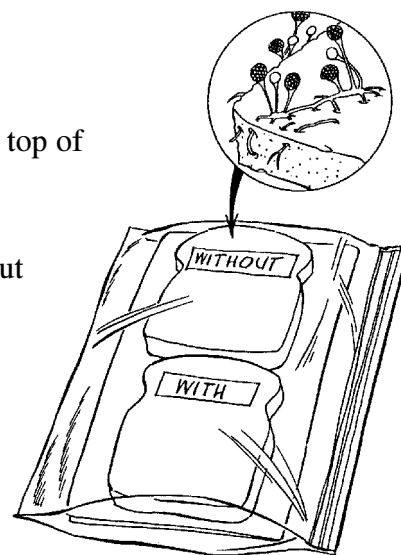
marking pen

masking tape

magnifying lens (handheld type)

Procedure

1. Moisten one paper towel with water and lay it inside one plastic bag.
2. Place one slice of bread with propionate and one without side by side on top of the moistened paper towel inside the bag.
3. Zip the plastic bag closed.
4. Use the marking pen and masking tape to label the bread with and without propionate. Place the label on the outside of the bag above the indicated slice of bread.



5. Repeat the procedure (steps 1 through 4) preparing five additional bags with two slices of bread, one slice of bread with propionate and one without, inside each bag.
Note: Six bags is not a significant number, but it does provide enough samples to verify your results.
6. Keep the six bags of bread at room temperature.
7. Examine the slices each day with the magnifying lens.
8. Continue observing the bread for two weeks or until every slice has become moldy. Record the length of time required for each slice to mold.

Results

Given enough time, all of the bread slices become moldy. However, the slices with calcium propionate mold more slowly.

Why?

Calcium propionate is a food additive on the U.S. Food and Drug Administration's **GRAS** ("Generally Recognized As Safe") list. At low concentrations, it is considered harmless to humans but inhibits the reproduction and growth of mold. The addition of calcium propionate to bread allows the product to be stored for longer periods of time.

Microbes are fussy about their diet, and different species can be found on specific foods. Food preservatives are chemicals added to food to prevent spoilage. Calcium propionate is a preferred preservative for bread because it retards the rapid growth of bread mold, increases the content of calcium, and avoids the possibility of decreasing gas formation during baking.

Other Preservatives

Table salt (sodium chloride) and vinegar (acetic acid) are used as preservatives. Test the effectiveness of these preservatives on inhibiting bacterial growth. Dissolve one chicken bouillon cube in 1 cup (250 ml) of hot water. Divide the solution equally between three clear glasses. Add 1 teaspoon (5 ml) of salt to one glass and 1 teaspoon (5 ml) of vinegar to the second glass. The third glass is the control. Label the glasses accordingly. Place the glasses in a warm place and examine their contents daily. Spoilage due to the presence of bacteria results in a solution that looks cloudy, has an odor, and often contains gas bubbles.

Does the amount of preservative added change the results? Repeat the experiment two times, first using less salt and vinegar, and then using a larger quantity of the preservatives.

Many foods are spoiled by the growth of various fungi in the food. Favorable conditions such as moisture and temperature encourage rapid reproduction of fungi. Sugar is used as a preservative for fruits because it aids in removing moisture from the cells of the fruit. Fungi are less likely to grow in the dryer fruit. Demonstrate sugar's ability to dehydrate fruit cells by peeling an apple and cutting it into small pieces. Place the pieces into a jar and add 1/4 cup (62 ml) of granulated sugar and stir. Secure the lid on the jar. After about 24 hours, the apple pieces will be surrounded by a thick solution of the sugar dissolved in water from the fruit's cells. Use diagrams showing the changes in the jar to represent the dehydrating property of sugar. As part of a display, show examples of products that use sugar as a preservative.

PART II Reading

41. What is one purpose of the diagram in this article?
- A. to show how much water should be added to each bag
 - B. to show how much calcium propionate to add to the bread slices
 - C. to determine how long it takes for mold to grow on the bread
 - * D. to indicate which bread slice will show the most mold growth
42. Why is water added to the paper towels in step 1 in the procedure section?
- * A. to encourage mold to grow
 - B. to keep the plastic bags tightly sealed
 - C. to keep the bread from getting stale
 - D. to decrease gas formation
43. Which of the following is **not** a reason for using calcium propionate?
- A. it inhibits quick growing mold
 - B. it increases the calcium content
 - * C. it enhances the natural flavors
 - D. it avoids decreasing gas formation
44. What is meant by “the third glass is the control”?
- * A. The glass has no additives in it.
 - B. The glass holds only calcium propionate.
 - C. The glass must remain in a warm place.
 - D. The glass prohibits fungi growth.
45. Why are five additional bags prepared?
- A. in case the first experiment doesn't work
 - * B. to see if the results are repeated
 - C. they are the control group
 - D. the first bag could cloud up
46. Which of the following encourages the growth of mold?
- A. calcium propionate
 - B. gas formation
 - * C. moisture and heat
 - D. salt and vinegar

PART II Reading

47. How does sugar aid in preserving fruit?

- A. it fortifies compounds in the cells
- B. it thickens the solution surrounding the cells
- C. it makes the fruit sweeter and warmer
- * D. it removes moisture from the cells

48. Why are there different food preservatives?

- * A. Different microbes are found on different foods.
- B. Some preservatives cost less than others.
- C. Different foods spoil at different rates.
- D. Some people are allergic to food preservatives.

PART II Reading

READING OPEN-RESPONSE ITEM F

- F. What do you think the results of the table salt and vinegar jars test will be? Use information from the article to justify your answer.

RUBRIC FOR READING OPEN-RESPONSE ITEM F

SCORE	DESCRIPTION
4	The response provides a thorough prediction of the table salt and vinegar jar test (that both agents will inhibit the growth of fungi and will increase the time before growth occurs with the amount of agent used) using information from the passage to justify the answer.
3	The response provides an adequate prediction of the experiment and uses information from the passage in justifying the answer. There may be minor errors or misinterpretations.
2	The response provides a partial prediction of the experiment and may or may not use information from the passage to justify the answer.
1	The response minimally addresses some aspect of the experiment.
0	Response is completely incorrect or irrelevant.
Blank	No response.

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PART II Writing

Writing Released Topics

WRITING TOPIC #1

Suppose you have a friend from another country who is interested in music that American teenagers like. She writes and asks what kind of music you like. Write a letter to your friend telling what kind of music you like and why.

Before you begin to write your letter, think about where and when you listen to music. Think about how you would describe the music you like to another person. **Why** do you prefer a certain kind of music?

Now write a letter telling your friend about your favorite kind of music. Explain why you like this music. Support your reasons with specific details so that your friend will clearly understand why you like this kind of music.

WRITING TOPIC #2

Your favorite restaurant has begun a “smoke-free” policy. Smoking is no longer allowed in the restaurant. Some people think this is a good idea due to all of the problems that smoking can cause. Others disagree because they think people have the right to smoke wherever they want. Write a letter to the restaurant owners expressing your opinion about the new “smoke-free” policy.

Before you begin to write, think about smoking in public places. How does it affect you, your family, and your friends? Should people be able to smoke wherever they want? Think about **why** you feel the way you do.

Now write a letter expressing your opinion about the restaurant’s “smoke-free” policy. Give specific reasons for your opinion and support those reasons with clear evidence and examples. Convince the restaurant owners that your opinion is reasonable.

RELEASED MATERIALS. MAY BE DUPLICATED.

WRITER'S CHECKLIST

1. Look at the ideas in your response.
 - Have you focused on one main idea?
 - Have you used enough details to explain yourself?
 - Have you put your thoughts in order?
 - Can others understand what you are saying?
2. Think about what you want others to know and feel after reading your paper.
 - Will others understand how you think or feel about an idea?
 - Will others feel angry, sad, happy, surprised, or some other way about your response? (Hint: Make your reader feel like you do about your paper's subject.)
3. Look at the words you have used.
 - Do you have sentences of different lengths? (Hint: Be sure you have variety in sentence lengths.)
 - Are your sentences alike? (Hint: Use different kinds of sentences.)
 - Have you described things, places, and people the way they are? (Hint: Use enough details.)
 - Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)
 - Have you used the right words in the right places?
4. Look at your handwriting.
 - Can others read your handwriting with no trouble?

Domain Scoring Rubric

Content: (C)

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

- Central idea
- Elaboration
- Unity
- Organization

Style: (S)

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

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

Usage: (U)

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics: (M)

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

- Capitalization
- Punctuation
- Formatting
- Spelling

PART III Curriculum Frameworks

The Arkansas English Language Arts–Reading: Strand 2 Framework*

Content Standard	Student Learning Expectations
1. Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints, as well as those of others.	3. Read and analyze a variety of materials for academic and other purposes, e.g. science journals to illustrate current trends in science, biographies to provide depth of understanding of historical events, etc. 4. Read and understand different points of view. 6. Analyze a diversity of ideas generated by authors of different races, beliefs, genders, ages, etc. 7. Apply a variety of strategies to aid in the comprehension of text, e.g. prediction, context clues, phonics, structural analysis, note taking, recalling facts, determining cause and effect, paraphrasing. 8. Articulate the central purpose or theme of a text. 9. Integrate information from within the text, from other texts, and from one’s own background knowledge/experience to develop solutions to problems. 15. Use types, structures, and features of the text - for example, headings, subheadings, examples, and subordinate organization - to aid in comprehension. 16. Apply critical thinking skills in interpreting text, e.g. inferencing, comparing/contrasting, analyzing, evaluating.

*The Content Standard and Student Learning Expectations listed are those that specifically relate to the released test items in this document.

PART IV Item Correlation with Curriculum Framework

Released Items for Reading *

Content Standard	Passage Types
1. Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints, as well as those of others.	2. Literary
	3. Content
	4. Practical

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

Item	Strand & Content Standard	Expectation	Passage Type
25	R.1	7	3
26	R.1	9	3
27	R.1	3	3
28	R.1	9	3
29	R.1	8	3
30	R.1	7	3
31	R.1	7	3
32	R.1	7	3
D	R.1	16	3
33	R.1	7	4
34	R.1	9	4
35	R.1	8	4
36	R.1	7	4
37	R.1	16	4
38	R.1	6	4
39	R.1	7	4
40	R.1	7	4
E	R.1	16	4
41	R.1	15	4
42	R.1	7	4
43	R.1	7	4
44	R.1	9	4
45	R.1	7	4
46	R.1	7	4
47	R.1	7	4
48	R.1	7	4
F	R.1	16	4

*Only the predominant strand, standard, and student learning expectation is listed for the Reading items.

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Comprehensive Testing, Assessment
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