



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 11 Literacy Examination

March 2006 Administration

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Arkansas Department of Education

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PART I Overview – 2006 Grade 11 Literacy

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

As part of this program, grade 11 students in Arkansas public schools participated in the *Grade 11 Literacy Examination* in March 2006.

This *Released Item Booklet* for the *Grade 11 Literacy Examination* contains test questions or items that were asked of students during the March 2006 operational administration. The test items included in Part II of this booklet are those items that contributed to the student performance results for that administration.

Students were given approximately two and a half hours each day to complete assigned test sessions during the two days of testing in March 2006. All of the Reading and Writing multiple-choice items within this booklet have the correct response marked with an asterisk (*). The open-response questions for Reading and the two essay prompts for Writing are listed with scoring guides (rubrics) immediately following. These rubrics provide information on the scoring model used for each subject, with the scoring model for Writing defining the overall curricular and instructional link for that subject with the *English Language Arts Curriculum Framework*. The domain scoring model, implemented within Arkansas for a number of years, illustrates the appropriate instructional approaches for Writing within the State.

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

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

PART II Released Reading Items – 2006 Grade 11 Literacy

A half a century ago, life in Arkansas was different in many ways from how it is today. Read this passage about one of Luke’s childhood experiences at that time and then answer multiple-choice questions 1 through 8 and open-response question A.

For a copy of the reading passage, “A Childhood Memory” by John Grisham, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

For a copy of the reading passage, “A Childhood Memory” by John Grisham, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

1. Which point of view is used to effectively recall a childhood memory?
 - A. objective
 - B. omniscient
 - * C. first person
 - D. limited omniscient

2. Which word **best** describes the setting of the story?
 - * A. rural
 - B. bustling
 - C. sociable
 - D. commercial

3. Dewayne’s behavior after his trip to Blytheville is included in the story to
 - A. show his unpleasant personality.
 - B. explain why Luke would like to live in town.
 - * C. emphasize the importance of what he has seen.
 - D. question whether young people should attend baseball games.

4. The author’s purpose is to
 - A. teach about baseball history.
 - * B. present a memorable experience.
 - C. inform about early television broadcasting.
 - D. explain the importance of cotton to the economy.

5. What effect does Yogi Berra’s home run have on Luke?
 - A. He becomes a Dodgers fan.
 - B. He decides to cheer for the National League.
 - C. He wants to return to Pop and Pearl’s home to see Berra again.
 - * D. He is filled with an admiration that he must hide from his grandfather.

6. The tone of the story is
 - A. serious.
 - * B. nostalgic.
 - C. merry.
 - D. bitter.

7. Pappy’s actions indicate that he is
 - A. talkative and curious.
 - B. critical and observant.
 - * C. hardworking and kind.
 - D. cosmopolitan and considerate.

8. What is one purpose of the last sentence of the story?
 - * A. to state the main idea
 - B. to emphasize Luke’s happiness
 - C. to contrast with Pop and Pearl’s attitude
 - D. to present the problem faced by modern America

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM A

- A. Compare and contrast the world that Luke encounters when he visits Pop and Pearl’s home and the everyday world he knows. Use details from the story to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The student thoroughly compares and contrasts the world that Luke encounters when he visits Pop and Pearl’s home and the everyday world he knows. The response uses relevant, accurate details from the passage for support. The response demonstrates a thorough understanding of the passage.
3	The student adequately compares and contrasts. OR The response thoroughly compares or contrasts the world that Luke encounters. The response uses relevant details from the story for support. Minor misinterpretations or omissions may be evident. The response demonstrates general, but not comprehensive, understanding of the passage.
2	The student uses some information from the passage to either compare or contrast the world that Luke encounters when he visits Pop and Pearl’s home and the every day world he knows. The response is limited, and there may be major misinterpretations providing evidence of only basic understanding.
1	The student minimally addresses some part of the item using no or very vague details from the passage. The response is inadequate and provides evidence of minimal understanding.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items – 2006 Grade 11 Literacy

Hiking is more than just a relaxing pastime for many people. Read about how the Appalachian Trail has inspired hikers over the years and then answer multiple-choice questions 9 through 16 and open-response question B.

For a copy of the reading passage, “A Walk in the Woods” by Bill Bryson, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

For a copy of the reading passage, “A Walk in the Woods” by Bill Bryson, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

9. The main purpose of the passage is to
- A. present the problems hikers face.
 - * B. trace the development of the trail.
 - C. suggest ways to prepare for hiking.
 - D. recommend solutions for preserving the trail.
10. The Appalachian Trail was rescued from closure by
- A. hikers who loved it.
 - * B. a National Trails System Act.
 - C. people who lived alongside it.
 - D. the Appalachian Trail Conference.
11. One great change between the Appalachian Trail in 1948 and today is
- A. the loss of many shelters along the trail.
 - B. an increase in the number of nearby cafés.
 - * C. the loss of half the songbirds in the eastern U.S.
 - D. an increase in the number of healthy forest trees.
12. One reason the Appalachian Trail did **not** rapidly gain popularity during the 1950s and 1960s was
- * A. a lack of national interest in hiking.
 - B. an increase in the number of chestnut trees.
 - C. the absence of people living along the trail.
 - D. the extension of the Blue Ridge Parkway over the trail.
13. The Appalachian Trail is noted for its
- * A. unusual hikers.
 - B. mountain lions.
 - C. need for private funding.
 - D. similarity to the Pacific Crest Trail.
14. How would today's Appalachian Trail **best** be described?
- A. poorly kept
 - B. seldom used
 - * C. a world of its own
 - D. an attraction for business
15. The book *Walking with Spring* attracted attention to
- A. the wildflowers found along the hiking trail.
 - B. the section hikers who come back year after year.
 - * C. the first hiker to complete the walk in one season.
 - D. the variety of people who choose to hike the trail.
16. As used in the passage, what does the word feat mean?
- A. hiker
 - B. attempt
 - C. encounter
 - * D. accomplishment

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM B

- B.** The challenge of the Appalachian Trail attracts a variety of hikers. Compare and contrast thru-hikers and section hikers. Use information from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The student thoroughly compares and contrasts thru-hikers and section hikers. The response uses relevant, accurate information from the passage for support. The response demonstrates a thorough understanding of the passage.
3	The student adequately compares and contrasts thru-hikers and section hikers. OR The student thoroughly compares or contrasts thru-hikers and section hikers. The response uses relevant information from the passage for support; however, minor misinterpretations may be evident. The response demonstrates general, but not comprehensive, understanding of the passage.
2	The student gives a limited response with few details comparing and contrasting thru-hikers and section hikers. OR The student gives a general response contrasting or comparing thru-hikers and section hikers. The response may contain major misinterpretations and demonstrates only basic understanding of the passage.
1	The student minimally addresses some part of the item using no or very vague examples from the passage. The response is inadequate and provides evidence of minimal understanding.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items – 2006 Grade 11 Literacy

Pizza is a popular food for many people. Read about the rising number of options available in supermarkets and restaurants and then answer multiple-choice questions 17 through 24 and open-response question C.

For a copy of the reading passage, “Frozen Pizza on the Rise” by Consumer Reports, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

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PART II Released Reading Items – 2006 Grade 11 Literacy

17. According to the passage, what is the key to a crispy pizza crust?
- A. Place the pizza on a pan.
 - B. Line the oven bottom with foil.
 - * C. Bake the pizza directly on a rack.
 - D. Cook the pizza longer than necessary.
18. As used in the passage, what does the word brandmate refer to?
- A. a pizza that is handmade
 - B. a pizza that comes in different sizes
 - C. a comparable pizza made by another company
 - * D. a different kind of pizza made by the same company
19. The author presents the information in this passage by
- A. placing quotes around important facts.
 - * B. using bold print to separate important sections.
 - C. using parentheses to give important baking tips.
 - D. presenting the information in order of importance.
20. Pizza may be considered unhealthy because it
- A. has few vitamins in it.
 - * B. is often high in sodium.
 - C. has a diet version.
 - D. is low in calories.
21. As used in the passage, what does the word innovations mean?
- * A. new product ideas
 - B. nutrition suggestions
 - C. fast food alternatives
 - D. recommended daily limits
22. According to the chart, which supermarket pizza has the highest fat content?
- * A. Tony's Original Crust Pepperoni
 - B. Freschetta Bakes and Rises 4-Cheese Pizza
 - C. Michelina's Zap'ems That'za Pizza! Cheese
 - D. Totino's The Original Crisp Crust Party Pizza Pepperoni
23. Pizza is considered more nutritious than other fast foods because it
- A. has more meat on it.
 - B. includes less sodium.
 - C. has less fat and calories.
 - * D. contains vitamins and minerals.
24. According to all of the information in the passage, *Freschetta Bakes and Rises* pizzas rank first because they
- A. have a low sodium content.
 - B. cook in the microwave or oven.
 - C. have somewhat stale seasonings.
 - * D. taste fresh and are similar to chain pizzas.

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM C

- C. Using information from the chart and the passage, identify two reasons a consumer would choose a frozen pizza over a chain pizza. Then, explain which frozen pizza is the **best** choice. Use information from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

NOTE: For the second part of the item, students can choose any pizza as long as they support their choice.

SCORE	DESCRIPTION
4	The student identifies two reasons a consumer would choose a frozen pizza over a chain pizza and thoroughly explains which frozen pizza is the best choice using relevant, accurate information from the text. The response demonstrates a thorough understanding of the text.
3	The student identifies two reasons a consumer would choose a frozen pizza over a chain pizza and identifies which frozen pizza is the best choice but omits additional explanation. OR The student identifies one reason a consumer would choose a frozen pizza over a chain pizza, identifies which frozen pizza is the best choice, and explains why using relevant information from the text. Minor misinterpretations may be evident, and the response demonstrates general, but not comprehensive, understanding of the text.
2	The student identifies one reason a consumer would choose a frozen pizza over a chain pizza and identifies which frozen pizza is the best choice. OR The student identifies two reasons a consumer would choose a frozen pizza over a chain pizza but does not identify which frozen pizza. OR The student does not identify reasons a consumer would choose a frozen pizza over a chain pizza but identifies a frozen pizza and supports that choice. The response may contain major misinterpretations and demonstrates only basic understanding of the text.
1	The student minimally addresses some part of the item using no or vague information from the text. The response is inadequate and provides evidence of minimal understanding.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items – 2006 Grade 11 Literacy

The colors and sounds of fall appeal to the senses. Read these two poems about this season and then answer multiple-choice questions 25 through 32 and open-response question D.

For a copy of the poem, “Autumn and the Sea” by Javier Heraud, please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

25. The speaker connects the sounds of the ocean with

- A. fear.
- B. leaves.
- C. storms.
- * D. childhood.

26. What about the sea fascinates the speaker?

- * A. the shells
- B. the leaves
- C. the fish scales
- D. the ocean bottom

27. What word **best** describes the ocean's treatment of the shells?

- A. snide
- * B. harsh
- C. jovial
- D. gentle

For a copy of the poem, “Goldenrod” by Mary Oliver,
please refer to the hard copy version of the Released Item Booklet..

PART II Released Reading Items – 2006 Grade 11 Literacy

28. What is the attitude of the speaker toward the goldenrod?

- A. jovial
- B. annoyed
- * C. admiring
- D. concerned

29. The speaker indicates that goldenrod

- A. creates many problems.
- B. stands strong in the wind.
- C. grows primarily at roadsides.
- * D. encourages positive emotions.

30. Imagery creates which kind of mood in the poem?

- A. lonely
- B. serious
- * C. cheerful
- D. judicious

Questions 31 and 32 relate to BOTH poems.

31. The speakers in **both** poems share

- A. a dislike of autumn.
- * B. an appreciation of nature.
- C. a longing to improve their lives.
- D. a desire to remember earlier times.

32. Which word **best** describes the tone of **both** poems?

- A. angry
- * B. reflective
- C. questioning
- D. lighthearted

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM D

- D.** Compare and contrast how autumn is presented in each poem. Use details from **each** poem to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM D

SCORE	DESCRIPTION
4	The student thoroughly compares and contrasts how autumn is presented in each poem. The response uses relevant, specific details from each poem for support. The response demonstrates a thorough understanding of the poems.
3	The student adequately compares and contrasts how autumn is presented in each poem but omits some details or has a minor misinterpretation. OR The student thoroughly compares or contrasts how autumn is presented in each poem. The response uses relevant details from each poem for support and demonstrates general, but not comprehensive, understanding of the poems.
2	The student gives a limited comparison and contrast of how autumn is presented in each poem and may have major misinterpretations. OR The student generally compares or contrasts how autumn is presented in each poem. The response uses some details from the poem(s) and demonstrates only basic understanding.
1	The student minimally addresses some part of the item using no or vague details from the poems. The response is inadequate and provides evidence of minimal understanding.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items – 2006 Grade 11 Literacy

The rich history of Arkansas is reflected in important government buildings throughout the state of Arkansas. Read about some of the surviving historic courthouses in Arkansas and then answer multiple-choice questions 33 through 40 and open-response question E.

For a copy of the reading passage, “Arkansas County Courthouses,” please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

For a copy of the reading passage, “Arkansas County Courthouses,” please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

33. Today **most** historic county courthouses are

- * A. in use.
- B. demolished.
- C. used as museums.
- D. undergoing renovations.

34. As used in the passage, the word eloquent means

- A. average.
- * B. powerful.
- C. improbable.
- D. revolutionary.

35. Which style of architecture was popular during the Depression era?

- * A. Art Deco
- B. Craftsman
- C. Classical Revival
- D. Italian Renaissance

36. What has contributed **most** to the decline in the importance of county courthouses?

- A. government
- B. architecture
- C. construction
- * D. technology

37. The designs of **most** county courthouses were

- A. frivolous.
- B. hazardous.
- C. inefficient.
- * D. functional.

38. As used in the passage, the word conducted means

- A. escorted.
- * B. managed.
- C. transferred electricity.
- D. led a musical performance.

39. What is the purpose of this passage?

- A. to entertain readers with historical anecdotes
- B. to persuade readers to visit county courthouses in Arkansas
- * C. to provide information on some of the county courthouses in Arkansas
- D. to describe the importance of county courthouses during World War II

40. Which courthouse represents two architectural styles?

- A. Saline County Courthouse
- * B. Franklin County Courthouse
- C. Powhatan County Courthouse
- D. Hempstead County Courthouse

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM E

- E. Identify two reasons why Arkansas county courthouses were so important to communities in the past. Then, explain why residents of these communities no longer tend to identify with the counties where they live. Use information from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM E

SCORE	DESCRIPTION
4	The student identifies two reasons why Arkansas county courthouses were important to past communities and thoroughly explains why residents today no longer tend to identify with the counties where they live. The response uses relevant, accurate information from the passage for support. The response demonstrates a thorough understanding of the passage.
3	The student identifies two reasons why Arkansas county courthouses were important to past communities and explains why residents today no longer tend to identify with the counties where they live although there may be omissions or a minor misinterpretation. OR The student gives one reason why Arkansas county courthouses were important to past communities and thoroughly explains why residents today no longer tend to identify with counties where they live. The response uses relevant information from the passage for support and demonstrates general, but not comprehensive, understanding of the passage.
2	The student identifies two reasons why Arkansas county courthouses were important to past communities and gives a limited or no explanation of why residents today no longer tend to identify with the counties where they live. OR The student identifies one reason why Arkansas county courthouses were important to past communities and explains why residents today no longer tend to identify with counties where they live. There may be major misinterpretations, and the response demonstrates only basic understanding of the passage.
1	The student minimally addresses some part of the item using no or vague examples from the passage. The response is inadequate and provides evidence of minimal understanding.
0	The response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

PART II Released Reading Items – 2006 Grade 11 Literacy

Arkansas has many interesting trails throughout the state. Read information about two of these trails and answer multiple-choice questions 41 through 48 and open-response question F.

For a copy of the reading passages, “Sylamore Horse Trail” and “Ozark Mountain Bicycle Trail,” please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

For a copy of the reading passages, “Sylamore Horse Trail” and “Ozark Mountain Bicycle Trail,” please refer to the hard copy version of the Released Item Booklet.

PART II Released Reading Items – 2006 Grade 11 Literacy

41. The purpose of the passage is to
- A. analyze potential dangers of each trail.
 - B. contrast camping options along each trail.
 - * C. inform readers about trails in the Ozark Mountains.
 - D. persuade readers that mountain biking is better than horse riding.
42. Where could a tourist rent a cabin?
- A. Big Flat
 - B. Silver Hill
 - * C. Buffalo Point
 - D. Mountain View
43. What does each trail guide caution riders about?
- A. unpaved roads
 - B. diverse scenery
 - C. high water levels
 - * D. vehicles on roadways
44. Quadrangle maps provide information on
- * A. individual trail segments.
 - B. the entire Ozark National Forest.
 - C. highways of the Ozark Mountains.
 - D. private lands within trail boundaries.
45. What are the parts of the trails called?
- A. posts
 - * B. loops
 - C. trailheads
 - D. crossings
46. Horseback riders can utilize wheelchair-accessible ramps at
- A. one of the trail loops.
 - B. the U.S. Forest Service office.
 - C. the trail areas along forest roads.
 - * D. the beginning and end of the trail.
47. Only the **most** experienced riders are advised to attempt the Snowball/Witts Spring Mountain loop because of the
- * A. uphill terrain.
 - B. beautiful scenery.
 - C. high water levels.
 - D. cold temperatures.
48. Where are **both** trails located?
- A. along U.S. Highway 65
 - * B. in the Ozark Mountains
 - C. in southern Searcy County
 - D. along the Buffalo National River

PART II Released Reading Items – 2006 Grade 11 Literacy

READING OPEN-RESPONSE ITEM F

- F. Compare and contrast Sylamore Horse Trail and Ozark Mountain Bicycle Trail. Use specific examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM F

SCORE	DESCRIPTION
4	The student thoroughly compares and contrasts Sylamore Horse Trail and Ozark Mountain Bicycle Trail. The response uses relevant, accurate examples from the text for support. The response demonstrates a thorough understanding of the text.
3	The student adequately compares and contrasts Sylamore Horse Trail and Ozark Mountain Bicycle Trail but may omit some details. OR The student thoroughly compares or contrasts Sylamore Horse Trail and Ozark Mountain Bicycle Trail. The response uses relevant details from the text as support; however, minor misinterpretations may be evident. The response demonstrates general, but not comprehensive, understanding of the text.
2	The student gives a limited comparison and contrast of Sylamore Horse Trail and Ozark Mountain Bicycle Trail with few details. OR The student generally compares or contrasts Sylamore Horse Trail and Ozark Mountain Bicycle Trail. The response may contain major misinterpretations and provides evidence of only basic understanding of the text.
1	The student minimally addresses some part of the item using no or very vague examples from the text. The response is inadequate and provides evidence of minimal understanding of the text.
0	Response is totally incorrect or irrelevant. There is no evidence that the student understands the task, or the response may be off-topic.
B	Blank – No Response. A score of “B” will be reported as “NA.” (No attempt to answer the item. Score of “0” assigned for the item.)

Acknowledgments

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“Sylamore Horse Trail” and “Ozark Mountain Bicycle Trail” Courtesy Arkansas Department of Parks and Tourism.

PART II Released Writing Prompts – 2006 Grade 11 Literacy

PROMPT #1

The President of the United States has selected your school to recommend changes that would make this country a better place. Write a letter to the President suggesting one change that should be made and ways to make that change.

Before you begin to write, think about some of the problems in this country. What one change would you recommend? What steps can be taken to make the change? How would this change make the United States a better place?

Now write a letter to the President discussing the change. Suggest specific steps and tell how these steps would make the change happen. Explain how the change you recommend will make this country a better place. Give enough detail so that the President will understand.

PROMPT #2

A local newspaper reported that some schools allow fast food restaurants to serve lunch in their cafeterias. Some people think it is a good idea because students like fast food. Others disagree because they think fast food is not nutritious. You decide to write a letter to the newspaper expressing your opinion about having fast food restaurants serve lunch in school cafeterias.

Before you begin to write, think about your views on this issue. Is it a good idea for fast food restaurants to serve lunch in school cafeterias? Explain your viewpoint.

Now write a letter to the editor of your local newspaper expressing your opinion. Should fast food restaurants serve lunch in school cafeterias? Convince your readers that your opinion is reasonable. Give specific reasons for your opinion and enough detail so that your readers will understand.

WRITER'S CHECKLIST

- | | |
|--|---|
| <p>1. Look at the ideas in your response.</p> <ul style="list-style-type: none">— 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? <p>2. Think about what you want others to know and feel after reading your paper.</p> <ul style="list-style-type: none">— 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.) | <ul style="list-style-type: none">— 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.) <p>3. Look at the words you have used.</p> <ul style="list-style-type: none">— Have you described things, places, and people the way they are? (Hint: Use enough detail.)— Are you the same person all the way through your paper? (Hint: Check your verbs and pronouns.)— Have you used the right words in the right places? <p>4. Look at your handwriting.</p> <ul style="list-style-type: none">— Can others read your handwriting with no trouble? |
|--|---|

Domain Scoring Rubric

Content (C)

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

- Central idea
- Elaboration
- Unity
- Organization

Style (S)

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

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

Sentence Formation (F)

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

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

Usage (U)

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

- Standard inflections
- Agreement
- Word meaning
- Conventions

Mechanics (M)

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

- Capitalization
- Punctuation
- Formatting
- Spelling

Scoring Scale

Each domain is scored independently using the following scale.

- 4 = The writer demonstrates **consistent**, though not necessarily perfect, control* of almost all the domain's features.
- 3 = The writer demonstrates **reasonable**, but not consistent, control* of most of the domain's features, indicating some weakness in the domain.
- 2 = The writer demonstrates **inconsistent** control* of several of the domain's features, indicating significant weakness in the domain.
- 1 = The writer demonstrates **little** or **no** control* of most of the domain's features.

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

Non-scoreable and Blank Papers

Compositions are scored, unless they are off-topic, illegible, incoherent, refusals to respond, written in a language other than English, or too brief to assess. A score of "NA" indicates that the student's writing entry was non-scoreable and that entry will receive a score of "0."

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

PART II Released Writing Items – 2006 Grade 11 Literacy

1. Which of the following sentences contains proper subject-verb agreement?
- A. The tooth of the machinery gears tear his coat.
 - B. The water from mountain streams bring life to the valleys.
 - * C. Walkers at the city mall often see the sales before the public does.
 - D. The goal of one boy and all the girls were to create the best prom ever.

2. What is the function of the thesis in expository compositions?
- A. to show the conclusions of the writer
 - * B. to explain the purpose and direction of the paper
 - C. to discover what statistics and research have shown about the topic
 - D. to tell the reader that the writer knows all about the subject of the paper

3. **My four-year-old sister knows exactly when I need her smiles the most. She is the sunshine that chases away my dark clouds.**

Which literary device is used in the sentences above?

- A. simile
- B. symbol
- * C. metaphor
- D. metonymy

4. ¹Last year, my dad and I watched a demolition crew tear down the old department store on Eighth Street. ²I was fascinated by the wrecking ball, a giant pendulum that swung gracefully through the air until it met the old building's walls. ³The bricks screached and shattered as the mortar that had held them together for nearly a century surrendered to the pressure of the wrecking ball.

The underlined words in sentence 3 indicate the use of which literary device?

- A. persona
- B. metaphor
- C. assonance
- * D. personification

5. Which of the following would be the **best** prewriting strategy for a paper about a politician's views on tax reform?

- * A. interviewing
- B. formal outlining
- C. focused freewriting
- D. unfocused freewriting

6. Which of the following is a characteristic of free verse?

- A. uniform line length
- B. extensive use of couplets
- * C. irregular metrical pattern
- D. set number of lines per stanza

7. The queen spent the month of june visiting several republics with the president of her country.

Which underlined word in the sentence above should be capitalized?

- A. queen
 - * B. june
 - C. republics
 - D. president
8. ¹William Allen White was the owner and editor of *The Emporia Gazette*, a small-town Kansas newspaper, from 1895 until his death in 1944. ²He was considered one of the greatest journalists of his time. ³In 1923, he received a Pulitzer Prize for editorial writing. ⁴He was awarded a second Pulitzer Prize posthumously in 1947 for his autobiography. ⁵The William Allen White School of Journalism at the University of Kansas is named in his honor.
- The paragraph above is an example of which genre?
- A. legend
 - B. editorial
 - * C. biography
 - D. historical fiction
9. Which of the following describes an author's intentional use of short, simple sentences?
- * A. style
 - B. genre
 - C. rhyme
 - D. fluency

10. Which of the following sentences uses quotation marks **correctly**?
- A. Mr. Brown will say, Quit talking! said Kevin "but I won't listen."
 - * B. "Did my dad say that we could buy supplies for school?" Sally asked.
 - C. Jake said, "That we are going to have a fall and a spring break this year."
 - D. I think "that all the officers should come to every meeting so that they can vote."
11. Which sentence **best** indicates that each bag of gold weighed ten pounds, and each farm was made up of ten acres?
- A. Ten-pound bags of gold were found on ten acre farms in Illinois.
 - * B. Ten-pound bags of gold were found on ten-acre farms in Illinois.
 - C. Ten pound bags of gold were found on ten-acre farms in Illinois.
 - D. Ten pound bags of gold were found on ten acre farms in Illinois.
12. Which type of figurative language is used when a poet writes about a storm as if it were a flower and continues that connection throughout the poem?
- A. simile
 - B. alliteration
 - C. personification
 - * D. extended metaphor

13. **During the month of January Sam and Alex are planning to visit with some friends living in different countries.**

After which word is a comma needed?

- * A. January
- B. Alex
- C. visit
- D. friends

14. **Sarah watched as her son pedaled his bicycle without training wheels for the first time nervously.**

Which revised sentence **best** indicates it was Sarah who was nervous?

- A. Sarah watched her son nervously pedal his bicycle without training wheels for the first time.
- * B. Sarah watched nervously as her son pedaled his bicycle without training wheels for the first time.
- C. Nervously, her son pedaled his bicycle without training wheels for the first time as Sarah watched.
- D. Sarah pedaled her son's bicycle without training wheels for the first time as her son watched nervously.

15. **I did not fold my clean laundry before going to bed Sunday night. _____ I wore wrinkled clothes to school on Monday.**

Which transition **best** completes the sentence above?

- A. However,
- B. Furthermore,
- * C. Consequently,
- D. On the other hand,

16. ¹Mario is a cool guy. ²Mario is a friend of my cousin. ³I hope he will ask me out. ⁴I really like him.

What is the **best** way to combine the sentences above?

- A. Mario is a cool guy and he is my cousin's friend that I like and I hope he asks me out.
- B. I hope Mario asks me out because he is a friend of my cousin, then I also really like him.
- * C. My cousin's friend Mario is a cool guy; I hope he will ask me out because I really like him.
- D. After Mario asks me out, it is because I really like him and consequently he is also a friend of my cousin.

PART III Item Correlation with Curriculum Frameworks – 2006 Grade 11 Literacy

The Arkansas English Language Arts Curriculum Framework—Reading Strand*

Content Standards	Student Learning Expectations
<p>9. Comprehension: Students shall apply a variety of strategies to read and comprehend printed material.</p>	<ol style="list-style-type: none"> 1. Connect own background knowledge to recognize and analyze personal biases brought to a text. 2. Analyze style and diction to determine author's purpose. 3. Develop and use appropriate strategies to support active reading and engagement. 5. Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence. 6. Summarize and paraphrase complex structures in informational and literary texts, including relationships among concepts and details. 7. Compare and contrast aspects of texts, including themes, conflicts, and allusions, both within and across texts. 8. Analyze point of view and its influence on elements of the text (e.g., tone, theme, and purpose). 12. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
<p>10. Variety of Texts: Students shall read, examine, and respond to a wide range of texts.</p>	<ol style="list-style-type: none"> 4. Analyze an author's use of poetic conventions and structures, including line, stanza, imagery, rhythm, rhyme, and sound devices. 9. Analyze word choice, tone, and voice. 10. Paraphrase and interpret to find the meaning of selected poems, emphasizing the complete selection.
<p>11. Vocabulary, Word Study, and Fluency: Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.</p>	<ol style="list-style-type: none"> 1. Recognize and apply specialized vocabulary. 2. Analyze roots and word parts to draw inferences about meaning. 4. Analyze the connotative power of words.

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

PART III Item Correlation with Curriculum Frameworks – 2006 Grade 11 Literacy

Released Items for Reading*

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

Item	Content Standard	Student Learning Expectation	Passage Type
25	10	10	Literary
26	10	10	Literary
27	10	4	Literary
28	10	9	Literary
29	10	10	Literary
30	10	4	Literary
31	10	10	Literary
32	10	9	Literary
D	9	7	Literary
33	9	7	Content
34	11	4	Content
35	9	3	Content
36	9	5	Content
37	9	5	Content
38	11	4	Content
39	9	2	Content
40	9	3	Content
E	9	6	Content
41	9	2	Practical
42	9	3	Practical
43	9	7	Practical
44	9	5	Practical
45	11	1	Practical
46	9	5	Practical
47	11	4	Practical
48	9	3	Practical
F	9	7	Practical

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

PART III Item Correlation with Curriculum Frameworks – 2006 Grade 11 Literacy

The Arkansas English Language Arts Curriculum Framework—Writing Strand*

Content Standards	Student Learning Expectations
<p>4. Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately.</p>	<p>1. Apply appropriate prewriting strategies to address purpose and audience, with emphasis on exposition.</p> <p>10. Evaluate how well questions of purpose, audience, and genre have been addressed.</p> <p>11. Apply grammatical conventions to edit for standard inflections, agreement, word meaning, and conventions.</p> <p>12. Apply grammatical conventions for capitalization, punctuation, formatting, and spelling.</p>
<p>5. Purposes, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences, employing a wide range of forms.</p>	<p>2. Write expository compositions, including analytical essays and research reports, that:</p> <ul style="list-style-type: none"> • assemble and convey evidence in support of the thesis. • make distinctions between the relative value and significance of data, facts, and ideas. • employ visual aids when appropriate. <p>6. Write poems using a range of poetic techniques, forms, and figurative language, emphasizing free verse poetry.</p> <p>7. Write responses to literature that:</p> <ul style="list-style-type: none"> • articulate the significant ideas of literary works. • support important ideas and viewpoints. • analyze the author's use of stylistic devices. • determine the impact of ambiguities, nuances, and complexities, using evidence from the text.
<p>6. Conventions: Students shall apply knowledge of Standard English conventions in written work.</p>	<p>2. Apply usage rules appropriately in all formal writing.</p> <ul style="list-style-type: none"> • subject-verb agreement • pronoun agreement • misplaced modifiers • active and passive voice • indicative and subjunctive mood <p>4. Apply conventional rules of capitalization in writing.</p> <p>5. Apply the punctuation rules appropriately in writing.</p>
<p>7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<p>1. Use figurative language effectively with emphasis on extended metaphor and symbolism.</p> <p>4. Demonstrate organization, unity, and coherence by using implied transitions and sequencing.</p> <p>5. Use extension and multi-level elaboration to develop an idea, emphasizing dependent clauses.</p>

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

PART III Item Correlation with Curriculum Frameworks – 2006 Grade 11 Literacy

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	4	11
2	5	2
3	7	1
4	7	1
5	4	1
6	5	6
7	6	4
8	4	10
9	5	7
10	4	12
11	6	5
12	7	1
13	6	5
14	6	2
15	7	4
16	7	5

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

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