

Arizona's Instrument to Measure Standards

Reading and Writing

Administered Spring, 2004

Released items

11.15.2004

AIMS Reading Released Items

As part of Superintendent Horne's ongoing efforts to improve the communication of academic expectations, the Arizona Department of Education is releasing High School Reading, Writing, and Mathematics items to the public. This release is intended to provide students, parents, teachers, and the community with specific examples of the types of skills being assessed on the AIMS tests. The release is divided into a Reading/Writing form and a Mathematics form, similar to the AIMS test.

This release includes two Reading passages, directions, and the items associated with them, in the form of a mini-test. The Reading section is followed by the Writing section that includes the prompt and directions used in the AIMS test administered in the spring of 2004. This is followed by the individual items with the correct answers and statistical information.

The Mathematics section consists of eighteen items in the form of a mini-test, followed by the individual items and statistics.

The statistical information provided includes:

- 1) Item identification number;
- 2) Correct answer;
- 3) Response probability (p-value), which represents the percentage of students who answered the question correctly;
- 4) Rasch difficulty, which measures the difficulty of the item on a scale in which -3 indicates a very easy item and +3 indicates an extremely difficult item;
- 5) Original performance objective (parent PO) that the item was used to measure; and
- 6) The performance objective as the item aligns to the 2003 standards.

The items are reproductions of the actual items as they appeared on the AIMS tests. If you have any questions, please contact Bryan Doyle at (602) 542-5031.

READING

DIRECTIONS: Read this article and then answer the questions.

Teens tired for a reason

Minneapolis educators have come up with a common-sense way to deal with teens who want to sleep in: They let them.

This fall the school district has pushed back its high school schedule about 75 minutes, giving 18,000 students until 8:40 a.m. to get to their first-period classes.

The pragmatic solution is grounded in new scientific studies showing there are valid biological reasons why many teens have a difficult time with early-morning wake-up calls.

Researchers from Brown University have discovered that just as puberty begins to kick in, teens undergo a shift in their biological clocks. Most become sleepy later at night and harder to awaken come morning.

Unfortunately for teens, the resetting of their sleep clocks occurs as they enter high school. And in most school districts nationally, high school students are assigned to an early shift, starting around 7 a.m., to accommodate school bus runs that typically deliver students to high schools first.

Forcing teens to bed earlier is no solution. The shift in teens' biological clocks also causes a delay in the nightly release of the sleep-inducing chemical melatonin. As a result, many teen-agers are physically unable to fall asleep much before 11 p.m.

Teens who have to make classes that start just eight hours later don't get the final period of deep sleep that is needed for peak performance during the day.

Researchers theorize that the disconnect between teen-age sleep patterns and their early-morning schedules could explain other typical teen behaviors, ranging from classroom inattentiveness to frequent involvement in automobile accidents.


Convinced by the emerging scientific evidence, the Minnesota Medical Society has pushed for statewide legislation that would require high schools to open later.

But a group of Minnesota school superintendents isn't waiting. They're experimenting with later high school start times. Last year, the suburban Minneapolis district of Edina was the first to delay the start of high school, from 7:20 a.m. to 8:30 a.m., by switching its high school start time with that of earlier-rising elementary students. Educators there reported drops in absenteeism and tardiness and fewer students eating breakfast or sleeping in class.

Buoyed by the results, three other Minnesota districts, including Minneapolis, are conducting their own experiments this year. And in Iowa, the Cedar Rapids superintendent has requested a study of delayed high school starts with an eye on making schedule changes in 1999.

Such closely monitored experimentation makes sense. The high school years are stressful enough without forcing teens to battle their own biological clocks.

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Go On 

- 1 Which statement from the article expresses an opinion?
 - A This fall the school district has pushed back its high school schedule about 75 minutes . . .
 - B . . . there are valid biological reasons why many teens have a difficult time with early-morning wake-up calls.
 - C Forcing teens to bed earlier is no solution.
 - D . . . many teen-agers are physically unable to fall asleep much before 11 P.M.

- 2 What is the main idea of the article, “Teens tired for a reason”?
 - A High school starting time should accommodate teens’ biological clocks.
 - B Teens should go to bed earlier in order to avoid falling asleep in class.
 - C The school day should be shortened to accommodate students’ work schedules.
 - D Melatonin causes teens to fall asleep during their early classes.

- 3 What is the effect of the release of melatonin?
 - A It keeps people awake.
 - B It makes people hungry.
 - C It makes people irritable.
 - D It makes people sleepy.

- 4 What persuasive technique does the author use in the article to support the main idea?
 - A faulty logic
 - B bandwagon
 - C expert evidence
 - D testimonials

DIRECTIONS: Read this letter and then answer the questions.

JOSEPH M. REYES

1-888-591-4928

Glenwood, AZ 86422

October 16, 2003

Mr. Bruce Maxwell
Director of Human Resources
KHLN Channel 14
5621 Rosenberg Boulevard
Glenwood, AZ 86620

Dear Mr. Maxwell:

Thank you for the opportunity to discuss your opening for a broadcast technician. I enjoyed meeting both you and Kathleen Kayette, and learning more about KHLN. While I was touring the television station, especially the control room, I reflected on the value of the high school courses I completed in math, physics, and electronics. It was a perceptive guidance counselor at Glenwood High who channeled me in that direction after I told him about my fascination with electronics.

The opportunity to work at KHLN is very exciting. I believe starting with a small station would be good for me as it would provide experience performing a wide variety of duties. As we discussed Friday, I have just completed two years of training in broadcast technology at Tri-County Community College and would be willing to take the Society of Broadcast Engineers certification exam for television operators.

I was especially impressed with KHLN's strong commitment to students. Your new student volunteer program is a creative example of the station's belief that local television should be vitally connected to the community.

I believe that my academic training at Tri-County Community College and my experience working at Glenwood Cable Company last summer qualify me for the position of broadcast technician. My teachers and my employer at Glenwood Cable agree that I have the manual dexterity and aptitude for working with electrical, electronic, and mechanical systems and equipment, and I am also willing to do strenuous physical work.

Thank you again for allowing me to visit with you. I greatly appreciate your consideration of my qualifications, and I am looking forward to hearing from you soon.

Sincerely,
Joseph M. Reyes
Joseph M. Reyes

cc. Georgia Garcia, Assistant Director of Human Resources
Raven Small, Chief Financial Officer
Bradley Seeton, Glenwood Cable Company

Go On 

AIMS Reading Released Items

- 5 Which of these classes would be the MOST valuable for a position as a broadcast technician?
- A math
 - B electronics
 - C English
 - D history
- 6 According to the letter, what course work has Mr. Reyes completed to qualify for this position?
- A Society of Broadcast Engineers certification
 - B Glenwood Cable Company training certification
 - C Tri-County Community College broadcast technology training
 - D KHLM Channel 14 broadcast technology training
- 7 Which of these statements from the letter is a fact?
- A My teachers and my employer . . . agree that I have the manual dexterity and aptitude for working with . . . equipment . . .
 - B It was a perceptive guidance counselor at Glenwood High who channeled me in that direction . . .
 - C I have just completed two years of training in broadcast technology at Tri-County Community College . . .
 - D Your new student volunteer program is a creative example of the station's belief that local television should be vitally connected . . .
- 8 The purpose of the last paragraph of this letter is to —
- A congratulate the employer
 - B summarize the main points
 - C provide a method of contact
 - D conclude the letter



WRITING

Writing

DIRECTIONS:

Read the writing prompt below. Use the next page for your prewriting/planning.
Then write your draft.

Prompt A

Your community is concerned about the lack of structured activities for youth after school and on weekends. The community leaders are planning the construction of a new youth center.

Write an essay to be read by community leaders convincing them what activities should be included at the youth center. Explain how the activities will have a positive influence on the youth.

Your essay should include:

- An introduction, body, and conclusion.
- A clearly stated position.
- Specific, appropriate reasons.
- Persuasive word choice.

Remember to edit for spelling, grammar, punctuation, and capitalization.

Use the prewriting/planning space below for notes, lists, webs, outlines, or anything else that might help you plan your writing.

PREWRITING/PLANNING

[illegible]

Write your draft on the following lines. Look back at the writing prompt and your prewriting/planning as you write your draft.

DRAFT

Writing

DRAFT

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing

FINAL COPY

DIRECTIONS:

Now you are going to revise your draft. Read your draft. Then use the questions in the Writer's Checklist as a guide to make changes to your draft. Check each box if you can answer "yes" to that question.



WRITER'S CHECKLIST

- ☐ Does my paper have a specific audience and a specific purpose?
- ☐ Does my paper contain a strong controlling idea?
- ☐ Does my paper stay on topic?
- ☐ Does my paper include specific and relevant details, reasons, and examples?
- ☐ Does my paper have an effective beginning, middle, and end?
- ☐ Does my paper progress in a logical order, and do my ideas flow smoothly?
- ☐ Does my paper contain words that make it interesting?
- ☐ Does my paper contain sentences that are clear and varied in structure?
- ☐ Does my paper include effective use of paragraphing?
- ☐ Does my paper include correct grammar/usage, punctuation, capitalization, and spelling?

DIRECTIONS:

For each box you did not check, make the change on your draft. Then write your final copy in your Answer Document.



AIMS Reading Released Items Statistics

Item	Item Data							
1								
	Item Number	2019544	Correct Answer	C	p-value	.753	Equated Rasch value	-.0019
	Parent PO	R-P3-PO1			2003 Aligned PO			
	<p>Which statement from the article expresses an opinion?</p> <p>A This fall the school district has pushed back its high school schedule about 75 minutes . . .</p> <p>B . . . there are valid biological reasons why many teens have a difficult time with early-morning wake-up calls.</p> <p>C Forcing teens to bed earlier is no solution.</p> <p>D . . . many teen-agers are physically unable to fall asleep much before 11 p.m.</p>							
2								
	Item Number	2019545	Correct Answer	A	p-value	.81	Equated Rasch value	-.4023
	Parent PO	R-P3-PO2			2003 Aligned PO		RHS-S3C3-PO1	
	<p>What is the main idea of the article, “Teens tired for a reason”?</p> <p>A High school starting time should accommodate teens’ biological clocks.</p> <p>B Teens should go to bed earlier in order to avoid falling asleep in class.</p> <p>C The school day should be shortened to accommodate students’ work schedules.</p> <p>D Melatonin causes teens to fall asleep during their early classes.</p>							
3								
	Item Number	2019546	Correct Answer	D	p-value	.735	Equated Rasch value	.1148
	Parent PO	R-P1-PO1			2003 Aligned PO		RHS-S3C1-PO3	
	<p>What is the effect of the release of melatonin?</p> <p>A It keeps people awake.</p> <p>B It makes people hungry.</p> <p>C It makes people irritable.</p> <p>D It makes people sleepy.</p>							

AIMS Reading Released Items Statistics

Item	Item Data							
4	Item Number	2019547	Correct Answer	C	p-value	.774	Equated Rasch value	-.1393
	Parent PO	R-P3-PO3			2003 Aligned PO			
	What persuasive technique does the author use in the article to support the main idea? A faulty logic B bandwagon C expert evidence D testimonials							
5	Item Number	3016078	Correct Answer	B	p-value	.877	Equated Rasch value	-1.0042
	Parent PO	R-P4-PO3			2003 Aligned PO		RHS-S3C1-PO7	
	Which of these classes would be the MOST valuable for a position as a broadcast technician? A math B electronics C English D history							
6	Item Number	3016077	Correct Answer	C	p-value	.758	Equated Rasch value	-.0324
	Parent PO	R-P1-PO1			2003 Aligned PO		RHS-S3C1-PO3	
	According to the letter, what course work has Mr. Reyes completed to qualify for this position? A Society of Broadcast Engineers certification B Glenwood Cable Company training certification C Tri-County Community College broadcast technology training D KHLM Channel 14 broadcast technology training							

AIMS Reading Released Items Statistics

Item	Item Data							
7	Item Number	3016069	Correct Answer	C	p-value	.795	Equated Rasch value	-.29
	Parent PO	R-P3-PO1			2003 Aligned PO			
	<p>Which of these statements from the letter is a fact?</p> <p>A My teachers and my employer . . . agree that I have the manual dexterity and aptitude for working with . . . equipment . . .</p> <p>B It was a perceptive guidance counselor at Glenwood High who channeled me in that direction . . .</p> <p>C I have just completed two years of training in broadcast technology at Tri-County Community College . . .</p> <p>D Your new student volunteer program is a creative example of the station's belief that local television should be vitally connected . . .</p>							
8	Item Number	3016066	Correct Answer	D	p-value	.712	Equated Rasch value	.2512
	Parent PO	R-P1-PO2			2003 Aligned PO			
	<p>The purpose of the last paragraph of this letter is to —</p> <p>A congratulate the employer</p> <p>B summarize the main points</p> <p>C provide a method of contact</p> <p>D conclude the letter</p>							