



Arkansas
Comprehensive Testing, Assessment
& Accountability Program

Grade 11 Literacy Examination
Released Item Booklet

March 2005 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 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, eleventh-grade students in Arkansas public schools participated in the *Grade 11 Literacy Examination* in March of 2005.

This *Released Item Booklet* for the *Grade 11 Literacy Examination* contains the test items asked of students during the March 2005 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 35 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 *Grade 11 Literacy 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 *Grade 11 Literacy 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 *Grade 11 Literacy 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.

PART II Reading

Released Reading Items with Correct Responses and Rubrics

In a small restaurant in Italy, two girls discover something incredible they have in common. After reading about their experience, answer multiple-choice questions 1 through 8 and open-response question A.

For a copy of the reading passage, “Under Gemini” by Rosamunde Pilcher, please refer to the hard copy version of the Released Item Booklet.

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For a copy of the reading passage, “Under Gemini” by Rosamunde Pilcher, please refer to the hard copy version of the Released Item Booklet.

1. The **main** topic of the passage is
 - A. a waiter’s surprise.
 - B. a reunion of childhood friends.
 - * C. the chance meeting of two sisters.
 - D. the restaurant of an Italian family.
2. In the passage, the word mesmerized means
 - A. unusual.
 - B. surprised.
 - * C. transfixed.
 - D. memorable.
3. The passage is told from the point of view of which character?
 - A. Rose
 - * B. Flora
 - C. Pietro
 - D. Signorina Schuster
4. In what way are Rose and Flora different?
 - A. the color of their hair
 - B. the shape of their hands
 - C. the sound of their voices
 - * D. the quality of their clothing
5. One reason for including Pietro in this passage is that he is needed
 - A. to tell jokes.
 - * B. to show astonishment.
 - C. to serve the girls food in the restaurant.
 - D. to give the reader an insider’s viewpoint.
6. In the passage, the word affront means
 - * A. insult.
 - B. demand.
 - C. problem.
 - D. question.

PART II Reading

7. According to the passage, which of the following statements is true?
- A. Pietro is the owner of the restaurant.
 - B. Rose and Flora are both friends with Pietro.
 - C. Flora has come to the restaurant to meet a friend.
 - * D. Rose and Flora are seeing each other for the first time.

8. This passage is **best** described as
- * A. narrative.
 - B. expository.
 - C. persuasive.
 - D. autobiographical.

PART II Reading

READING OPEN-RESPONSE ITEM A

- A.** Identify two comparisons between Rose and Flora that are made in the passage. Then, explain their connection to the realization that Rose and Flora have at the end. Use specific details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	Student clearly identifies two comparisons between Rose and Flora that are made in the passage and clearly explains their connection to the realization that Rose and Flora make at the end. Student shows insightful interpretation and uses relevant, specific details from the passage for support. Response is well developed and demonstrates a thorough understanding of the item and the passage.
3	Student identifies two comparisons between Rose and Flora that are made in the passage and generally explains their connection to the realization that Rose and Flora make at the end. OR Student identifies one comparison between Rose and Flora that is made in the passage and thoroughly explains its connection to the realization that Rose and Flora make at the end. [In both cases, student uses details from the passage as support; however, minor misinterpretations may be evident. Response is somewhat developed and demonstrates an adequate understanding of the item and the passage.]
2	Student identifies one comparison between Rose and Flora that is made in the passage and gives a limited explanation of its connection to the realization that Rose and Flora make at the end. OR Student clearly identifies two comparisons between Rose and Flora that are made in the passage; however, the explanation of their connection to the realization that Rose and Flora make at the end is vague, missing or incorrect. [In both cases, references to the passage may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the passage.]
1	Student minimally addresses some part of the question. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

PART II Reading

Scientists have only recently discovered detailed information about Neptune. Read this passage about the elusive planet, and then answer multiple-choice questions 9 through 16 and open-response question B.

For a copy of the reading passage, “Mysterious Neptune” by Curtis Rist and Mona Chiang, please refer to the hard copy version of the Released Item Booklet.

RELEASED MATERIALS. MAY BE DUPLICATED.

For a copy of the reading passage, “Mysterious Neptune” by Curtis Rist and Mona Chiang, please refer to the hard copy version of the Released Item Booklet.

9. The **main** topic of this passage is
- A. the diamonds on Neptune.
 - B. the history of the planet Neptune.
 - * C. the many questions about Neptune.
 - D. the difficulty of sending a spacecraft to Neptune.
10. According to the passage, a spacecraft similar to Voyager 2 would take more than twelve years to reach Neptune because it would
- A. have to travel more than 2.6 billion miles.
 - B. need space to load the diamonds found on Neptune.
 - * C. lack the advantage of an unusual alignment of planets.
 - D. need to carry equipment for collecting information about the planet.
11. One way in which Neptune and Earth are alike is that **both**
- A. react to the strong effects of the sun.
 - B. share a similar range of temperature.
 - * C. are subject to storms with high winds.
 - D. are surrounded by thick layers of atmosphere.
12. According to the passage, what is one explanation for Neptune's internal energy?
- A. wind
 - B. lasers
 - C. photons
 - * D. friction
13. Which of these **best** describes the appearance of Neptune?
- A. a mirror in space
 - B. a "gravitational super-highway"
 - * C. a brilliant blue orb with swirling white clouds
 - D. a pudding of molten rock, water, ammonia, and methane
14. To locate information about the pressure in Neptune's outer atmosphere **most** quickly, the reader should scan
- * A. the text box.
 - B. the italicized phrases.
 - C. the closing paragraph.
 - D. the introductory paragraph.

PART II Reading

15. The “sailcraft” described in the passage would rely upon which source of energy?

- * A. the sun
- B. the outer planets
- C. the high winds on Neptune
- D. the radiation balance on Neptune

16. This passage would **best** be described as

- A. narrative.
- * B. expository.
- C. persuasive.
- D. biographical.

PART II Reading

READING OPEN-RESPONSE ITEM B

- B.** Explain why Robin Benedetti insists that “nothing we could build” could bring back diamonds from Neptune. Include at least **two** specific details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	Student clearly explains why Robin Benedetti insists that “nothing we could build” could bring back diamonds from Neptune. Response shows insightful interpretation and includes at least two specific, relevant details from the passage for support. Response is well developed and demonstrates a thorough understanding of the item and passage.
3	Student generally explains why Robin Benedetti insists that “nothing we could build” could bring back diamonds from Neptune. Response includes at least two pieces of relevant information from the passage for support; however, minor misinterpretations may be evident. Response is somewhat developed and demonstrates an adequate understanding of the item and the passage.
2	Student gives limited explanation why Robin Benedetti insists that “nothing we could build” could bring back diamonds from Neptune. References to the passage may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the passage.
1	Student minimally addresses some part of the item using vague or no examples from the passage. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

PART II Reading

Textbooks are so important in classrooms, and yet many students do not know how to use them correctly. After reading about strategies for using a textbook, answer multiple-choice questions 17 through 24 and open-response question D.

For a copy of the reading passage, “Know How to Read a Textbook” by Linda O’Brien, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, “Know How to Read a Textbook” by Linda O’Brien, please refer to the hard copy version of the Released Item Booklet.

17. The passage suggests that one technique for improving reading comprehension is to

- A. make a list of vocabulary words you don't know.
- B. look at all pictures, graphs, and charts only after reading.
- C. scan the glossary in the back of the textbook for unfamiliar words.
- * D. turn each subtitle into a question and watch for the answer as you read.

18. This passage is **best** described as

- A. narrative.
- B. persuasive.
- * C. informative.
- D. biographical.

19. The **main** point made in this passage is that

- A. scanning is an important learning tool.
- B. the Beatles dominated the music industry in the 1960s.
- * C. acquiring reading techniques improves understanding.
- D. textbook authors have done much of the work for their readers.

20. Which of the following is an example of a section heading in the textbook example?

- A. The Beatles
- B. 1) Scan, 2) Read, and 3) Review
- C. *Best Selling Beatles' Albums*
- * D. **The Beatles go their different ways.**

PART II Reading

21. In the passage, the word evaporate means

- A. dry.
- B. dazzle.
- C. distract.
- * D. disappear.

22. According to the passage, scanning is **best** described as

- A. an excellent way to review.
- * B. a framework for information.
- C. summaries of all the major points of a reading.
- D. a brief amount of information in a very short time.

23. In the textbook example, the word synergistic means

- A. simple.
- B. negative.
- C. popular.
- * D. cooperative.

24. The passage suggests that becoming a better reader

- A. takes an extensive amount of time.
- * B. means becoming more active in the process of reading.
- C. requires practicing the process with a wide variety of textbooks.
- D. helps you to complete reading assignments much more quickly.

PART II Reading

READING OPEN-RESPONSE ITEM D

- D.** Identify two features of textbooks intended to help readers learn and retain information. Then, explain how readers can use these features to improve learning and retention. Use specific details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM D

SCORE	DESCRIPTION
4	Student identifies two features of textbooks intended to help readers learn and retain information and clearly explains how readers can use these features to improve learning and retention. Student shows insightful interpretation and uses specific, relevant examples from the passage for support. Response is well developed and demonstrates a thorough understanding of the item and the passage.
3	<p>Student identifies two features of textbooks intended to help readers learn and retain information and generally explains how readers can use these features to improve learning and retention.</p> <p>OR</p> <p>Student identifies one feature of a textbook intended to help readers learn and retain information and thoroughly explains how readers can use this feature to improve learning and retention.</p> <p>[In both cases, response uses relevant examples from the passage for support; however, minor misinterpretations may be evident. Response is somewhat developed and demonstrates an adequate understanding of the item and the passage.]</p>
2	<p>Student identifies one feature of textbooks intended to help readers learn and retain information and generally explains how readers can use this feature to improve learning and retention.</p> <p>OR</p> <p>Student identifies two features of textbooks intended to help readers learn and retain information but the explanation of how readers can use these features to improve learning and retention is missing or vague.</p> <p>[In both cases, references to the passage may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the passage.]</p>
1	Student minimally addresses some part of the item. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

RELEASED MATERIALS. MAY BE DUPLICATED.

PART II Reading

Many people are fascinated with astronomy. Read these poems about two authors' impressions of the night sky, and then answer multiple-choice questions 25 through 32 and open-response question E.

For a copy of the poem, "Considering the Void" by Jimmy Carter, please refer to the hard copy version of the Released Item Booklet.

RELEASED MATERIALS. MAY BE DUPLICATED.

PART II Reading

25. In the poem “Considering the Void,” the word lulling means

- A. shining.
- B. chiming.
- * C. calming.
- D. annoying.

26. In the poem “Considering the Void,” repetition is used in the final line for

- A. rhyme.
- * B. emphasis.
- C. characterization.
- D. personification.

27. The title of the poem, “Considering the Void,” indicates that the narrator

- A. wishes to name the stars.
- * B. thinks about the emptiness of space.
- C. believes that ours is the only galaxy.
- D. wonders how many suns exist in the universe.

For a copy of the poem, “Rhyme of November Stars” by Sara Teasdale,
please refer to the hard copy version of the Released Item Booklet.

28. In the poem “Rhyme of November Stars,” the stars are described as
- * A. moving.
 - B. blazing.
 - C. rhyming.
 - D. watching.
29. In the poem “Rhyme of November Stars,” the lines “Vega, Deneb, white Altair / Shine like crystals in the air” present an example of
- * A. simile.
 - B. conflict.
 - C. metaphor.
 - D. personification.
30. In the poem “Rhyme of November Stars,” the word demesne means
- A. king.
 - B. jewelry.
 - * C. kingdom.
 - D. diamonds.
31. In **both** poems, the attitudes of the narrators toward the sky would **best** be described as one of
- * A. awe.
 - B. fear.
 - C. anger.
 - D. happiness.
32. With which statement would **both** authors **most likely** agree?
- A. Each star in each galaxy has a name.
 - B. November is the ideal time to view the stars.
 - * C. The evening sky above us is a measureless space.
 - D. Looking at the stars is such a relaxing experience.

PART II Reading

READING OPEN-RESPONSE ITEM E

- E. Look at the last line of each poem. Explain a difference or similarity between the endings of each poem. Include details from both poems to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM E

SCORE	DESCRIPTION
4	Student clearly explains a difference or similarity between the endings of the two poems. Student shows insightful interpretation and uses relevant, specific details from both poems for support. Response is well developed and demonstrates a thorough understanding of the item and the poems.
3	Student generally explains a difference or similarity between the endings of the two poems. Student uses relevant information from both poems for support; however, minor misinterpretations may be evident. Response is somewhat developed and demonstrates an adequate understanding of the item and the passage.
2	Student gives a limited explanation of a difference or similarity between the endings of the two poems. References to the poems may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the poems.
1	Student minimally addresses some part of the question. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

PART II Reading

There's often an interesting story behind the name of a town. Read about some of Arkansas's unique town names, and then answer multiple-choice questions 33 through 40 and open-response question F.

For a copy of the reading passage, “Arkansas’s Colorful Names Amuse Some, Intrigue Others” by the Arkansas Department of Parks and Tourism, please refer to the hard copy version of the Released Item Booklet.

RELEASED MATERIALS. MAY BE DUPLICATED.

For a copy of the reading passage, “Arkansas’s Colorful Names Amuse Some, Intrigue Others” by the Arkansas Department of Parks and Tourism, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, “Arkansas’s Colorful Names Amuse Some, Intrigue Others” by the Arkansas Department of Parks and Tourism, please refer to the hard copy version of the Released Item Booklet.

- 33.** The **main** point of the passage is that Arkansas place names
- A. have Dutch settlers' names.
 - B. are unique among the states.
 - * C. have a wide variety of origins.
 - D. should be colorful and amusing.
- 34.** According to the passage, a problem presented by Arkansas having so many towns too small to be recorded on a map is that
- A. thinking of enough names for them is difficult.
 - B. coining names for them has become too popular.
 - * C. losing the history of the names has become a danger.
 - D. using names of local mineral resources has become outdated.
- 35.** This passage is developed through the use of
- A. dialogue.
 - B. graphics.
 - * C. examples.
 - D. arguments.
- 36.** Cotton Plant received its name because
- A. the town stands in the midst of cotton fields.
 - B. the original trading post specialized in selling cotton seeds.
 - * C. the owner of a store accidentally dropped some cotton seeds that sprouted.
 - D. the cotton produced near the town is well known and the cotton products are popular.
- 37.** Texarkana is an example of a
- * A. coined name.
 - B. place named by a radio show.
 - C. combination of the names of two individuals.
 - D. place named in honor of a Native American tribe.
- 38.** According to the passage, three place names unique to Arkansas are
- A. Apt, Ink, and Gid.
 - B. Grit, Noodle, and Remote.
 - * C. Stamps, Lepanto, and DeQueen.
 - D. Poinsett, Hogeye, and Romance.

PART II Reading

39. This passage would **best** be described as

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

40. This passage would **most likely** appear in a

- A. world atlas.
- * B. tourism magazine.
- C. political brochure.
- D. biographical sketchbook.

PART II Reading

READING OPEN-RESPONSE ITEM F

- F. Based on information from the passage, identify two methods used to name towns in Arkansas. Then, explain how these methods relate to the title of the passage. Use specific details from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM F

SCORE	DESCRIPTION
4	Student identifies two specific methods used to name towns in Arkansas and clearly explains how the methods relate to the title of the passage. Student shows insightful interpretation and uses relevant, specific details from the passage as support. Response is well developed and demonstrates a thorough understanding of the item and the passage.
3	Student identifies two methods used to name towns in Arkansas and generally explains how these methods relate to the title of the passage. OR Student identifies one specific method used to name towns in Arkansas and thoroughly explains how it relates to the title of the passage. [In both cases, response includes relevant details from the passage as support; however, minor misinterpretations may be evident. Response is somewhat developed and demonstrates adequate understanding of the item and the passage.]
2	Student identifies two specific methods used to name towns in Arkansas mentioned in the passage; however, the explanation of how they relate to the title is missing or incorrect. OR Student identifies a method used to name towns in Arkansas mentioned in the passage and gives a limited explanation of how it relates to the title. OR Student does not identify any methods used to name towns in Arkansas mentioned in the passage but does clearly explain the title of the passage. [In all cases, references to the passage may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the passage.]
1	Student minimally addresses some part of the item. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

PART II Reading

Sometimes it is difficult to tell if someone is really listening to what you are saying. Read this passage about listening skills, and then answer multiple-choice questions 41 through 48 and open-response question G.

□

For a copy of the reading passage, “Listen for Success” by Georgia Beaverson, please refer to the hard copy version of the Released Item Booklet.

For a copy of the reading passage, “Listen for Success” by Georgia Beaverson, please refer to the hard copy version of the Released Item Booklet.

- 41.** What is the main idea of this passage?
- * A. Listening is an essential life skill.
 - B. Employees need to know how to listen well at work.
 - C. Students need to ask teachers for clear directions on tests.
 - D. To perform well in school, students must listen and read directions.
- 42.** The purpose of the first three paragraphs is to
- A. suggest that poor listening habits are easy to correct.
 - B. explain why listening is essential for getting good grades.
 - C. show that Brad did not study adequately for his math test.
 - * D. describe a typical example of how poor listening can be harmful.
- 43.** In the fourth paragraph, the phrase “*show their work*” is in italics to
- A. identify the title of a book.
 - * B. emphasize a point by the narrator.
 - C. show that these are Brad’s thoughts.
 - D. suggest these words had appeared on the board.
- 44.** The purpose of “The PAR Group” is to
- * A. train people to be better communicators.
 - B. help students become better listeners in high school.
 - C. teach parents how to help their children listen better in school.
 - D. show public school students and teachers how to communicate.
- 45.** According to the passage, during a class speech by a classmate, which is an example of positive body language?
- * A. engaging in eye contact with the speaker
 - B. repeating out loud what the speaker says
 - C. sitting still and thinking about a homework assignment
 - D. observing the other students to see if anyone asks a question
- 46.** If you were in a new city and a person told you confusing directions to find a place, what would the author recommend that you do first?
- A. Confirm the directions by asking a different individual.
 - * B. Verbally restate each part of the directions to the person.
 - C. Write down all the directions you remember, then add your own notes.
 - D. Ask the person to slowly repeat the most complicated parts of the directions.

PART II Reading

- 47.** The purpose of including a checklist with the passage is to
- A. describe problems most listeners have.
 - B. review the important points in the article.
 - C. test how much you learned from the article.
 - * D. determine if you could improve your listening skills.

- 48.** This passage can **best** be described as one which
- A. narrates.
 - * B. persuades.
 - C. entertains.
 - D. investigates.

PART II Reading**READING OPEN-RESPONSE ITEM G**

- G.** Suppose that you were being interviewed for a job. Describe how you would listen during a job interview so that you would give a good impression. Use three examples of good listening skills from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM G

SCORE	DESCRIPTION
4	Student clearly describes the actions of a good listener during a job interview and uses three clear examples of good listening skills from the passage for support. Student shows insightful interpretation. Response is well developed and demonstrates a thorough understanding of the item and the passage.
3	Student generally describes the actions of a good listener during a job interview and uses at least two examples of good listening skills from the passage for support. Response is somewhat developed and demonstrates an adequate understanding of the item and the passage. Minor misinterpretations may be evident.
2	Student gives a limited description of what a listener does during a job interview and uses at least one example of good listening skills from the passage for support. References to the passage may be vague or disconnected. Response lacks development and demonstrates a limited understanding of the item and the passage.
1	Student minimally addresses some part of the item using vague or no examples from the passage. Response may consist entirely of relevant copied text. Understanding is minimal.
0	Response is completely incorrect or irrelevant.
Blank	No response.

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PART II Writing

Writing Released Topics

WRITING TOPIC #1

A state senator has a plan that would require all students to perform one week of community service before they graduate from high school. The community service could be, for example, cleaning up a park, volunteering at a day care center, or tutoring younger students. You decide to write a letter to the senator expressing your opinion about the plan.

Before you begin to write, think about the community service plan. Should students be required to volunteer in the community before they graduate? **Why** do you think the way you do about the plan?

Now write a letter to the senator expressing your opinion about the plan to require community service before graduation. Convince the senator that your opinion is reasonable. Give specific reasons for your opinion and support your reasons with clear examples and evidence.

WRITING TOPIC #2

You have been chosen to participate in a foreign exchange program. You need to write a letter to the director of the foreign exchange program choosing **one** country you would like to visit and explaining why.

Before you begin to write, think about a foreign country you would like to visit. **Why** do you want to visit there?

Now write the letter to the director of the foreign exchange program. Name one country you would like to visit and give specific reasons for your choice. Explain those reasons in enough detail so that the director will approve the foreign country you have chosen.

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 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? <p>4. Look at your handwriting.</p> <ul style="list-style-type: none">— Can others read your handwriting with no trouble? |
|--|--|

Domains and Definitions

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 Framework

The Arkansas English Language Arts Curriculum Framework (1998) – 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.	<ul style="list-style-type: none">1. Read and analyze works from various genres and cultures.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.4. Read and understand different points of view.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 *

Because the reading items were created prior to the adoption of the 2003 revision of the English Language Arts Curriculum Framework, they are correlated to the 1998 framework document.

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	8	2
2	R.1	7	2
3	R.1	4	2
4	R.1	7	2
5	R.1	16	2
6	R.1	7	2
7	R.1	9	2
8	R.1	1	2
A	R.1	16	2
9	R.1	8	3
10	R.1	7	3
11	R.1	16	3
12	R.1	7	3
13	R.1	7	3
14	R.1	15	3
15	R.1	7	3
16	R.1	1	3
B	R.1	3	3
17	R.1	7	4
18	R.1	1	4
19	R.1	8	4
20	R.1	15	4
21	R.1	7	4
22	R.1	7	4
23	R.1	7	4
24	R.1	16	4
D	R.1	16	4

Item	Strand & Content Standard	Expectation	Passage Type
25	R.1	7	2
26	R.1	15	2
27	R.1	15	2
28	R.1	7	2
29	R.1	16	2
30	R.1	7	2
31	R.1	8	2
32	R.1	16	2
E	R.1	16	2
33	R.1	8	3
34	R.1	7	3
35	R.1	15	3
36	R.1	7	3
37	R.1	7	3
38	R.1	7	3
39	R.1	1	3
40	R.1	3	3
F	R.1	16	3
41	R.1	8	4
42	R.1	15	4
43	R.1	15	4
44	R.1	16	4
45	R.1	9	4
46	R.1	16	4
47	R.1	15	4
48	R.1	1	4
G	R.1	9	4

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

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