



Arkansas Comprehensive Testing, Assessment, and Accountability Program

Released Item Booklet

Grade 11 Literacy Examination

March 2010 Administration

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Arkansas Department of Education

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PART I Overview – 2010 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 2010.

This Released Item Booklet for the *Grade 11 Literacy Examination* contains test questions or items that were asked of students during the March 2010 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 2 hours and 45 minutes each day to complete assigned test sessions during the two days of testing in March 2010. 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 essay prompt 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 *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 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 *Arkansas English Language Arts Curriculum Framework—Reading Strand* and *Arkansas 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 English Language Arts Curriculum Framework* 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 English Language Arts Curriculum Framework* to provide models for classroom instruction.

PART I Scoring Student Responses to Grade 11 Literacy Open-Response Items

While multiple-choice items are scored by machine to determine if the student chose the correct answer from four options, responses to open-response items must be scored by trained “readers” using a pre-established set of scoring criteria.

The Arkansas Grade 11 Literacy Rangefinding Committee assisted in the development of the scoring criteria. The committee comprises active Arkansas educators with expertise in English and/or language arts education.

Reader Training

Readers are trained to score only one content area. Qualified readers for Arkansas scoring will be those with a four-year college degree in English, language arts, education, or related fields.

Before readers are allowed to begin assigning scores to any student responses, they go through intensive training. The first step in that training is for the readers to read the writing prompt or the reading passage and its open-response item as it appeared in the test booklet and to respond—just as the student test takers are required to do. This step gives the readers some insight into how the students might have responded. The next step is the readers’ introduction to the scoring rubric. All of the specific requirements of the rubric are explained by the Scoring Director who has been specifically trained to lead the scoring group. Then responses (anchor papers) that illustrate the score points of the rubric are presented to the readers and discussed. The goal of this discussion is for the readers to understand why a particular response (or type of response) receives a particular score. After discussion of the rubric and anchor papers, readers practice scoring sets of responses that have been pre-scored and selected for use as training papers. Detailed discussion of the responses and the scores they receive follows.

After three or four of these practice sets, readers are given “qualifying rounds.” These are additional sets of pre-scored papers, and, in order to qualify, each reader must score in exact agreement on at least 80% of the responses and have no more than 5% non-adjacent agreement on the responses. Readers who do not score within the required rate of agreement are not allowed to score the *Grade 11 Literacy Examination* responses.

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

Scoring Procedures

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

Read this passage. Then answer multiple-choice questions 1 through 8 and open-response question A.

Rest, Renewal of Spa Waters

by Denis Horgan

Hot Springs offers resorts and a raft of recreation options

HOT SPRINGS, Ark. — I could get used to this.

A nice private soaking in very warm water. Hot mineral water to drink. A “sitz” bath or steam cabinet to rubber up the lower trunk. Hot packs. Vast, embracing towels. A needle shower. A full-body Swedish massage. Then, in pure and total relaxation, absolutely nothing to do but sit like a lump in total peace.

I could get used to this.

4 Sampling the spa experience in Hot Springs is purely a research element of the assignment, of course. A hands-on bit of reporting, where the hands on the reporter are someone else’s. Where the warmth and relaxation and general ease of mind are all in the line of duty.

Or simply nice.

Hot Springs has attracted visitors to the waters for centuries. The hot springs of Hot Springs work their warm way up from under the Ozarks through the Ouachita Valley and are believed by many to be therapeutic, healthful, uplifting and healing. The science behind that is uneven, but the experience is unrelentingly pleasant.

7 And—compared with the spa game in the thin air of more elegant and posh circles of aromatherapy pampering and seaweed wraps—it is quite inexpensive. The entire top-drawer package for spa treatment and massage at the historic Buckstaff Baths on wonderful old Central Avenue is only \$51. Prices vary at the Arlington Resort Hotel and Spa or the Majestic Hotel and others, but you need not spend an arm and a leg getting your limbs in order.

8 The hot springs, at 143 degrees, are a little too hot for most humans, so the water is cooled to a mere 100, a swampy temperature made equal in and out by the drinking of the heated mineral water. Attendants attend to one’s every step, women in one place, men in another.

Hot Springs is coming back from a long decline when the idea of soaking away your cares and woes fell out of favor to much more boring treatments full of science, technology, skill and knowledge and other frivolous diversions likely to get in the way of being pampered. But for decades Bathhouse Row on Central Avenue was a magnet for so many looking to get away from it all in the great beauty of the rural South. Bathhouse Row, which is being rehabilitated with a combination of federal and commercial funding, consists of eight striking facilities built between 1911 and 1923.

The Buckstaff is the only one of the original steam parlors in operation now, but the other buildings have been rehabbed and the hope is that they will open soon as commercial facilities in support of the city’s historic and recreational spine. The Ozark, the Fordyce, the Quapaw, etc., are ready to go. And though there’s no guarantee they will reopen as spas, no one has turned off the water.

Similarly, there are spa treatments to be had at a dozen locales in the region’s resorts and hotels.

Hot Springs receded as a resort center during the Depression, but new energy has returned to the region, an hour’s easy drive from Little Rock to the east. The Central Avenue Historic District of restored buildings and shops dates from the late

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1800s and early 1900s and now is alive with galleries, coffeehouses, restaurants and shops.

There's a lot more than comfortable, wonderful, pleasant, invigorating, rub-a-dubs to bring you here—if you needed more.

The city has hosted the internationally renowned Hot Springs Documentary Film Festival since 1992. The October event brings together film buffs, historians, artists and the curious by the thousands to view scores of top-notch documentaries prepared for movie houses and television.

There is dance and theater, fine restaurants and art galleries on nearly every corner. And there's also the Hot Springs International Corned Beef Eating Championship in January, the First Ever Third Annual World's Shortest St. Patrick's Day Parade in March, the August South Hot Springs Lions Gun & Knife Show, the Miss Arkansas pageants and much more.

Hot Springs, boyhood home to President Bill Clinton, is more even than hot springs, films and corned beef, though.

The Hot Springs region is actually a national park, the oldest—and smallest—of the expanses of the National Park System. The park status was conferred in 1832, the first federally protected reservation in the nation's history.

The park originally was established to protect the waters of the thermal-springs system, believed more then than now to be helpful in treating rheumatism and other illnesses. The 800,000 gallons of hot water that flows out of the springs each day is regulated by the federal government. Most of the springs are capped to prevent pollution or contamination.

The region, accordingly, is shielded from development and, thus protected, is a treasure to recreationists, campers and folks loving the mountainy outdoors. The huge Hot Springs Mountain Tower looms 216 feet above the 1,000-foot mountain, offering a great view of the city and region in every direction.

(You can walk to the tower and up the tower, and many people do; but for those with all of their marbles, the roads up the mountain are just fine and the elevators will do the trick.)

A 26-mile network of hiking trails winds through the hills and forests around Hot Springs. At city's edge, The Promenade skirts the hills just above Bathhouse Row, offering a shaded

perspective of the town—from the mighty Arlington Resort and Spa at one end to the historic Rehabilitation Center looming over the Buckstaff and other sites at the other.

The Rehabilitation Center is the first permanent military hospital in the country, instituted in 1887. The present building was opened in 1933. Shopping, antiques stores and galleries of all sorts are sprinkled through the city's major and minor thoroughfares.

Beyond, the trees and hills begin immediately and stretch out beyond the lumpy horizon. The region is rich in camping and outdoor recreation opportunities, golf courses, horse racing, water parks, music, zoos and other diversions—including the Arkansas Alligator Farm and Petting Zoo (the petting is of lambs and llamas not, Captain Hook forbid, of the alligators).

In the Diamond Lakes Region of the Ouachita Mountains, visitors fish, look for crystals, hunt, hike, camp and swim. The springs flow through the region but dabbling in them is legally discouraged for fear of spreading germs that might thrive in the heated waters.

Bill Clinton, born in Hope, grew up here, although they don't make so big a deal of it as there is in nearby Little Rock, where the presidential library recently opened.

It was from Hot Springs High School that Clinton was a delegate to Boys State and was Arkansas' delegate to Boys Nation. While attending Boys Nation in Washington, Clinton famously shook hands with President Kennedy.

27 Among the more prominent attractions, besides the bathhouses, are the Arlington Resort, an enormous winged hotel separating the town from the wilderness; the Pancake Shop on Central Avenue, a no-frills but totally wonderful place to start the day with a large breakfast for peanuts; the Garvan Woodlawn Gardens, a 210-acre botanical reserve noted for its orchids, daffodils and woodlands; McClard's Bar-B-Q on Albert Pike, noted for its spareribs and for being Clinton's favorite eatery in town.

And so, bloated from pancakes and ribs, it seems only wise to head off to the spas for a nice, long steaming-up and rubdown. It's part of the history of the place, and we are so reverential of history, right?

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1. To which question does the passage devote the **most** attention?
 - A. What makes a mineral spring hot?
 - *B. Why spend one’s vacation in Hot Springs?
 - C. What can one expect when visiting a steam parlor?
 - D. Why do documentary filmmakers visit Hot Springs?

2. What word **best** describes the tone of paragraph 4?
 - A. argumentative
 - B. paradoxical
 - *C. humorous
 - D. serious

3. References in the passage suggest that the author is **most** comfortable discussing which subjects?
 - *A. regional history and geology
 - B. social theory and economics
 - C. modern artists and literature
 - D. outdoor sports and athletics

4. What does “in the thin air of more elegant and posh circles” mainly suggest in paragraph 7?
 - A. Spas are not for everyone.
 - B. Hot Springs is located at a high altitude.
 - C. Originally, the rich and famous favored Bath House Row.
 - *D. Spas in other areas of the country are more fashionable and expensive.

5. What word **best** describes paragraph 8?
 - *A. descriptive
 - B. persuasive
 - C. dramatic
 - D. narrative

6. What literary device does the author use when he writes, “Then, in pure and total relaxation, absolutely nothing to do but sit like a lump in total peace”?
 - A. personification
 - B. alliteration
 - C. metaphor
 - *D. simile

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7. What is the meaning of peanuts in paragraph 27?

- *A. little money
- B. big appetites
- C. a small snack
- D. equal exchange

8. When evaluating the credibility of the passage, one would pay the **most** attention to which feature?

- A. the fame of its author
- B. the morality of its subject
- C. the genuineness of its humor
- *D. the quality of its information

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READING OPEN-RESPONSE ITEM A

- A. Hot Springs appeals to visitors with diverse ideas about recreation. Describe two sources of the area’s appeal. Provide a detail or example from the passage to support each source’s description.

RUBRIC FOR READING OPEN-RESPONSE ITEM A

SCORE	DESCRIPTION
4	The response describes two sources of Hot Springs’ appeal and provides a detail or example from the passage to support each description.
3	The response describes two sources of Hot Springs’ appeal and provides a detail or example from the passage to support one description.
2	The response describes two sources of Hot Springs’ appeal. OR The response describes one source of Hot Springs’ appeal and provides one detail or example from the passage to support the description.
1	The response describes one source of Hot Springs’ appeal.
0	The response is 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.)

Read this passage. Then answer multiple-choice questions 9 through 16 and open-response question B.

The Terrible Big Wind in Abilene

by William B. McMorris

You would not believe the stories some people tell about the Big Wind in Abilene. Most of those tales are no better than lies. It seems some folks just cannot talk about that wind without stretching the truth all out of shape. It is to save the truth from any more misery that I will set the story down myself. Every word will be just the way the story was told to me.

May I kiss a pig if that is not so.

Before you can understand the story of The Big Wind, you must know something about prairie winds. Such winds can be so fierce they can blow the hair right off your head if you do not keep your hat on.

If you need proof, just go to Hastings, Neb. One time 80 or maybe 110 years ago, when Hastings was real small, a new preacher and his wife came to visit a church there. After the service, folks lined up outside the church to shake the preacher's hand and say "howdy" to his wife.

The men of Hastings, being very polite, took their hats off out of respect. Just about then a really mean wind came puffing and snorting out of the west and snatched those men bald-headed.

The town has grown some since that time, but if you went there this very day, you would still find bald men on almost every block.

May I kiss a muddy gopher if it is not so.

But the wind in Hastings was just a breeze compared to The Big Wind in Abilene.

Even the wind that blew up outside Pratt, Kan., in 1919 or maybe 1897 was not as strong as The Big Wind in Abilene.

Even so, the Kansas wind had some zip to it. Just ask the Santa Fe Railroad men. They might tell you about the engineer who tried to haul a batch of empty cars from Wichita to the grain silos in Pratt.

11 The train was 20 or maybe 60 miles down the track when the wind sprang up pretty brisk. For a while the engineer could keep going into the wind just by adding throttle. But after a while the throttle was wide open and the train just could not move at all.

The engineer knew he would have to back up to Wichita to get more engines to help him get down the track. He eased off on the throttle a little bit.

Sure enough, the wind began to blow the train backward. Pretty soon the wind blew the train backward so fast the engineer had to slam on the brakes as hard as he could to keep from sliding right through town.

By the time the train reached Wichita, its wheels were worn flat on the bottom from skidding along the track. Every wheel had to be taken off and new ones put on.

This is surely a story that some people would not believe, but there is proof it is true.

Some of the big pile of flat wheels that came off that train got mixed up with good wheels in the repair yard. Those flat wheels were put on other boxcars that soon traveled all over the country. To this day, every time you hear a freight train go by,

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you can hear the sound of one of those flat wheels clanking along.

May I kiss a mean mule if it is not so.

Now for the truth about The Big Wind that came whooping and hollering down on Abilene, Tex., one spring precisely at noon in April in 1921 or maybe 1934.

People in Abilene are used to wind. They think nothing about a breeze that makes the barbed wire whistle so high that all the dogs in town get to howling.

In Abilene the swings on the playground often blow right out straight, and little kids get stuck up in the air on them. They have to wait until the big kids on Swing Patrol come around with hooks to pull them down.

It's not until people have to go out and tie down the cows' horns and tails to big stakes in the ground that anybody notices the wind. Maybe somebody tying down a cow will say to somebody else, "Wind's coming up."

Now precisely at noon that day in Abilene, everybody knew that a strong wind was blowing. The stakes on the cows began to pull out of the ground, and those critters went flying overhead like eastbound ducks on their way to the Brazos River.

Folks in Abilene were not too worried. They knew a lot of those cows would end up in the cow net over in Fort Worth.

You may have heard of the nets strung up outside the Fort Worth stock pens in those days to catch windblown cattle. The nets stretched so high and wide they had to be lowered each day to let the mail planes through, but that is another story.

So most of the ranchers had a meeting to decide who would go to Fort Worth and get the cattle out of the cow nets and who would round up the strays that landed in between.

Then they pulled their hats down tight around their ears and headed home. They all made it all right, all except for one poor newcomer who knew very little about the prairie wind. He forgot to jam his hat on tight, and he got no more than one step out the door before, zip, there went his hair. And when he opened his mouth to yell, zip, there went his teeth.

Now that's hard to believe, but it was even worse than it sounds. The Big Wind did not just get that man's hat, hair and teeth. It also blew the hats, hair and teeth out of that family for many years to come.

To this very day, every baby in that family is born hatless, bald and toothless.

May I kiss a chicken on the lips if it is not so.

Then The Big Wind really began to blow. It blew all that night. People could not sleep because the cattle kept bellowing as they blew past overhead. When folks began to go out to do their chores around the farms and ranches the next morning, they were so tired that even their shadows were sleepy. Those shadows, long and wavy the way shadows are in the early morning, were not holding onto their people very tight.

Then something really surprising happened.

Zip, zip, zip. There those shadows went, flying on the wind, clear out of sight. Still the wind blew until, by 11 o'clock that morning, not a single shadow was left in town. What is more, all the reflections blew off the windows on Main Street.

With the shadows gone, everything looked kind of flat and funny. People tripped over steps and curbs because there were no shadows to help them see where one step started and the other left off.

For days people moped around looking flat-faced and flat-shaped. Dogs wandered with their tongues hanging out. Nowhere in town could they find a single cool spot of shade. The Big Wind had taken it all.

Not until the first of May did the people of Abilene find out what had happened to their shadows. That was when they got an airmail letter from the mayor of Nashville, Tenn., almost 800 miles downwind from Abilene.

The people in Nashville had just started to enjoy a warm, sunny April day, the mayor's letter said. Then it started to get dim and gloomy. That was because all the Abilene shadows began to settle on the town. The Big Wind had dropped them there when it finally puffed itself out.

By noon it was so dark the people in Nashville had to get flashlights and candles to find their own

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shadows among all those that had fallen out of the sky. “Please rescue us from these shadows,” the mayor of Nashville wrote.

The people in Abilene had a meeting. They sent a check to Nashville on the airmail plane that went skimming over the top of the cow nets in Fort Worth. The check was to pay for stamps.

People in Nashville could use the stamps to mail the shadows back to Abilene.

And that is what they did.

Four hundred volunteers worked for two weeks packing boxes, stuffing envelopes and sealing crates full of shadows until at last every single one was back home in Abilene.

How did people in Nashville know the shadows came from Abilene?

I wondered the same thing when I first heard this story.

The answer is very simple. A smart young girl named Susan or maybe Patricia figured it out.

Remember how I told you The Big Wind blew the reflections off all the windows on Main Street? Well one of those windows faced the Abilene, Tex., Post Office.

This smart young girl in Nashville found the reflection lying all wrinkled under a pile of shadows of children stuck on playground swings. She took the reflection home and ironed it smooth. Then she read the writing on it.

The writing in the reflection was backward, of course, but that did not bother this girl. She held the reflection up to a mirror and there were the words all spelled out: ABILENE, TEXAS, POST OFFICE. Then she told the mayor what she had found.

If she had not done this, Nashville would still be burning lights day and night. People in Abilene would still be looking for their shadows. Dogs would be miserable. None of the reflections would be in the windows on Main Street.

Now that is the story of The Big Wind in Abilene, just the way it was told to me. You can see for yourself if it is true. If you ever go to Abilene, be sure to go down Main Street. Look in a certain store window. There you will see the reflection of the post office to this very day.

May I kiss a 10-pound toad if it is not so.

9. Which statement **best** describes the anecdotes about the wind?

- *A. Each one is more extreme or outlandish than the last.
- B. People became more terrified each time the wind came.
- C. The first stories are based on truth, but later ones are simply lies.
- D. At first the wind was just a mild breeze, but at the end it was a gale.

10. Which statement includes the **most** vivid imagery?

- A. “People in Nashville could use the stamps to mail the shadows back to Abilene.”
- B. “They all made it all right, all except for one poor newcomer who knew very little about the prairie wind.”
- *C. “In Abilene the swings on the playground often blow right out straight, and little kids get stuck up in the air on them.”
- D. “That was when they got an airmail letter from the mayor of Nashville, Tenn., almost 800 miles downwind from Abilene.”

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11. What is an effect of addressing the reader in second person?
- A. It shows that the narrator is omniscient.
 - *B. It creates a conversational, personal tone.
 - C. It presents a formal, factual writing style.
 - D. It allows the writer to narrate with authority.
12. What is the meaning of sprang up in paragraph 11?
- *A. started suddenly
 - B. leaped forward
 - C. grew stronger
 - D. got colder
13. Which sentence **best** summarizes the passage?
- A. Windblown cattle ended up in the cow net outside Fort Worth.
 - B. A new preacher and his wife came to visit a church in Hastings, Nebraska.
 - *C. A strong wind blew shadows from Abilene, Texas, to Nashville, Tennessee.
 - D. Train wheels were worn flat on the bottom from skidding along the track in Kansas.
14. “The stakes on the cows began to pull out of the ground, and those critters went flying overhead like eastbound ducks on their way to the Brazos River” is an example of which literary device?
- A. alliteration
 - B. inversion
 - C. metaphor
 - *D. simile
15. Which detail is included to confirm that the author’s story of The Big Wind is true?
- A. the wind outside Pratt, Kansas
 - *B. the reflection of the Abilene, Texas, post office
 - C. the letter from the mayor of Nashville, Tennessee
 - D. the swings blowing out straight with little kids in them
16. Which is the **best** strategy to show the similarities and differences in the winds?
- A. taking notes
 - B. listing questions
 - C. making an outline
 - *D. creating a Venn diagram

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READING OPEN-RESPONSE ITEM B

- B.** State one reason the author might have had for writing the passage. How does he accomplish his purpose? Provide two details or examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM B

SCORE	DESCRIPTION
4	The response states one reason the author might have had for writing the passage, explains how he accomplishes his purpose, and provides two details or examples from the passage to support the response.
3	<p>The response states one reason the author might have had for writing the passage, explains how he accomplishes his purpose, and provides one detail or example from the passage to support the response.</p> <p align="center">OR</p> <p>The response states one reason the author might have had for writing the passage and provides two details or examples from the passage to support the response.</p> <p align="center">OR</p> <p>The response explains how he accomplishes his purpose and provides two details or examples from the passage to support the response.</p>
2	<p>The response states one reason the author might have had for writing the passage and explains how he accomplishes his purpose.</p> <p align="center">OR</p> <p>The response states one reason the author might have had for writing the passage and provides one detail or example from the passage to support the response.</p> <p align="center">OR</p> <p>The response explains how he accomplishes his purpose and provides one detail or example from the passage to support the response.</p>
1	<p>The response states one reason the author might have had for writing the passage.</p> <p align="center">OR</p> <p>The response explains how he accomplishes his purpose.</p>
0	The response is 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.)

Read this passage. Then answer multiple-choice questions 17 through 24 and open-response question C.

Genius Characters

by Jonathan Hancock

Even the most powerful computer in the world can't be a genius, because it has no character. It can remember and calculate quickly and accurately and handle huge amounts of information—but it can't think about the information the same way we can. It has no feelings, no opinions, and no moments of madness.

Investigate the great human geniuses and you'll see that they all have special aspects of their character, qualities that allowed them to go beyond what's already been achieved. Their lives hold many of the secrets of putting great ideas into practice. Learn from their examples to boost your own chances of becoming a genius.

Have Fun

Leonardo da Vinci was well known for his jokes and funny stories. Galileo had a busy social life and was also a great jokester. Bill Gates, the genius behind software giant Microsoft, has been described as a “perpetual teenager.” He has said that one of his favorite hobbies was playing with earth-moving equipment on building sites.

Be Inquisitive

Geniuses spend their lives asking questions about the world around them.

Leonardo da Vinci filled many notebooks with his explorations. Here's a snippet:

I roamed the countryside searching for answers to things I did not understand. Why shells existed on the tops of mountains . . . why the thunder lasts a longer time than that which causes it . . . how the various circles of water form around the spot which has been struck by a stone . . . why a bird sustains itself in the air . . .

The typical genius questions are “why?” and “how?”

Be Brave

Geniuses simply aren't afraid of making mistakes. Orville and Wilbur Wright crashed several times and ruined many airplanes before they finally got off the ground. Thomas Edison failed thousands of times before he managed to turn electricity into light. He told his friends that, because he knew so many ways that didn't work, he was much closer than any other inventor to finding the right answer.

8 Geniuses must also be prepared to make waves and face opposition in society. New ideas can seem strange and even frightening to others, and great thinkers are often described as disruptive and rebellious.

Keep Trying

Thomas Edison once said that genius was “1 percent inspiration and 99 percent perspiration.”

To become a genius, you must be prepared to work long and hard, often in the face of great obstacles.

Be Inspired

The answers you're looking for might be close by—you just have to know where to look.

Leonardo da Vinci wandered through the countryside looking at nature, and many other great thinkers have found their inspiration outside, too. Travel is another good source of inspiration. Mozart picked up many good musical ideas during his travels. While still in his teens, Albert Einstein persuaded his parents to let him tour the large cities of Italy. He came back with some exciting ideas.

Tips to help you be inspired:

- Spend time in nature, looking at the way animals and plants behave.
- Take every opportunity you get to travel, both in this country and abroad.
- Start a scrapbook and fill it with photographs, leaves, newspaper cuttings, tickets—everything that reminds you of your most interesting experiences.

Stay Fit

There's an ancient saying, *mens sana in corpore sano*, which means "a healthy mind in a healthy body." It's very important for you to feel good and for your body to be operating at its best, so that your mind can also function powerfully.

As well as being a genius philosopher, poet, and statesman, Sophocles was a champion athlete who won many trophies.

Top mathematician Ronald Graham is an expert trampolinist, bowler, and tennis player. Leonardo da Vinci was famous for his strength, agility, and ability as a horseman. Inventor and World Chess Champion Garry Kasparov spends as much time training his body—running, swimming, and lifting weights—as he does his incredible brain.

Tips for Keeping Fit

Aerobic exercise: Your brain makes up only 2 percent of your body weight, but it uses an amazing 20 percent of the oxygen you breathe in. It's crucial that your brain be supplied with plenty of oxygen. Swimming, fast walking, running, soccer, tennis, and other sports improve what's called your aerobic fitness—your ability to take in oxygen. Exercise can double your aerobic fitness.

Strength: Garry Kasparov has said that the stronger he feels, the stronger he thinks. Boosting your physical strength makes you feel more positive and improves your persistence and stamina. Under careful supervision, you can use weights or practice field sports like the javelin and discus to improve your strength. Leonardo da Vinci was said to be able to bend horseshoes with his bare hands!

Flexibility: Da Vinci was described as graceful and poised. He had studied the way the human body works, and he made sure that his worked without strain. If you've ever pulled a muscle or strained some part of your body, you know how much mental energy this takes away. To have free, creative thoughts it's important to feel limber and relaxed.

Before sitting down to work or think, spend a few minutes loosening up. Slowly roll your head clockwise and counterclockwise. Shake your arms and legs. Carefully bend down to touch your toes, then stretch your arms up toward the ceiling. Do this a few times before you get started, and again every so often while you're hard at work.

Balance: Gymnastics, rollerblading, and skateboarding are all excellent ways of improving your balance. Check your balance now by standing on one leg. How long can you stand like that without falling over? Da Vinci's body was under his control just as completely as his mind.

Diet: Your diet must also be properly balanced. Make sure you supply your brain with all the nutrients it needs to work well. Eat a diet low in fats and sugar and rich in fresh fruits and vegetables, and drink plenty of water. Never eat so much that you feel full and tired, but be sure to keep up your energy levels throughout the day. Savor the food you eat—how it looks and smells as well as tastes—and make every mealtime an inspiring, relaxing, refueling event.

Don't Worry

You're wrong if you think geniuses are all perfect, well-rounded individuals who are good at everything. Many had to contend with major problems. Geniuses are just very good at overcoming obstacles. Think of it this way: a genius is not someone who is perfect, but someone who constantly strives to make the world—and him or herself—better.

Physicist Stephen Hawking is virtually paralyzed, moves around in a wheelchair, and speaks only with the help of a computer. He wrote one of the most successful books ever and continues to lead the world to new levels of understanding. Edison and Beethoven both lost their hearing, and Alexander the Great and Julius Caesar both had epilepsy—yet they all achieved greatness.

Math genius Paul Erdos was extremely absent-minded and messy. Archimedes was said to be so forgetful that he often missed meals. When super-intelligent people have something important on their minds, they are often unaware of their surroundings.

Einstein had a particularly disorganized mind and a chaotic workroom. Nobody was allowed to dust or clean up, and it looked like a complete mess—that is, to everyone except Einstein, who insisted he knew where everything was. In his daily life, however, he was often very forgetful.

27 As we've already seen, Einstein was also bad at math. In fact, many of the great geniuses failed at particular subjects. It's not surprising that many great thinkers were dismissed as failures by their teachers. Charles Darwin got very bad reports at school, but went on to discover amazing things about life on Earth.

No matter how many obstacles they have to get around, truly great geniuses will always make it. It's in their character to succeed.

17. How did the author organize the passage in order to encourage the reader to try to be a genius?
- *A. Qualities observed in geniuses are used as headings.
 - B. Bullets are used to list "Tips to help you be inspired."
 - C. Geniuses are mentioned chronologically from past to present.
 - D. The information is ordered from least important to most important.

18. What is the meaning of disruptive in paragraph 8?
- A. lazy
 - B. creative
 - *C. causing trouble
 - D. thinking deeply

PART II Released Reading Items – 2010 Grade 11 Literacy

19. What does the author **most** likely mean by the phrase make waves in paragraph 8?
- A. have curly hair
 - B. greet pleasantly
 - C. splash in puddles
 - *D. upset some people
20. Which statement **best** summarizes the section “Tips for Keeping Fit”?
- A. Keeping fit requires swimming, fast walking, running, soccer, tennis, and other sports.
 - *B. Keeping fit includes exercise for taking in oxygen, exercise for muscles, and an awareness of how and what one eats.
 - C. Keeping fit includes Leonardo da Vinci’s methods of staying strong, being graceful and poised, and controlling the body.
 - D. Keeping fit requires knowing facts about the body, such as the fact that the brain uses 20 percent of the oxygen breathed in.
21. Which is a main idea of the passage?
- A. Many athletes are also geniuses.
 - B. Being forgetful is a sign of genius.
 - C. A genius has little time for recreation.
 - *D. Anyone can follow geniuses’ examples.
22. Which factor does the author seem to think is **most** important to becoming a genius?
- A. inspiration
 - B. perfection
 - *C. character
 - D. exercise
23. Which sentence **best** describes the geniuses mentioned in the passage?
- *A. They have positive attitudes, are curious, embrace healthy lifestyles, and are sometimes forgetful and disorganized.
 - B. They are avid competitors, physically powerful as well as fast and agile, and conscious of nutritious eating habits.
 - C. They are reluctant underdogs, inspired by nature, and excellent students.
 - D. They are jokesters, perpetual teenagers, musicians, and statesmen.
24. The word dismissed from paragraph 27 suggests which idea?
- A. Teachers sent these students home.
 - *B. Teachers did not consider these students geniuses.
 - C. Teachers stopped these students from becoming failures.
 - D. Teachers did not miss these students when they were absent from class.

PART II Released Reading Items – 2010 Grade 11 Literacy

READING OPEN-RESPONSE ITEM C

- C. Name the quality from the passage that you think is **least** important to becoming a genius. Why is this quality less important than the others? Provide two examples from the passage to support your response.

RUBRIC FOR READING OPEN-RESPONSE ITEM C

SCORE	DESCRIPTION
4	The response names the quality from the passage that is least important to becoming a genius, tells why this quality is less important than the others, and provides two examples from the passage to support the response.
3	<p>The response names the quality from the passage that is least important to becoming a genius, tells why this quality is less important than the others, and provides one example from the passage to support the response.</p> <p align="center">OR</p> <p>The response names the quality from the passage that is least important to becoming a genius and provides two examples from the passage to support the response.</p>
2	<p>The response names the quality from the passage that is least important to becoming a genius and tells why this quality is less important than the others.</p> <p align="center">OR</p> <p>The response names the quality from the passage that is least important to becoming a genius and provides one example from the passage to support the response.</p>
1	The response names the quality from the passage that is least important to becoming a genius.
0	The response is 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.)

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PART II Released Writing Prompt – 2010 Grade 11 Literacy

PROMPT

To help you look for a job, your school counselor suggested that you write a description of the skills that would help you to be successful in a job.

Before you begin to write, think about the skills that would be helpful in a job. What are those skills? How would those skills help you?

Now write about the skills that will help you be successful in a job. Give enough detail so that your school counselor will understand.

WRITER'S CHECKLIST

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

Domain Scoring Rubric

Content (C)

The Content domain includes the focusing, structuring, and elaborating that a writer does to construct an effective message for a reader. It is the creation of a product, the building of a 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.

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.

Nonscoreable 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 nonscoreable and that entry will receive a score of “0.”

PART II Released Writing Items – 2010 Grade 11 Literacy

1. Which sentence is **most** likely to appear in a novel?

- A. I am rain, I am fire, it is the elements I desire.
- B. Janet Garwood was born on August 25, 1951, in the little town of Parkdale, Arkansas.
- C. The average daily high temperature in July in Death Valley, California, is 114 degrees Fahrenheit.
- *D. Something—perhaps a subconscious internal clock—nudged Alfred awake just in time for him to realize he was about to be late for school.

2. In which sentence are all the words spelled **correctly**?

- A. People who move from one area to another are known as emmigrants.
- *B. Many fairy tales have characters that represent evil.
- C. Most students are involved in alot of activities.
- D. Please try not to give too much advise.

3. Judging from the titles, which is **most** likely a cause-and-effect essay?

- A. “The Best American President”
- B. “Rebuilding a Generator”
- *C. “Why is the Sky Blue?”
- D. “The Amish Tradition”

4. Meng sat at her desk, trying to concentrate on her math homework. Her mother and brother were already asleep. She wound a lock of long, brown-black hair around her finger. She stifled a yawn, took off her glasses and rubbed her dark eyes. Meng gazed longingly at her bed, and then turned back to her assignment, willing it to complete itself so she could get some sleep.

The paragraph above **best** demonstrates which literary technique?

- A. irony
- B. satire
- C. personification
- *D. characterization

PART II Released Writing Items – 2010 Grade 11 Literacy

5. Beth was hungry. She had skipped lunch. She needed a snack before practice.

Which combination creates the **most** fluent sentence?

- *A. Because Beth had skipped lunch, she was hungry and needed a snack before practice.
- B. After Beth skipped lunch and was hungry, she had practice, and because of that she needed a snack.
- C. Before practice, a snack was needed by Beth because she had skipped lunch, which made her hungry.
- D. Because lunch was skipped, Beth was in need of a snack before practice to account for the fact that she was hungry.

6. Which is true of **most** formal letters?

- A. They include graphs.
- *B. They use a standard format.
- C. They include numerous details.
- D. They are a form of creative writing.

7. Which sentence is **correct**?

- *A. Most of the children have their coats.
- B. Both of my brothers has taken French.
- C. All of the juniors has to park in the lot.
- D. Some of the cafeteria have been painted.

8. For a descriptive writing assignment about a place of natural beauty, which would be the **most** effective prewriting activity?

- A. debating
- *B. observing
- C. taking a survey
- D. conducting an experiment

PART III Item Correlation with Curriculum Framework – 2010 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"> 2. Analyze style and diction to determine author's purpose. 3. Explain the use of appropriate strategies to support active reading and engagement. 4. Analyze how works of a given period reflect author's background, historical events, and cultural influences. 5. Draw inferences from a complete selection (including conclusions, generalizations, and predictions) and support them with text evidence. 6. Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components. 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). 10. Analyze and defend a position using concepts gained from reading. 11. Analyze and compare the author's use of figures of speech and sound devices. 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 Text: Students shall read, examine, and respond to a wide range of texts for a variety of purposes.</p>	<ol style="list-style-type: none"> 2. Interpret and use information in practical, informational, and technical texts to: <ul style="list-style-type: none"> • follow instructions to perform specific tasks, answer questions, or solve problems; • identify the main ideas and determine the essential elements that support the main ideas; • summarize the texts and explain the relationship of visual components to the texts; • distinguish between a summary and a critique; • interpret and use information in maps, charts, graphs, timelines, tables, and diagrams; • identify interrelationships between and among ideas and concepts within a text; • evaluate information from multiple sources; • draw conclusions based on evidence from texts; • analyze the ways in which a text's organizational structure supports or confounds its meaning or purpose; • recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text, and explain their effect on the reader; • evaluate information and technical texts for their clarity, simplicity, and coherence, and for the appropriateness of their graphics and visual appeal. 13. Describe the dramatic conventions or devices used by playwrights to present ideas. 14. Analyze an author's use of dramatic conventions. 22. Analyze the impact of diction, imagery, style, and figurative language on tone, mood, and theme using literary terminology. 23. Analyze literary elements such as setting, plot, theme, characterization, and narration in a work.
<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 items in the 2010 *Grade 11 Literacy Examination*.

PART III Item Correlation with Curriculum Framework – 2010 Grade 11 Literacy

Released Items for Reading*

Item	Content Strand	Student Learning Expectation	Passage Type
1	09	06	Content
2	09	02	Content
3	09	04	Content
4	09	07	Content
5	09	02	Content
6	09	11	Content
7	11	01	Content
8	10	02	Content
A	10	02	Content
9	09	07	Literary
10	10	22	Literary
11	09	08	Literary
12	11	01	Literary
13	09	06	Literary
14	09	11	Literary
15	09	12	Literary
16	09	03	Literary
B	09	02	Literary
17	10	02	Practical
18	11	02	Practical
19	09	11	Practical
20	09	06	Practical
21	10	02	Practical
22	09	05	Practical
23	09	06	Practical
24	11	04	Practical
C	09	10	Practical

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

Non-Released Items for Reading*

Item	Strand	Student Learning Expectation	Passage Type
1	10	14	Literary
2	09	02	Literary
3	09	05	Literary
4	10	23	Literary
5	09	06	Literary
6	09	02	Literary
7	11	02	Literary
8	10	13	Literary
A	10	13	Literary
9	10	02	Practical
10	09	02	Practical
11	11	02	Practical
12	09	07	Practical
13	10	02	Practical
14	09	11	Practical
15	09	02	Practical
16	11	04	Practical
B	09	02	Practical
17	09	06	Content
18	11	02	Content
19	09	10	Content
20	10	22	Content
21	11	01	Content
22	09	02	Content
23	09	12	Content
24	10	02	Content
C	09	12	Content

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

PART III Item Correlation with Curriculum Framework – 2010 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>	<ol style="list-style-type: none"> 1. Apply appropriate prewriting strategies to address purpose and audience with emphasis on exposition. 6. Arrange paragraphs into a logical progression with appropriate transition. 9. Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences. 10. Evaluate how well questions of purpose, audience, and genre have been addressed.
<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>	<ol style="list-style-type: none"> 3. Write using rhetorical strategies with special emphasis on comparison/contrast, cause/effect, classification, and argumentation/persuasion that demonstrate logic. 4. Write persuasive compositions that use logic to: <ul style="list-style-type: none"> • structure ideas and arguments; • clarify and defend positions with precise and relevant evidence; • use specific rhetorical devices to support assertions; • address readers' concerns, counterclaims, biases, and expectations. 5. Write a variety of work related documents such as proposals, project plans, and letters, including letters for employment and letters of request, that: <ul style="list-style-type: none"> • follow a customary format, including proper salutation, closing, and signature and create predictable structures through the use of headings, white space, and graphics • address audience needs, stated purpose, and context • provide clear, purposeful information that includes relevant information and excludes extraneous information • use appropriate vocabulary, tone, and style • use appropriate strategies, such as providing facts and details, describing and analyzing the subject, explaining benefits or limitations, comparing or contrasting, and providing a scenario to illustrate. 7. Write responses to literature that: <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 and literary devices • determine the impact of ambiguities, nuances, and complexities using evidence from the text • analyze conflicts (character dilemmas) as revealed by characters' motivations and behaviors.
<p>6. Conventions: Students shall apply knowledge of Standard English conventions in written work.</p>	<ol style="list-style-type: none"> 2. Apply usage rules appropriately in all formal writing: <ul style="list-style-type: none"> • Subject verb agreement • Pronoun agreement • Misplaced modifiers • Active and passive voice • Indicative and subjunctive mood. 3. Apply conventional spelling to all pieces. 4. Apply conventional rules of capitalization in writing. 5. Apply the punctuation rules appropriately in writing.
<p>7. Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.</p>	<ol style="list-style-type: none"> 2. Use a variety of sentence structures, types, and lengths to contribute to fluency and interest. 5. Use extension and multi-level elaboration to develop an idea emphasizing dependant clauses. 6. Combine concrete and commentary information for elaboration. 9. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

*The Content Standards and Student Learning Expectations listed are those that specifically relate to the items in the 2010 Grade 11 Literacy Examination.

Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	04	10
2	06	03
3	05	03
4	07	09
5	07	02
6	05	05
7	06	02
8	04	01

Non-Released Items for Writing*

Item	Content Standard	Student Learning Expectation
1	06	04
2	04	09
3	05	07
4	05	04
5	06	05
6	04	06
7	07	06
8	07	05

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

ACTAAP

Arkansas Comprehensive Testing, Assessment, and Accountability Program

DEVELOPED FOR THE ARKANSAS DEPARTMENT OF EDUCATION, LITTLE ROCK, AR 72201

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