

**Teacher Support Materials
High School NECAP
Reading & Writing**

New England Compact Assessment Program (NECAP) Grade 11, Reading & Writing prototype test items

Introduction

These Grade 11 New England Compact Assessment Program (NECAP) support materials have been developed by the New Hampshire Department of Education. The purpose of these support materials is to illustrate how NECAP assesses reading and writing in Grade 11 on the annual state test as required by *No Child Left Behind*. The sample items serve as a guide to the types of items that appear on the NECAP test. The formatting, style, and wording of the individual items parallel the annual NECAP test.

About the sample items

Although the items are samples of NECAP items, they do not constitute a practice test. They are not meant to represent or replicate an actual test. The NECAP prototypes do not represent every type of item that may appear on the annual NECAP test. The sample items demonstrate what grade-span expectations (GSEs) look like in item form. After review of the Grade 11 field-test results in the fall of 2006, additional items and possibly revisions of these items will occur.

For materials for Grades 3-8 go to <http://www.ed.state.nh.us> or <http://www.necompact.org>

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NECAP Reading
Grade 11

| Passage Title | Type |
|--------------------------------|--------------------------------|
| 1. "The Storyteller" | Long Literary, folktale |
| 2. "Gravity Grooves" | Short informational, content |
| 3. "How to Change a Flat Tire" | Short informational, practical |

Read this story which has another story inside it. Then answer the questions that follow.

The Patient Storyteller

Storytelling is a vital and revealing part of any culture. The story below has been told in Ethiopia, Africa for hundreds of years. Telling a story to gain wealth or land, save a life, or interest a bride is a recurrent theme in many cultures. In this story, readers learn how using one's mind in surprising ways can earn one's heart's desire.

Once there was a king who loved nothing more than listening to stories. Every moment of his spare time was spent in listening to the tales told by the storytellers of the country. Eventually, there were no more stories to be heard or at least this is what the king feared. His hunger for stories was like an illness that occupied his every thought. The king's obsession became known in the neighboring kingdoms; wandering singers and storytellers came to visit in the hope to be rewarded by the king. However, the more tales the king heard, the clearer it was to him that he had heard all of the stories.

Finally the king spread the word that whatever storyteller could make him cry out, "Enough! No more!" would receive a great piece of land and the title of Ras, or prince. The king had no children of his own and felt that giving away this title would be worth it if he could gather more stories.

Inspired by the thought of wealth and honors, swarms of men visited the king.

They came to tell him stories, but always the king had the same reaction to the stories. He sat calmly on his velvet chair and listened anxiously without ever protesting that he had had too much.

But one day a poor farmer came and offered to tell stories until the king was so full of them that he would cry out in protest. The king smiled at the prospect, but in his heart he doubted that the farmer would be successful.

"The best storytellers in Ethiopia have come and gone without telling me enough," he said. "You come in your simple innocence to gain the land and the title of Ras. Well, there are no other storytellers left, so you may try."

So the farmer settled himself on a rug beside the king and began:

8 "Once there was a peasant who sowed wheat," he said. "He mowed it when it was grown, threshed it, and put all the precious grain in his granary. It was the best harvest he had ever had.

"Here is the irony of the tale, though, in the granary there was a tiny flaw, a hole big enough to pass a straw through. After the grain was stored, an ant crawled through the hole and found the wheat. He carried a single grain of it to his anthill to eat."

"Ah-ha!" the king said, for this was one tale that he had not heard before.

"The next day," the farmer continued, "another ant came through the hole and found the wheat and carried away a grain of it."

"Ah-ha!" the king said.

"The next day another ant came and carried away a grain," the farmer said.

"Ah-ha!"

"The next day still another ant came and carried away a grain."

16 “Yes, yes, I understand. Go on with the story,” the king said, irritation building in his voice. The smile flew eagerly from his face.

“The next day another ant came, and carried away another piece of grain. And the next day another ant came and carried away another grain. There was still a large amount of grain that remained in the granary.”

“Let us not dally with the details,” the king said.

“The story is the thing.”

“But there are so many ants in the story,” the farmer said. “And the next day another ant came for a grain of wheat, and . . .”

“No, no, it must not be!” the king said.

“Ah, but it is the crux of the story,” the farmer replied. “And the next day another ant came and took away a grain . . .”

“But I understand,” the king complained. “Let us pass over it and get on with the real part of the story.”

“And the next day another came and took his grain. And the next day . . .”

“Stop, I want no more of it!” the king shouted.

“The story must be told in the proper way,” the farmer said. “Besides, the granary is still nearly full of wheat, and it must be emptied. That is the story. The next day . . .”

“No, no, enough, you may have the land and the title of Ras!” the king shouted, jumping up and fleeing from the room.

So the farmer became a prince and owned a vast and fertile parcel of land.

To this day, people still comment on the farmer’s wise actions when they say,

“One grain at a time brings good fortune.”

Reading items: The Storyteller

R-10-2-1a (suffix)

DOK: 1

Key: C

1. The suffix *-tion* in the words execution and desperation means

- A. reason for.
- B. relating to.
- C. the state of.
- D. the study of.

R-10-5.5 (purpose)

DOK: 2

Key: A

2. What is the **main** purpose of the first paragraph?

- A. to give historical and literary context for the story
- B. to show the importance stories throughout the world
- C. to give the personal history of the king and farmer
- D. to suggest that readers should pay attention to the moral

R-10-3.2 (Shades of meaning)

DOK: 1

Key: B

3. In paragraph 8, the word precious **most** nearly means

- A. beloved.
- B. valuable.
- C. endearing.
- D. costly.

R-10-6.1 (personification)

DOK: 2

Key: A

4. In paragraph 16, personification is used in “The smile flew eagerly from his face” to suggest how

- A. quickly the king stopped smiling.
- B. the king could not control his smile.
- C. happy the king felt to hear the story.
- D. strange the king looked when he smiled.

Reading items: The Storyteller

R-10-4.1 (prediction)

DOK: 2

Key: A

5. Based on the information in the story, the farmer **most** likely will make a

- A. wise prince.
- B. wealthy businessman.
- C. greedy ruler.
- D. disloyal husband.

R-10-4.2 (change in character)

DOK: 2

Key: B

6. At the end of the passage, why does the king flee?

- A. He was afraid that the farmer was contagious.
- B. He wants to get away from the farmer's story.
- C. He wants to find the place where the ants live.
- D. He decides he does not want to be king anymore.

R-10-5.3 (plot)

DOK: 2

Key: D

7. Which sentence from the passage is part of the plot's resolution?

- A. "Every moment of his spare time was spent in listening to the tales told by the storytellers of the country."
- B. "His hunger for stories was like an illness that occupied his every thought."
- C. "After the grain was stored, an ant crawled through the hole and found the wheat."
- D. "So the farmer became a prince and owned a vast and fertile parcel of land."

R-10-5.2 (character's words)

DOK: 2

Key: B

8. The king says "Ah-ha!" to show his

- A. frustration.
- B. enjoyment.
- C. confusion.
- D. affection.

Reading items: The Storyteller

R-10-5.5 (theme)

DOK: 2

Key: B

9. Which **best** states the main theme of the story?

- A. Gifts from the heart are the greatest.
- B. Patience is a virtue.
- C. Kings are not always wise men.
- D. Love can conquer all.

R-10-5.5 (purpose)

DOK: 2

Key: A

10. The **main** purpose of the story is to entertain while

- A. teaching a lesson.
- B. persuading the reader.
- C. describing life as a farmer.
- D. informing about kingdoms.

R-10-4.1 (character relationship)

DOK: 2

Key: A

11. How does the relationship between the farmer and king change in the story?

- A. The farmer outsmarts the king.
- B. The farmer and king become friends.
- C. They learn to like and respect each other.
- D. The farmer changes his opinion of the king.

Reading items: The Storyteller

R-10-4.1 (character)

DOK: 2

constructed response

1. Describe the farmer’s characteristics that led to his success. Use details from the story to support your response.

| Score | Description |
|--------------|---|
| 4 | Response provides a thorough description of the farmer’s characteristics that led to his success. Response includes relevant details from the passage. |
| 3 | Response provides a description of the farmer’s characteristics that led to his success. Response lacks some relevant details from the passage or is not fully developed. |
| 2 | Response provides a partial description of the farmer’s characteristics that led to his success. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Analysis of the farmer’s characteristics that led to his success includes but is not limited to:

- The farmer was a wise man. He knew that he could outsmart the king by telling a story that was longer than the king’s attention span.
- The farmer was a patient man; he was more patient than the king. His patience led to his success because he was able to tell a longer story than the king was able to listen to. The farmer knew the moral of the story, “One grain at a time brings good fortune.”
- The farmer was a clever and tricky man. He tricked the king into giving him the title of prince and a great parcel of land.
- The farmer was a good judge of other people’s character. He was perspective in judging the king and knowing what the king would do.

Reading items: The Storyteller

R-10-5.4 (conflict)

DOK 3

constructed response

2. Analyze the conflict in the story and how it is resolved. Use details from the story to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough analysis of the conflict and how it is resolved. Response includes relevant details from the passage. |
| 3 | Response provides an analysis of the conflict and how it is resolved. Response lacks some relevant details from the passage or is not fully developed. |
| 2 | Response provides a partial analysis of the conflict and how it is resolved. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Conflict:

- The conflict is between the farmer and the king. The conflict is over whether the farmer will tell a story that would make the king cry out “enough.”
- The king has been told many stories but they do not fill his need for storytelling. The king has a need to show people that he cannot hear too many stories.
- The farmer wants land and to be a prince.

Conflict is resolved:

- The conflict is resolved when the king gives up and gives the farmer the title of prince and a great parcel of land. It is resolved when the farmer proves the point that he can make the king cry out “enough!”
- The conflict is resolved at the end of the passage when the king runs away. The farmer proves that “One grain at a time brings good things.”

Reading items: The Storyteller

R-10-5.5 (author’s message) DOK 3 constructed response

3. Analyze the meaning of the final sentence and how it relates to the story. “To this day, people still comment on the farmer’s wise actions when they say, ‘**One grain at a time brings good fortune.**’” Use details from the passage to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough analysis of the final sentence of the story. Response includes relevant details from the passage. |
| 3 | Response provides an analysis of the final sentence of the story. Response lacks some relevant details from the passage or is not fully developed. |
| 2 | Response provides a partial analysis of the final sentence of the story. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Analysis of the meaning of the final sentence includes but is not limited to:

- The last sentence suggests that people can receive good fortune by working a little bit at a time. Good fortune does not come all at once.
- The storyteller received his fortune by telling a story one bit at a time. The story teller had a great deal of patience. He did not hurry through the story.
- Each grain is like a part of the part of the story that the farmer keeps telling to the king. The farmer tells the part over and over and eventually becomes rich.
- The final sentence is the moral of the story. The farmer proves that “One grain at a time brings good things” when he outsmarts the king and gains a title and land.

Read the article below about the force of gravity and how it relates to skateboarding. Then answer the questions that follow.

The Force of Skateboarding *Downhill all the way!*



Like the sport itself, the popularity of skateboarding has experienced its ups and downs. Although some surfers have been skateboarding for more than 50 years, skateboarding did not peak until the 70s. In 1962, a surfer attached roller skate wheels to a board and began selling the skateboards to other surfers. The surfers used this new contraption to practice “surfing” while not in the water. They improved their balance and technique and had fun while practicing.

In 1973, another California surfer designed a skateboard with plastic wheels. The new wheels provided enhanced traction and made less noise. At this time, innovative boards were designed and an array of tricks and moves were developed by avid skateboard enthusiasts. In many of the tricks, skateboarders seem to defy gravity for an instant but they actually use gravity to make their tricks work. The **boardslide** is a move in which a skateboarder slides on an obstacle or a lip with the contact point being the underside of the skateboard. Would this be possible without the force of gravity?

Skateboarding works best on paved areas such as parking lots and sidewalks – areas designed for cars and people. In the 70s and 80s, paved areas with a good downhill slope attracted a growing number of skateboarders. Due to complaints about noise and accidents

involving skateboards and pedestrians, skateboarding was banned in many cities. Responding to the need for recreational skateboarding, some communities and philanthropist built skateboard parks.

In recent years, skateboarding has become more popular than every before. It has even acquired its own look, gear comprised of padding and helmets as well as baggy pants and t-shirts. The sales of skateboarding equipment have risen from half a million in 1996 to almost 1.5 million in 2001. Skateboarding is on a roll!

What is responsible for the fame of skateboarding?

One word: Gravity. Teens love to experiment with the forces of gravity.

Gravity is the force that pulls two objects together. Any object with mass, has gravity. The bigger the object, the stronger the gravity. Gravity is the force that holds us to Earth, keeps the planets rotating around the sun, and gives us “weight”. The value of gravity on earth is 9.8 meters per second squared. More significantly, gravity causes **acceleration** or in skateboarding terms, “speed” when descending a hill or ramp.

When skateboarders are standing at the top of a ramp or hill, they are said to have more **potential energy** or energy that is converted to **kinetic** energy (**velocity** or speed) as the skateboarder takes off down the hill. Gravity accelerates the skateboarder downhill. Gravity is what keeps the skateboarder moving and it is also what keeps skateboarding swift and exciting.

Reading items: The Force of Skateboarding

The Force of Skateboarding items

R-10-2-1a (suffix)

DOK: 1

Key: D

1. The suffix *-ist* in the words enthusiast and philanthropists means
 - A. inclined to.
 - B. repeated action.
 - C. state of quality of.
 - D. one who practices.

R-10-3.2 (technical vocabulary)

DOK: 2

Key: C

2. In the final paragraph, the word kinetic means
 - A. sign.
 - B. nature.
 - C. motion.
 - D. power.

R-10-7.1 (text features/white space)

DOK: 2

Key: D

3. The author **most** likely included the space around the subheading “**What is responsible for the fame of skateboarding?**” to
 - A. emphasize the first section of the passage.
 - B. make people continue reading the passage.
 - C. encourage the reader to question the content.
 - D. separate the new section from the previous one.

R-10-7.3 (organize information)

DOK: 2

Key: C

4. Which information should come first on a timeline on the invention of the skateboard?
 - A. Skateboarding is banned in many cities and towns.
 - B. A surfer used plastic wheels on a board to make less noise.
 - C. A surfer attaches wheels to a surf board to practice balance.
 - D. Skateboard gear is invented and worn by many skateboarders.

Reading items: The Force of Skateboarding

R-10-8.3 (purpose)

DOK: 2

Key: B

5. What is the **main** purpose of the article?

- A. to explain why skateboarding was invented
- B. to inform the reader about why people like skateboarding
- C. to persuade the reader that skateboarding is safe
- D. to entertain with stories about the history of skateboarding

R-10-8.5 (cause & effect)

DOK: 2

Key: A

6. According to the article, skateboarding was accepted by the general public when it became

- A. less bothersome.
- B. safer for children.
- C. seen on television.
- D. practiced by stars.

R-10-8.4 (opinion)

DOK: 2

Key: A

7. Which opinion is **best** supported by the information in the article?

- A. Gravity makes skateboarding fast, exciting, and popular.
- B. Skateboarding is a popular sport because it is linked to surfing.
- C. Gravity is at the center of the popularity of extreme sports.
- D. Skateboarding is safer now than at any time during skateboard history.

Reading items: The Force of Skateboarding

R-10-8.2 (synthesizing information)

DOK: 3

constructed response

1. Analyze how the title and subtitle of the article reflect the topic of the article. Use specific examples from the article to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough analysis of the how the title and subtitle of the article reflect the topic of the article. Response includes relevant examples from the article. |
| 3 | Response provides an analysis of the how the title and subtitle of the article reflect the topic of the article. Response lacks some relevant examples from the article or is not fully developed. |
| 2 | Response provides a partial analysis of the how the title and/ or subtitle of the article reflect the topic of the article. Response uses limited examples from the article. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Analysis of how the title and subtitle of the article reflect the topic of the article includes but is not limited to:

Title:

“Skateboarding is a Force” means that skateboarding is popular and cool. Skateboarding has power. Also the title refers to the force of gravity which is responsible for the speed in skateboarding, causing its attraction by many skateboarders.

Subtitle:

“Downhill all the way” is a play on words. Downhill all the way is an idiom meaning that something is deteriorating; however, in the case of skateboarding, the sport is is popular. Skateboarders often go down hill literally to gain speed.

Reading items: The Force of Skateboarding

R-10-8.1 (connections)

DOK: 3

constructed response

2. Analyze how the information about gravity relates to the topic of skateboarding. Use information from the article to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough analysis of how the information about gravity relates to the topic of skateboarding. Response includes relevant details from the article. |
| 3 | Response provides an analysis of how the information about gravity relates to the topic of skateboarding. Response lacks some relevant details from the article or is not fully developed. |
| 2 | Response provides a partial analysis of how the information about gravity relates to the topic of skateboarding. Response uses limited details from the article. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Analysis of how analysis of how the information about gravity relates to the topic of skateboarding includes but is not limited to:

- Skateboarding is fun and popular because of the force of gravity. Gravity is what makes people go fast when skateboarding.
- Skateboarding is possible because of gravity. Without gravity skateboarding would not be possible because people would not accelerate down the hill.
- Gravity is the force behind skateboarding.
- Paragraph 5 states, “Teens love to experiment with the forces of gravity.”
- Gravity makes skateboarders stay on their boards (holds them to Earth).

Reading items: The Force of Skateboarding

R-10-7.2 (text features-text)

DOK: 2

constructed response

3. Explain how the text features (picture, bold type, graphics, title, subtitle) relate to the information in the article. Use specific information from the article to support your response.

| Score | Description |
|-------|---|
| 4 | Response provides a thorough explanation of how the text features relate to the information in the article. Response includes relevant details from the article. |
| 3 | Response provides a explanation of how the text features relate to the information in the article. Response lacks some relevant details from the article or is not fully developed. |
| 2 | Response provides a partial explanation of how the text features relate to the information in the article. Response uses limited details from the article. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Explanation of how texts features relate to the information in the article includes but is not limited to:

- Boldface type is used to show that the words are scientific and skateboarding terms. The reader is not expected to know the words in bold. They are defined in the passage, such as velocity and potential energy.
- The title is used to state the topic of the passage. The passage is about the force of skateboarding; here, the word force means the force of gravity as well as popularity.
- The subtitle “Downhill all the way” is written in italic print and adds humor to the passage. Skateboarders go downhill to pick up speed but the idiom “downhill all the way” means to deteriorate. The passage is not about skateboarding deteriorating but rather increasing in popularity.
- A picture is included to show how gravity relates to skateboarding. The picture shows how gravity makes skateboarders accelerate downhill.
- Parenthesis is used to include definitions of words that the reader might not know, the words in boldface type.
- The subheading, “**What is responsible for the fame of skateboarding?**” divides the passage into two sections. The second section explains terms.
- The text features are used by the author to interest the reader.

Read the passage below about changing a car tire and then answer the questions that follow.

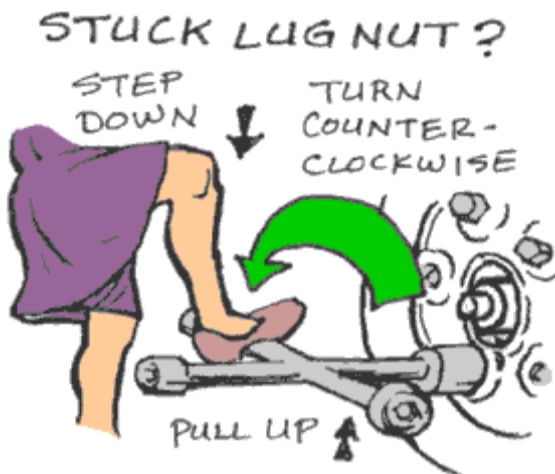
How to Change a Flat Tire

Put safety first, always!

You are cruising in your car, just like hundreds of times before. Suddenly, you feel the car jerk to the side as if it has a mind of its own. The steering wheel does not work as it usually does. The car is determined to go to the side. Should you step on the breaks? Try to turn the opposite way? What's wrong? Your car has never acted like this before.

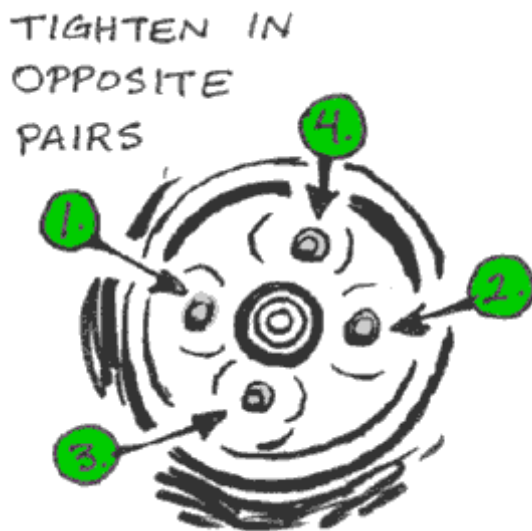
You have a flat tire. Don't panic or move the car abruptly. For example, if you slam on the breaks the car behind you might crash into you. Keep both hands on the steering wheel and slow down gradually. Pull over to the first safe, open, and level place you see. Consult the owner's manual and follow the steps below. If you have a cell phone with you, consider calling someone to help you.

1. Turn off the car and turn on the emergency lights and put on the safety break. Get all the passengers out of the car. Take the spare tire, the jack, and wheel brace out of the trunk.
2. Block one tire with wedges or a log, so the car does not roll when it is lifted up by the jack.
3. Use the wheel lug wrench to loosen the nuts on the wheel you intend to change by half a turn. If they are stiff, use your body weight on the wrench to loosen them. Loosen them in a diagonal (or opposite) manner.



(<http://learn2.com>)

4. Find the best place to put the jack by looking in the owner's manual, then lift the car using the jack.
5. Once the car body is raised sufficiently (but before the wheel you are raising is off the ground) push the spare wheel under the body. This will act as a safety cushion should the car slip off the jack.
6. Once the wheel is off the ground, unscrew the nuts.
7. Remove the wheel carefully. A car can slip off the jack. Also, be prepared for the tire, because it is heavier than it appears.
8. Fit the tire. Ensure that it is placed the correct way. Fit and tighten the wheel nuts. Place the wheel nuts on and tighten them in a diagonal manner. In other words, tighten in opposite pairs. See the diagram below: Tighten 1 and 2, then 3 and 4. Check all wheel nuts again and make sure they are as tight as possible.



Note: If the spare is a “space saver” type, it is intended for temporary driving. You should not exceed 50mph and drive on it only as much as is necessary. You should either get the flat tire fixed or buy a new one as soon as possible. Return the “space saver” tire to the trunk. If the spare is a full-size, regular tire, you can leave it on the car.

Safety First!

- Never go under the car. The jack can slip and the car will fall.
- Make sure you brace the car with wedges or a log so that the car will not roll.
- Make sure you and the car are far away from traffic.
- Put on your safety emergency flashers and the emergency break.

Reading items: How to Change a Flat Tire

R-10-3.1 (context)

DOK: 2

Key: C

1. In step 8, the word ensure means
 - A. to feel certain.
 - B. to give a certain reaction.
 - C. to make sure.
 - D. to feel sure about a situation.

R-10-7.1 (text features)

DOK: 2

Key: B

2. The subtitle of the passage is included to
 - A. state the main idea.
 - B. state an important idea.
 - C. give the author's opinion.
 - D. give a reason to change a tire.

R-10-7.2 (text feature and text)

DOK: 2

Key: C

3. The author **most** likely included the graphics in the passage to
 - A. make the reader try to change a tire.
 - B. show all the steps of changing a tire.
 - C. make the passage easier to understand.
 - D. show that the correct tools are important.

R-10-7.2 (main idea)

DOK: 2

Key: D

4. What does step 4 suggest about changing a tire?
 - A. Car tires are often slippery.
 - B. Changing a car tire can be dangerous.
 - C. Not all types of tires can be changed.
 - D. Not all types of cars are changed the same way.

Reading items: How to Change a Flat Tire

R-10-7.3 (organization)

DOK: 2

Key: A

8. The passage is written in steps to emphasize
- A. the sequence of the steps.
 - B. the theme of safety when changing a tire.
 - C. the reasons for following steps this way.
 - D. that safety is very important when changing a tire.

R-10-8.3 (purpose)

DOK: 2

Key: D

9. What is the **main** purpose of the first two paragraphs?
- A. to set the tone of potential danger
 - B. to inform about why flat tires occur
 - C. to persuade the readers to use caution
 - D. to explain the situation of changing a tire

R-10-8.5 (cause & effect)

DOK: 2

Key: C

10. Why does the author suggest putting the spare under the car in step 5?
- A. to keep the car from rolling
 - B. to have the tire within easy reach
 - C. to prevent the car from falling on a person
 - D. to give the person a safe place to put the tools

R-10-8.4 (author's bias)

DOK: 2

Key: C

11. Which information from the passage **best** shows an author's bias?
- A. People should change a tire by following the steps.
 - B. People should read their manual before changing a tire.
 - C. Safety is the most important factor when changing a tire.
 - D. Changing a tire is very difficult without proper directions.

Reading items: How to Change a Flat Tire

R-10-8.3

DOK: 3

constructed response

1. Explain how the title and subtitle of the passage reflect the author’s purpose. Use specific examples from the passage to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough explanation of how the title and subtitle of the passage reflect the author’s purpose. Response includes relevant examples from the passage. |
| 3 | Response provides an explanation of how the title and subtitle of the passage reflect the author’s purpose. Response lacks some relevant examples from the passage or is not fully developed. |
| 2 | Response provides a partial explanation of how the title and subtitle of the passage reflect the author’s purpose. Response uses limited examples from the passage. OR Response provides an explanation of either the title or subtitle. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Explanation of how the title and subtitle of the passage reflect the author’s purpose includes but is not limited to:

- The title “How to Change a Flat Tire” reflects the author’s purpose in that it states the main purpose and idea of the passage. The entire passage is a how-to or practical passage about changing a tire.
- In the title, the author tells the reader why the reader should read the passage and why the author wrote it.
- The subtitle of the passage reflects the author’s purpose in that the author seems very concerned about safety. Many things are mentioned in the passage to ensure that the reader stays safe while changing a tire. It is the author’s opinion that safety should come first.

Reading items: How to Change a Flat Tire

R-10-8.6(effectiveness of organization) DOK: 3 constructed response

2. Analyze how the organization of the passage helps the reader understand the information. Use information from the passage to support your response.

| Score | Description |
|-------|--|
| 4 | Response provides a thorough analysis of how the organization of the passage helps the reader understand the information. Response includes relevant details from the passage. |
| 3 | Response provides an analysis of how the organization of the passage helps the reader understand the information. Response lacks some relevant details from the passage or is not fully developed. |
| 2 | Response provides a partial analysis of how the organization of the passage helps the reader understand the information. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Analysis of how the organization of the passage helps the reader understand the information includes but is not limited to:

- The organization of the passage is written in steps to help the reader know the sequence for following the steps. The steps make it easier to change a tire. The reader needs to only follow the steps to be successful in changing a tire.
- The organization of the passage helps the reader to do something that the reader might not know how to do. The simple steps make it very easy to change a flat tire.
- The organization of a sidebar on safety helps the reader understand that safety is very important.
- The organization of the passage is in steps, pictures, and sidebars. By having these different formats, it makes the passage more interesting and easier to follow for the reader. The sidebar of safety first emphasizes that people should put safety first when changing a tire.

Reading items: How to Change a Flat Tire

R-10-7.3 (summary)

DOK: 2

constructed response

3. Summarize the information in the passage to explain how to change a tire. Use specific information from the passage to support your response.

| Score | Description |
|--------------|--|
| 4 | Response provides a thorough summary of the passage to explain how to change a tire. Response includes relevant details from the passage. |
| 3 | Response provides a summary of the passage to explain how to change a tire. Response lacks some relevant details from the passage or is not fully developed. |
| 2 | Response provides a partial summary of the passage to explain how to change a tire. Response uses limited details from the passage. |
| 1 | Response is vague or minimal. OR Response only provides a personal opinion with no text support. |
| 0 | Response is totally incorrect or irrelevant. |
| Blank | No response. |

Training Notes:

Example of a summary:

Block the tire with a wedge or log so the car does not roll and use the wheel lug wrench to loosen the nuts on the wheel. Put the jack on the car and raise the wheel but not the car off the ground. Remove the wheel. Fit and tighten the new tire. Lower the jack or wheel to the ground.

Note: A summary should be a concise restatement not a re-telling of all the information.

Stand-alone Reading items

R-10-2-1a (suffix)

DOK: 1

Key: C

1. The suffix *-ization* in the words civilization and standardization means

- A. relating to.
- B. the process of.
- C. state or quality of.
- D. action or process for.

R-10-2-1a (suffix)

DOK: 1

Key: D

2. The suffix *-ble* in the words stumble and mumble means

- A. without.
- B. one who.
- C. place for.
- D. repeated action.

R-10-2-1a (prefix)

DOK: 1

Key: A

3. The prefix *para-* in the words paramedic and paraprofessional means

- A. almost.
- B. beyond.
- C. around.
- D. different.

R-10-2-1a (prefix)

DOK: 1

Key: D

4. The prefix *counter-* in the words counteract and counteroffensive means

- A. not.
- B. self.
- C. same.
- D. against.

Stand-alone Reading items

R-10-2.1a (root)

DOK: 1

Key: C

5. The root *cosm* in the words cosmos and cosmopolitan means

- A. outer.
- B. circle.
- C. universe.
- D. measure.

R-10-2.1a (root)

DOK: 1

Key: B

6. The root *gen* in the words generation and genealogy means

- A. life.
- B. birth.
- C. first.
- D. child.

R-10-2.1a (root)

DOK: 1

Key: A

7. The root *phil* in the words philosophy and philanthropist means

- A. love.
- B. study.
- C. spirit.
- D. teach.

Stand-alone Reading items

R-10-2.1a (dictionary)

DOK: 2

Key: D

Read the dictionary entry below.

Marginal *adj.* 1. written or being located in the side of a page or sheet. 2. located at a border 3. not of central importance. 4. located at the fringe of consciousness 5. close to the lower level of qualification, especially with function.

William is a marginal soccer player but has a positive outlook and tons of energy for the game.

8. Which meaning of marginal is used in the above sentence?

- A. meaning 2
- B. meaning 3
- C. meaning 4
- D. meaning 5

R-10-2.1a (thesaurus)

DOK: 2

Key: D

Read the thesaurus entry below.

Signature, n. – *Syn.* 1. sign 2. mark 3. impression
4. trademark.

I went to the seafood restaurant to try their signature shrimp dish.

9. Which meaning of signature is used in the above sentence?

- A. meaning 1
- B. meaning 2
- C. meaning 3
- D. meaning 4

Stand-alone Reading items

Look at the glossary below.

Center of rotation (p. 425) A fixed point around which shapes move in a circular motion to a new position.

central angle (p. 527) An angle that intersects a circle in two points and has its vertex at the center of the circle.

centroid (p. 248) The point of concurrency of the medians of a triangle.

chord 1. (p. 500) For a given circle, a segment with endpoints that are on the circle. **2.** (p. 671) For a given sphere, a segment with endpoints that are on the sphere.

circle (p.556) The locus of all points in a plane equidistant from a given point called the *center* of the circle.

circumcenter (p. 238) The point of concurrency of the perpendicular bisector of a triangle.

Circumference (p. 528) The distance around a circle.

R-10-2.1a (glossary)

DOK: 1

Key: D

10. Which page should you turn to find information about measuring a circle?
- A. page 425
 - B. pages 248
 - C. page 500
 - D. page 528

R-10-2.1a (glossary)

DOK: 1

Key: A

11. Which page should you turn to find information about a chord of a circle?
- A. page 500
 - B. pages 671
 - C. page 556
 - D. page 238

Stand-alone Reading items

Look at the glossary below.

Center of rotation (p. 425) A fixed point around which shapes move in a circular motion to a new position.

central angle (p. 527) An angle that intersects a circle in two points and has its vertex at the center of the circle.

centroid (p. 248) The point of concurrency of the medians of a triangle.

chord 1. (p. 500) For a given circle, a segment with endpoints that are on the circle. **2.** (p. 671) For a given sphere, a segment with endpoints that are on the sphere.

circle (p.556) The locus of all points in a plane equidistant from a given point called the *center* of the circle.

circumcenter (p. 238) The point of concurrency of the perpendicular bisector of a triangle.

Circumference (p. 528) The distance around a circle.

R-10-3.2 (technical vocabulary) DOK: 2

Key: B

12. What does the word equidistant mean?

- A. equal distance around a circle
- B. the same distance apart at every point
- B. the same distance between parallel lines
- C. the correlation between equal distances

Stand-alone Reading items

R-10-3.1 (idiom)

DOK: 2

Key: D

Read the sentence below.

As Juliet in the school play, Sari stole the spotlight.

13. This sentence means that

- A. Sari stood on the stage too long.
- B. Sari delivered all her lines correctly.
- C. the audience did not applaud for Sari.
- D. the audience liked Sari's performance.

R-10-3.1 (Shades of meaning)

DOK: 1

Key: C

14. Read the sentence below.

Although I enjoyed trying the Moroccan food at the international fair, there was a strange sweet flavor to the meat dish.

The word strange **most** nearly means

- A. odd.
- B. curious.
- C. unfamiliar.
- D. unexpected.

R-10-3.1 (synonym)

DOK: 1

KEY: D

15. The **synonym** for the word cognition is

- A. smart.
- B. brain.
- C. steps.
- D. thought.

R-10-3.1 (antonym)

DOK: 1

KEY: B

16. An **antonym** for the word rectify is

- A. utilize.
- B. destroy.
- C. recover.
- D. expand.

Stand-alone Reading items

R-10-3.2 (technical)

DOK: 1

Key: B

17. What does the word concurrent mean?

- A. disagreeable
- B. simultaneous
- C. conflicting
- D. supportive

**NECAP Writing
Grade 11**

| High School Writing sample items | | |
|---|---------------------------------|---|
| Prompt # and type | Text | GSE Alignment |
| 1. Response to literary text | “An Indian Day on the Prairie” | W-10.2 W-10.3 W-10.1 W-10.9 |
| 2. Response to literary text | “People Who Must” | W-10.2 W-10.3 W-10.1 W-10.9 |
| 3. Response to informational text | “Is Working Part-Time for You?” | W-10.2 W-10.3 W-10.1 W-10.9 |
| 4. Reflective prompt, quotation | Einstein quotation | W-10.14 W-10.1 W-10.9 |
| 5. Reflective prompt, photograph | Woman with book | W-10.14 W-10.1 W-10.9 |
| 6. Report/Informational Writing | Changes in Technology | W-10.6 W-10.7 W-10.8, W-10.1. W-10.9 |
| 7. Persuasive prompt | Backpacks | W-10.6 W-10.7 W-10.8, W-10.1. W-10.9 |
| 8. Procedural prompt | Learning to swim | W-10.6 W-10.7 W-10.8, W-10.1. W-10.9 |
| 9. Procedural prompt | Setting the table | W-10.6 W-10.7 W-10.8, W-10.1. W-10.9 |

Writing prompt: Response to literary text

As you read the poem, think about the images of the seasons and life. Then respond to the prompt that follows.

An Indian Summer Day On The Prairie
Vachel Lindsay

(In the Beginning)

The sun is a huntress young,
The sun is a red, red joy,
The sun is an Indian girl,
Of the tribe of the Illinois.

(Mid-morning)

The sun is a shouldering fire,
That creeps through the high gray plain,
And leaves not a bush of cloud
To blossom with flowers of rain.

(Noon)

The sun is a wounded deer,
That treads pale grass in the skies,
Shaking his golden horns,
Flashing his baleful eyes.

(Sunset)

The sun is an eagle old,
There in the windless west.
Atop of the spirit-cliffs
He builds him a crimson nest.

GSE: W-10.2 W-10.3 W-10.1 W-10.9

1. Explain how the seasons are portrayed in the poem.

Planning/ Review Box Questions

1. What is the focus/controlling idea of your response? _____

2. What are the supporting details/references to the poem in your response? _____

3. How do the ideas in the poem connect to the broader world? _____

A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Writing Rubric – Extended Response: Response to Literary or Informational Text

| |
|---|
| 6 |
| <ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well- organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none"> • response is totally incorrect or irrelevant |

Writing prompt: Response to literary text

As you read the poem, think about the scene it describes. Then write a response to the prompt that follows.

People Who Must

by Carl Sandburg

I PAINTED on the roof of a skyscraper.
I painted a long while and called it a day's work.
The people on a corner swarmed and the traffic cop's whistle never let up
all afternoon.
There were the same as bugs, many bugs on their way—
Those people on the go or at a standstill;
And the traffic cop a spot of blue, a splinter of brass,
Where the black tides ran around him
And he kept the street. I painted a long while
And called it a day's work.

GSE: W-10.2 W-10.3 W-10.1 W-10.9

2. Explain a scene described in the poem. Use details from the passage to support your response.

Planning/ Review Box Questions

1. What is the focus/controlling idea of your response? _____

2. What are the supporting details/references to the poem in your response? _____

3. How do the ideas in the poem connect to the broader world? _____

A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Writing Rubric – Extended Response: Response to Literary or Informational Text

| |
|--|
| 6 |
| <ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details,; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well- organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none"> • response is totally incorrect or irrelevant |

Writing prompt: Response to informational text

As you read this passage, think about the advantages and disadvantages of working part-time. Then write a response to the prompt that follows.

IS WORKING PART-TIME FOR YOU?

Gwen got a job babysitting every Wednesday after school in eighth grade. Little did she know that that would be the start of her career in the child care field. Three years later, Gwen now works after school at a local day care facility with pre-school aged children. She is researching colleges that have early childhood education programs in the hope of earning a bachelors degree in the childcare field.

Not only can working part time launch a career, it can provide extra spending money and savings for an important purchase like a car or computer. Working part time can also be good for the self esteem. Teens take pride in doing a job well done.

According to the U.S. Department of Labor, 57 percent of 14-year-olds and 64 percent of 15-year-olds work. Most of these jobs are informal, such as baby-sitting and mowing the lawn. In July 2001, 43 percent of teens ages 16 to 19 had formal jobs, though. On average, these teens worked 17 hours a week during the school year and 23 hours in the summer. With these jobs come money and a certain degree of independence.

But working too many hours can also cause stress and other complications. Working even part time has its disadvantages. Time spent at the workplace is time away from homework, friends and family, or just plain relaxing. Recent studies suggest American children do not spend sufficient time relaxing. Juggling too many activities causes stress among many of today's teens. Working part-time adds one more thing to juggle.

According to the National Research Council study, working more than 20 hours a week can lead to lower grades and too little family time. The U.S. Department of Labor has found that teens who work excess hours are more likely to drop out of school and have poor employment success later in life. The decision to work or not work depends on many conditions such as how many other activities a teen is involved with and how important the income is.

Writing prompt: Response to informational text

GSE: W-10.2 W-10.3 W-10.1 W-10.9

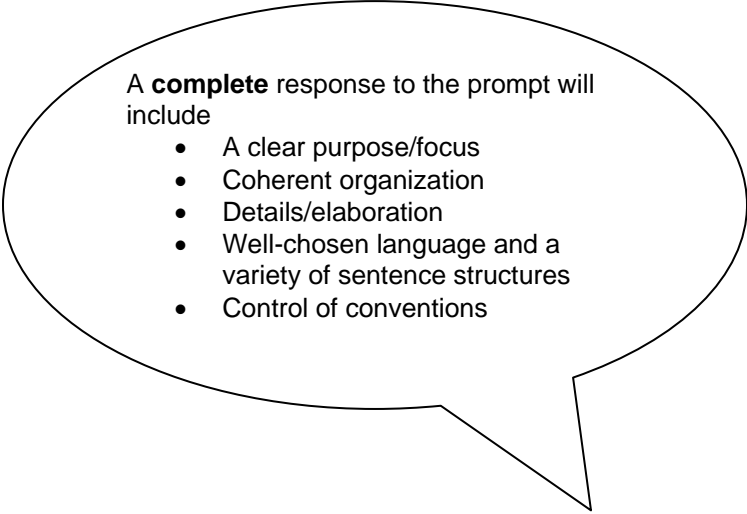
3. Do you think working part time is a good idea? Write an essay using experiences or observations that explain whether or not working part time is a good idea.

Planning/ Review Box Questions

1. What is the focus/controlling idea of your response? _____

2. What experiences or observations support your response? _____

3. How does your conclusion connect the text to the broader world? _____



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Writing Rubric – Extended Response: Response to Literary or Informational Text

| |
|--|
| 6 |
| <ul style="list-style-type: none"> • purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing • intentionally organized for effect • fully developed details,; rich and/or insightful elaboration supports purpose • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none"> • purpose is clear; focus/controlling idea is maintained throughout • well- organized and coherent throughout • details are relevant and support purpose; details are sufficiently elaborated • strong command of sentence structure; uses language to enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none"> • purpose is evident; focus/controlling idea may not be maintained • generally organized and coherent • details are relevant and mostly support purpose • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • some relevant details support purpose • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none"> • attempted or vague purpose; stays on topic • little evidence of organization; lapses in coherence • generalizes or lists details • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none"> • response is totally incorrect or irrelevant |

Writing prompt: Reflective

Read this quotation. Think about what it means and how it relates to you?

Anyone who has never made a mistake has never tried anything new.
- *Albert Einstein (1879-1955)*

GSE: W-10.14 W-10.1 W-10.9

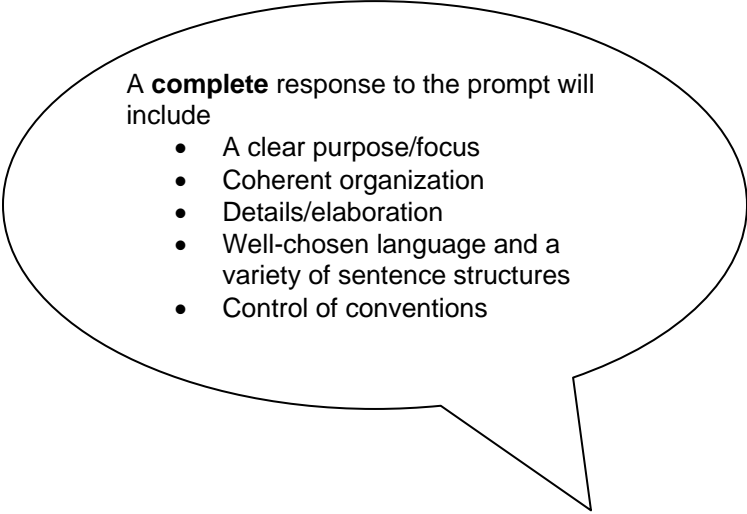
4. Write an essay that explains the meaning of the quotation by Einstein and how it relates to you using experiences and observations to support your response.

Planning/Review Box Questions

1. What does the quotation mean to you? _____

2. What experience/observation shows how the quotation relates to you? _____

3. How do your ideas connect to the broader world? _____



A **complete** response to the prompt will include

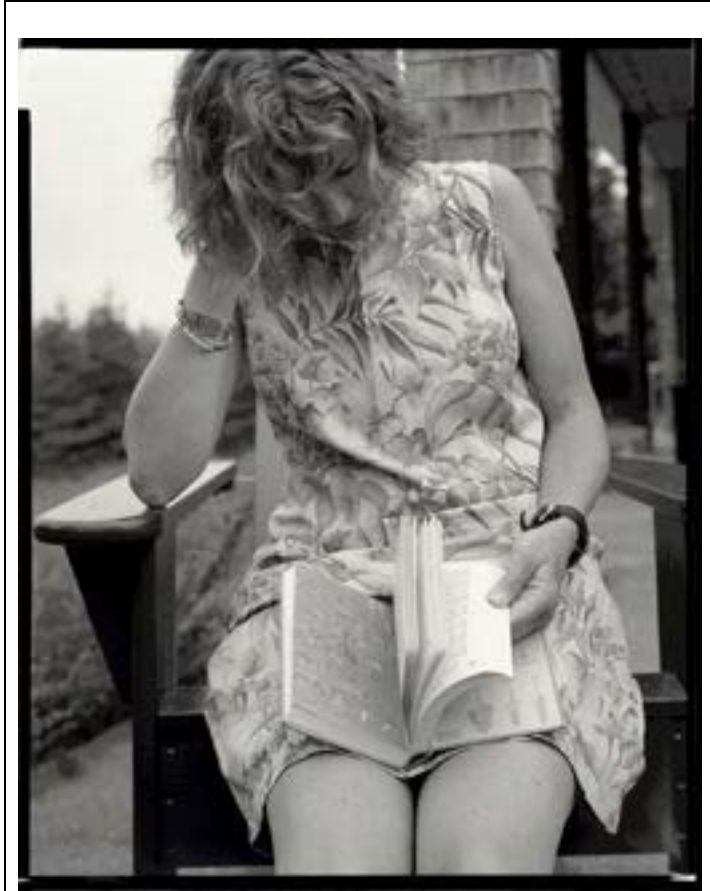
- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Draft Grade 11 Writing Rubric – Extended Response: Reflective essay

| |
|--|
| 6 |
| <ul style="list-style-type: none"> • purpose and context are engaging • intentionally organized, with a progression of ideas • analyzes a condition or situation using rich and insightful elaboration • distinctive voice, tone, and style enhance meaning • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none"> • purpose and context are clear • well-organized and coherent throughout, with a progression of ideas • analyzes a condition or situation using relevant details/elaboration • uses language effectively; uses a variety of sentence structures • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none"> • purpose and context are evident • generally organized and coherent • explains a condition or situation using relevant details • uses language adequately; uses correct sentence structures • may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none"> • writing has a general purpose • some sense of organization; may have lapses in coherence • addresses a condition or situation using some relevant details • uses language adequately; may show little variety of sentence structures • may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none"> • attempted or vague purpose • little evidence of organization; lapses in coherence • may state a condition or situation; generalizes or lists details • uses language poorly; lacks sentence control • errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none"> • lack of evident purpose; topic may not be clear • incoherent or underdeveloped organization • uses few details • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none"> • response is totally incorrect or irrelevant |

Writing Prompt: Reflective

Look at the picture. Think about what it represents. Explain whether or not it relates to you.



-Cheryle St. Onge

GSE: W-10.14 W-10.1 W-10.9

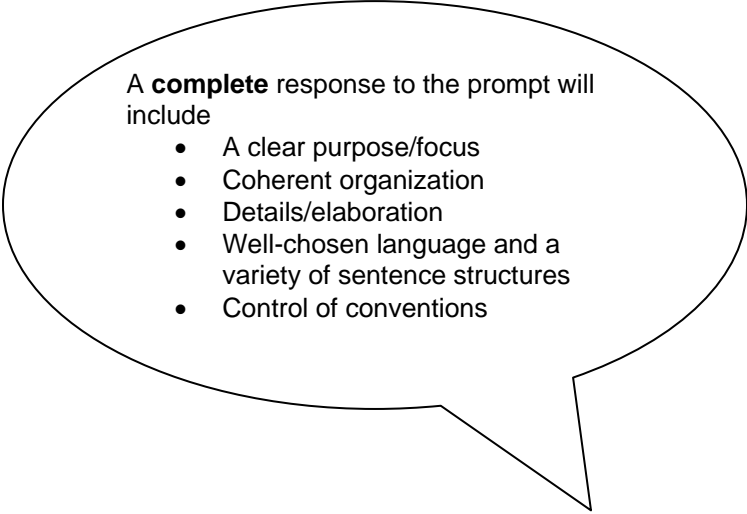
5. What experiences/observations show how the picture does or does not relate to you?

Planning/Review Box Questions

1. What does the picture mean to you? _____

2. What experiences/observations show how the picture does or does not relate to you?

3. How do your ideas connect to the broader world? _____



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Draft Grade 11 Writing Rubric – Extended Response: Reflective essay

| |
|--|
| 6 |
| <ul style="list-style-type: none">• purpose and context are engaging• intentionally organized, with a progression of ideas• analyzes a condition or situation using rich and insightful elaboration• distinctive voice, tone, and style enhance meaning• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none">• purpose and context are clear• well-organized and coherent throughout, with a progression of ideas• analyzes a condition or situation using relevant details/elaboration• uses language effectively; uses a variety of sentence structures• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none">• purpose and context are evident• generally organized and coherent• explains a condition or situation using relevant details• uses language adequately; uses correct sentence structures• may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none">• writing has a general purpose• some sense of organization; may have lapses in coherence• addresses a condition or situation using some relevant details• uses language adequately; may show little variety of sentence structures• may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none">• attempted or vague purpose• little evidence of organization; lapses in coherence• may state a condition or situation; generalizes or lists details• uses language poorly; lacks sentence control• errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none">• lack of evident purpose; topic may not be clear• incoherent or underdeveloped organization• uses few details• rudimentary or deficient use of language• serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none">• response is totally incorrect or irrelevant |

Writing Prompt: Informational Report Writing

A student wrote this fact sheet about the changes in technology since 1950. Read the fact sheet. Then write a response to the prompt that follows.

Fact Sheet

Changes in Technology Since 1950

- Internet formed in 1983,
- World wide web software developed and the Internet spreads throughout and creates global communications,
- In 1963, the first small airplane jets begin to be mass produced,
- high-speed trains used in Japan, then other countries,
- automobiles continue to be popular,
- other irrelevant information,
- In 1968, there are 200 million television sets being used worldwide and by 1996 there are over a billion,
- In 1961, humans enter space and in 1969 Neil Armstrong becomes the first human to walk on the Moon,
- 1950s x-rays reveal DNA structure,
- In 1972 the MRI (body imaging) is adapted for medical purposes,
- 1970s airbags in cars become standard in many automobiles,
- The first 911 call is made in 1968,
- The first portable cell call was made in 1973,
- 1997 first prototype of robotic vacuum cleaner,
- 1952 first automatic coffee pot

GSE: W-10.6 W-10.7 W-10.8, W-10.1. W-10.9

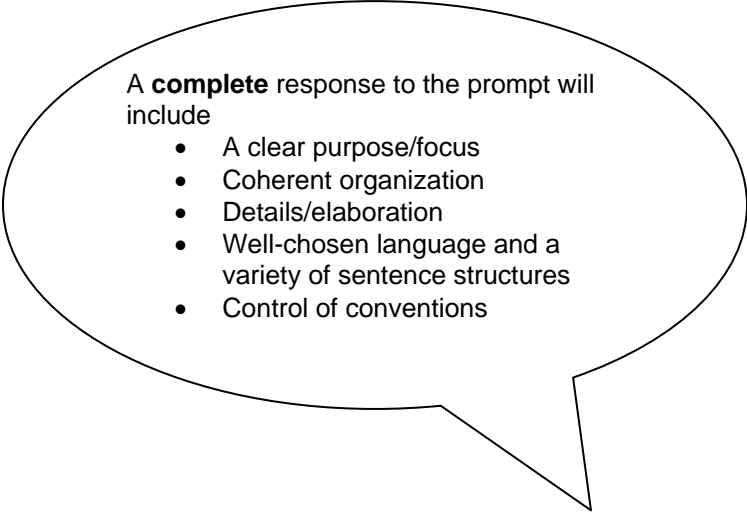
7. How have the changes in technology since 1950 affected your life? Select relevant information from the fact sheet and your own knowledge to write a report.

Planning/Review Box Questions

1. What is the focus/thesis of your report? _____

2. What are the supporting details in your report? _____

3. How does your conclusion demonstrate the significance of the information?



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Writing Rubric – Extended Response: Informational (Report) Writing

| |
|---|
| 6 |
| <ul style="list-style-type: none">• purpose is clear throughout; strong focus/controlling idea OR strongly stated purpose focuses the writing• intentionally organized for effect• fully developed details, rich and/or insightful elaboration supports purpose• distinctive voice, tone, and style enhance meaning• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none">• purpose is clear; focus/controlling idea is maintained throughout• well- organized and coherent throughout• details are relevant and support purpose; details are sufficiently elaborated• strong command of sentence structure;; uses language to enhance meaning• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none">• purpose is evident; focus/controlling idea may not be maintained• generally organized and coherent• details are relevant and mostly support purpose• well-constructed sentences; uses language well• may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none">• writing has a general purpose• some sense of organization; may have lapses in coherence• some relevant details support purpose• uses language adequately; may show little variety of sentence structures• may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none">• attempted or vague purpose; stays on topic• little evidence of organization; lapses in coherence• generalizes or lists details• lacks sentence control; uses language poorly• errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none">• lack of evident purpose; topic may not be clear• incoherent or underdeveloped organization• random information• rudimentary or deficient use of language• serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none">• response is totally incorrect or irrelevant |

Writing prompt: Persuasive

GSE: W-10.6 W-10.7 W-10.8, W-10.1. W-10.9

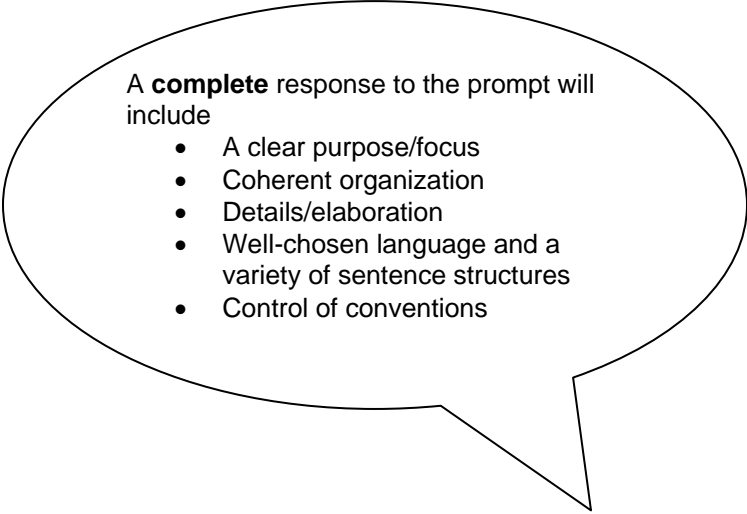
8. Doctors claim that heavy backpacks can cause serious back and neck damage and pain. Your principal is considering limiting all backpacks to 10 pounds. Write an essay in which you argue either for or against this proposition.

Planning/Review Box Questions

1. What is your position or opinion? _____

2. What are your supporting arguments and/or reasons? _____

3. How have you addressed any counterargument(s)? _____



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Writing Rubric – Extended Response: Persuasive

| |
|--|
| 6 |
| <ul style="list-style-type: none"> • purpose/position is clear throughout; strong focus/position; OR strongly stated purpose/opinion focuses the writing • intentionally organized for effect • fully developed arguments and reasons; rich, insightful elaboration supports purpose/opinion • distinctive voice, tone, and style effectively support position • consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none"> • purpose/ position is clear; stated focus/opinion maintained consistently throughout • well-organized and coherent throughout • arguments/reasons are relevant and support purpose/opinion; arguments/reasons are sufficiently elaborated • strong command of sentence structure; uses language to support position • consistent application of the rules of grade-level grammar, usage and mechanics |
| 4 |
| <ul style="list-style-type: none"> • purpose/ position and focus are evident, but may not be maintained • generally well organized and coherent • arguments are appropriate and mostly support purpose/opinion • well-constructed sentences; uses language well • may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none"> • writing has a general purpose/position • some sense of organization; may have lapses in coherence • some relevant details support purpose • arguments are thinly developed • generally correct sentence structure; uses language adequately • may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none"> • attempted or vague purpose /position • little evidence of organization; lapses in coherence • generalizes or lists details/reasons • lacks sentence control; uses language poorly • errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none"> • purpose/ position may be undeveloped or unclear • incoherent or underdeveloped organization • random information • rudimentary or deficient use of language • serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none"> • response is totally incorrect or irrelevant |

Writing prompt: Procedural

GSE: W-10.6 W-10.7 W-10.8, W-10.1. W-10.9

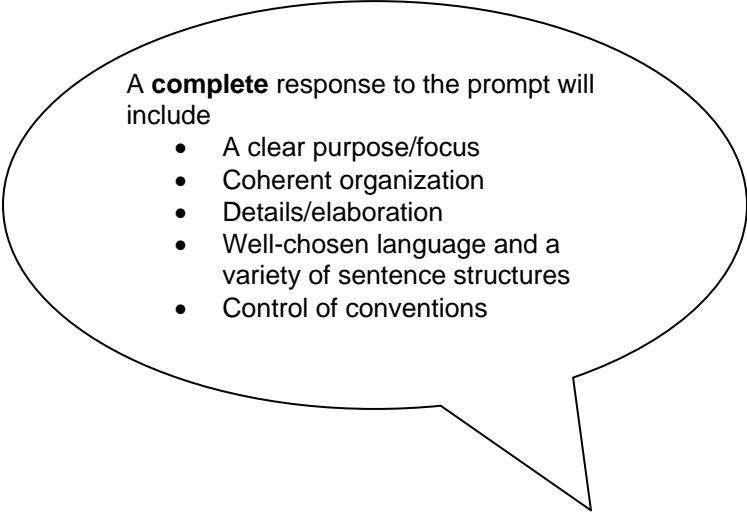
9. A young child is trying to learn to swim. Write an explanation of the procedure of learning to swim for the child.

Planning/Review Box Questions

1. What does the reader need to know about this procedure? _____

2. What are the steps in this procedure? _____

3. How have you addressed the potential problems that may be encountered while performing this procedure? _____



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Draft Grade 11 Writing Rubric – Extended Response: Procedures

| |
|---|
| 6 |
| <ul style="list-style-type: none">• purpose and context are clear; strong focus/controlling idea maintained throughout• intentionally organized for effect• fully developed details and elaborated steps support purpose• distinctive voice, tone, and style enhance reader’s understanding• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none">• purpose and context are clear; focus/controlling idea is maintained throughout• well- organized and coherent throughout• details are relevant and support purpose; steps are sufficiently explained• precise word choice; varied sentence structure/phrasing as appropriate• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 4 |
| <ul style="list-style-type: none">• purpose and context are evident; focus/controlling idea may not be maintained• generally organized and coherent• details are relevant, clear and mostly support purpose; general explanation of steps• specific word choice; varied sentence structure/phrasing as appropriate• may show inconsistent control of grade-level grammar, usage, and mechanics |
| 3 |
| <ul style="list-style-type: none">• writing has a general purpose• some sense of organization; may have lapses in coherence• some relevant details support purpose; some steps are identified• uses nonspecific language; sentence structures or phrasing may cause confusion• may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none">• attempted or vague purpose; stays on topic• little evidence of organization; lapses in coherence• generalizes or lists details; may identify steps• lacks sentence control; uses language poorly• errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none">• lack of evident purpose; topic may not be clear• incoherent or underdeveloped organization• random information• rudimentary or deficient use of language• serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none">• response is totally incorrect or irrelevant |

Writing prompt: Procedural

GSE: W-10.6 W-10.7 W-10.8, W-10.1. W-10.9

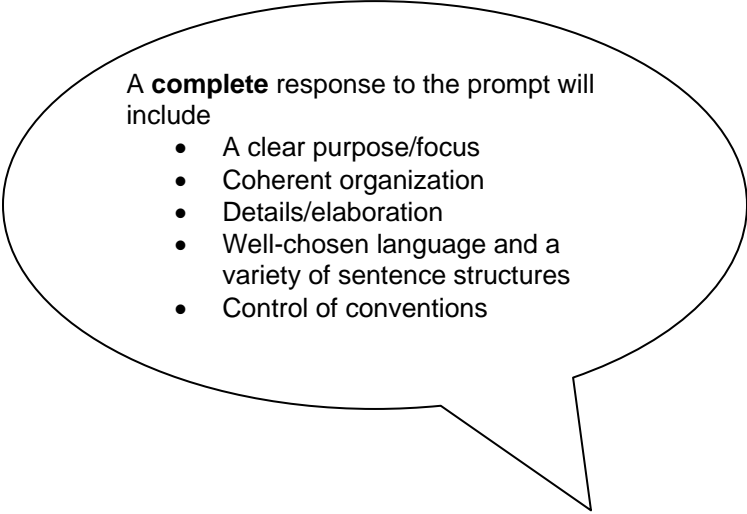
10. Friends are joining you for a meal. Explain how you would set the table.

Planning/Review Box Questions

1. What does the reader need to know about this procedure? _____

2. What are the steps in this procedure? _____

3. How have you addressed the potential problems that may be encountered while performing this procedure? _____



A **complete** response to the prompt will include

- A clear purpose/focus
- Coherent organization
- Details/elaboration
- Well-chosen language and a variety of sentence structures
- Control of conventions

Draft Grade 11 Writing Rubric – Extended Response: Procedures

| |
|---|
| 6 |
| <ul style="list-style-type: none">• purpose and context are clear; strong focus/controlling idea maintained throughout• intentionally organized for effect• fully developed details and elaborated steps support purpose• distinctive voice, tone, and style enhance reader’s understanding• consistent application of the rules of grade-level grammar, usage, and mechanics |
| 5 |
| <ul style="list-style-type: none">• purpose and context are clear; focus/controlling idea is maintained throughout• well- organized and coherent throughout• details are relevant and support purpose; steps are sufficiently explained• precise word choice; varied sentence structure/phrasing as appropriate• consistent application of the rules of grade-level grammar, usage, and mechanics |
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| <ul style="list-style-type: none">• writing has a general purpose• some sense of organization; may have lapses in coherence• some relevant details support purpose; some steps are identified• uses nonspecific language; sentence structures or phrasing may cause confusion• may contain some serious errors in grammar, usage, and mechanics |
| 2 |
| <ul style="list-style-type: none">• attempted or vague purpose; stays on topic• little evidence of organization; lapses in coherence• generalizes or lists details; may identify steps• lacks sentence control; uses language poorly• errors in grammar, usage, and mechanics are distracting |
| 1 |
| <ul style="list-style-type: none">• lack of evident purpose; topic may not be clear• incoherent or underdeveloped organization• random information• rudimentary or deficient use of language• serious and persistent errors in grammar, usage, and mechanics throughout |
| 0 |
| <ul style="list-style-type: none">• response is totally incorrect or irrelevant |