

# OKLAHOMA SCHOOL TESTING PROGRAM

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TEST BLUEPRINT AND  
ITEM SPECIFICATIONS **ENGLISH LANGUAGE ARTS**  
2016-2017 **GRADE 10**



OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

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# **OKLAHOMA SCHOOL TESTING PROGRAM TEST AND ITEM SPECIFICATIONS**

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## **Grade 10 English Language Arts**

### **Purpose**

The purpose of the Grade 10 test (G10) is to measure Oklahoma students' levels of proficiency over the Oklahoma Academic Standards. Students are required to respond to a variety of items that assess identified content standards outlined in the G10 Test Blueprint.

## Test Structure, Format, and Scoring

The Grade 10 English Language Arts operational test is administered in three sections over the course of two or three days. The first section of the test consists of one operational written response. The second and third sections of the test each consist of approximately 30 operational items and 5 field-test items. Sections 2 and 3 are to be administered in one day or consecutive days.

Each multiple-choice or evidence-based select response (EBSR) item is scored as correct or incorrect. Only operational multiple-choice, EBSR, and one written-response item contribute to the total test score. Thus, for example, if a test contained 61 operational items and 10 field-test items, only those 61 operational items (not the field-test items) would contribute to a student's scaled score.

The student's raw score is converted to a scaled score using the number correct scoring method.

## Test Alignment with Oklahoma Academic Standards

### Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards

#### 1. Categorical Concurrence

The test is constructed so that there are at least six items measuring each OAS standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.

#### 2. Range-of-Knowledge Correspondence

The test is constructed so that each OAS standard has at least one corresponding assessment item.

#### 3. Source of Challenge

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

# OKLAHOMA SCHOOL TESTING PROGRAM

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS

### 2016-2017 GRADE 10

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF MC ITEMS	IDEAL NUMBER OF ITEMS	STANDARDS
27-33%	16-20	<b>STANDARD 2: READING AND WRITING PROCESS</b> Students will use a variety of recursive reading and writing processes.
28-33%	17-20	<b>STANDARD 3: CRITICAL READING AND WRITING</b> Students will apply critical thinking skills to reading and writing.
13-17%	8-10	<b>STANDARD 4: VOCABULARY</b> Students will expand their working vocabularies to effectively communicate and understand texts.
13-17%	8-10	<b>STANDARD 5: LANGUAGE</b> Students will apply knowledge of grammar and rhetorical style to reading and writing.
13-17%	8-10	<b>STANDARD 6: RESEARCH</b> Students will engage in inquiry to acquire, refine, and share knowledge.
<b>85% OF OVERALL SCORE</b>	<b>60 MC ITEMS</b>	
<b>15% OF OVERALL SCORE</b>	<b>1 PROMPT 11 POINTS</b>	<b>WRITING SECTION</b> Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
<b>100%</b>	<b>61 ITEMS** 73 POINTS</b>	<b>TOTAL</b>

\*\*58 Multiple-Choice Items, 2 Evidence-Based Select Response Items, 1 Writing Prompt

\*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard.

Please note this blueprint does not include items that may be field-tested.

A minimum of 6 items is required to report a standard.



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## Depth-of-Knowledge Assessed by Test Items

The test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	OAS Standard Percent of DOK 2016-17
Level 1—Recall	5-15%
Level 2—Skill/Concept	45-65%
Level 3—Strategic Thinking	30-45%
Level 4—Extended Thinking*	

DOK Ranges are based on the DOK of the new OAS standards. The standards increase grade-level expectations, increase rigor, and set the expectation for students to be college- and career-ready.

### Reading

- **Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. It requires only surface understanding of text, often verbatim recall. Level 1 activities include supporting ideas by reference to details in the text; using a dictionary to find meaning; identifying figurative language in a passage; and identifying the correct spelling or meaning of words.
- **Level 2** requires processing beyond recall and observation; requires both comprehension and subsequent processing of text; and involves ordering and classifying text, as well as identifying patterns, relationships, and main points. Level 2 activities include using context to identify unfamiliar words; predicting logical outcomes; identifying and summarizing main points; applying knowledge of conventions of Standard American English; composing accurate summaries; and making general inferences and predictions for a portion of a text.
- **Level 3** requires students to go beyond the text; requires students to explain, generalize, and connect ideas; involves inferencing, prediction, elaboration, and summary; and requires students to support positions using prior knowledge and to manipulate themes across passages. Level 3 activities include determining the effect of the author’s purpose on text elements; summarizing information from multiple sources; critically analyzing literature; composing focused, organized, coherent, purposeful prose; and making explanatory and descriptive inferences and interpretations across an entire passage.
- **Level 4** may require extended higher order processing; may involve taking information from one text/passage and applying this information to a new task; and may require generating hypotheses and performing complex analyses and connections among texts. Level 4 activities may include analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across sources; creating compositions that synthesize, analyze, and evaluate; and describing and illustrating common themes across a variety of texts.

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\* One extended written response requiring synthesis, analysis, and evaluation.

## Writing/Grammar/Usage and Mechanics

- **Level 1** requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.
- **Level 2** requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.
- **Level 3** requires that students develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.
- **Level 4** requires that students write multi-paragraph compositions that demonstrate synthesis and analysis of complex ideas or themes.

**Note:** These descriptions are taken from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21–24, 2001, Version 2.0. For an extended description of each depth-of-knowledge level, see the web site at <http://facstaff.wcer.wisc.edu/normw/TILSA/INFO and INSTR Align Anal 513.pdf>

## Universal Design Considerations

Universal Design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Grade 10 tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes such things as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus.

## Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time.

Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Students will be able to use scratch paper for all online assessments. This paper must be taken up and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

## Testing Schedules

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each Grade 10 test is meant to be administered in two sessions within one day or consecutive days with the exception of Grade 10 English Language Arts, which will be administered in three sessions over two or three days. Estimated time for scheduling is given in the table below.

Day 1 OR Day 3 Grade 10 English Language Arts Writing Test Time Schedule	
Distributing Grade 10 English Language Arts Test login information and reading directions	Approximately 20 minutes
Administering Section 1 Writing	55 minutes
Total:	Approximately 75 minutes

Day 1 OR Day 1 and Day 2 OR Day 2 OR Day 2 and Day 3 Grade 10 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Administering Section 2 of the Grade 10 English Language Arts Online Test	Approximately 40 minutes
Administering Section 3 of the Grade 10 English Language Arts Online Test	Approximately 40 minutes

## Item Types

The test will consist of a combination of multiple-choice and evidence-based select response (EBSR) items.

All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

EBSR items have two parts that together serve as a single item. Each part consists of a selected response question with a **minimum of four choices**.

In Part A students select the correct answer among a minimum of four choices. In Part B students select among a minimum of four choices to demonstrate the ability to locate and/or connect details/evidence from the text that explains or justifies the answer chosen for the first part of the item.



## Multiple-Choice Item Guidelines

- All items must clearly indicate what is expected in a response and direct students how to focus their responses and will be written at a reading level appropriate for a Grade 10 English Language Arts audience.
- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.
- Each multiple-choice item stem asks a question or poses a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

## Stimulus Materials

Stimulus materials are the tables, charts, graphs, passages, and illustrations students must use in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.
2. When students are given information to evaluate, they should know the research question and the purpose of the research.
3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
4. Stimulus materials for a set of items may be a combination of multiple stimuli.
5. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
6. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

## Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed. Appropriate readability formulas for Grade 10 English Language Arts include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The teacher committee that reviews passages provides the final decisions in regards to the readability of a passage.

## General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS standards listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.
7. In Part B of EBSR items, all of the answer choices are of the same type of citation of evidence (e.g., all quotes or all paraphrases). All answer choices for Part B (distractors) are accurate/relevant/from the passage (whether exact citations or paraphrases).
8. The choices for multiple-choice or EBSR items are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
9. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
10. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
11. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
12. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.
13. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their Grade 10 coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to Grade 10 test level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
17. Across all forms, a balance of gender and active/passive roles by gender is maintained.
18. Forms attempt to represent the ethnic diversity of Oklahoma students.
19. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be taken up and destroyed at the end of the test.
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. Permission to use stimuli from copyrighted material is obtained as necessary by testing vendor.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

In summary, Grade 10 English Language Arts test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

Written responses receive two types of scores: an overall composite score and a series of analytic scores for specific writing skills. The overall composite score reflects how well the student can integrate writing techniques to produce a good essay. The five analytic scores each focus on a specific aspect of the student's writing.

Responses that do not meet certain criteria cannot be scored. A zero overall score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task.

### **Considerations Specific to the Grade 10 English Language Arts Test**

Each 10th-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, analysis, drawing conclusions, making an inference, being conducive for vocabulary analogies, and relevant reading tasks as defined by the Oklahoma Academic Standards for 10th grade.

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma's cultural diversity, and will possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 10th-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will contain at least two reading selections that will allow students to make comparisons and connections between texts.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress.

Permission to use selections from copyrighted material will be obtained as necessary.

The majority of the selections used for the Grade 10 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 1500 words. Each reading passage will generate approximately six to eight multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research

and information. Each grammar passage will generate approximately six to eight multiple-choice questions from the OAS standards, including Standard English grammar, mechanics, and usage. Each writing prompt will allow students the opportunity to demonstrate writing skills.

It is necessary to create test items that are reliable, fair, and targeted to the OAS standards listed on the following pages. There are some considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards, objectives, and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 10 test-level students can relate to and understand.
4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
6. With paired passages, items for each passage will follow the passage for which the items are written. The items that require comparisons and connections between passages will appear after both passages. There will be a minimum of three questions for the related paired items separate from the minimum three to five questions for each of the passages in the pair.

## Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

- OAS Standard
- OAS Objective
- Item Specifications
  - a. Emphasis
  - b. Format
  - c. Content Limits
  - d. Distractor Domain
  - e. Sample Test Items

The headings “OAS Standard” and “OAS Objective” state the standard and the objective being measured as found in the English Language Arts section of the Oklahoma Academic Standards document.

For each objective, the information under the heading “Item Specifications” highlights important points about a test item’s emphasis, format, content limits, and distractor domain. Sample test items are provided with each objective to illustrate these specifications. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single standard as the primary concept.

**Note:** With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included. For this reason, Item Specifications are only meant to be a supplemental resource for classroom instruction.

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations. Sample test items are not intended to predict a student’s performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

**PASSAGES**

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Read this passage. Then answer the questions that follow.

## An Episode of War

by Stephen Crane



- 1 The lieutenant's rubber blanket lay on the ground, and upon it he had poured the company's supply of coffee. Corporals and other representatives of the grimy and hot-throated men who lined the breastwork<sup>1</sup> had come for each squad's portion. The lieutenant was frowning and serious at this task of division. His lips pursed<sup>2</sup> as he drew with his sword various crevices in the heap until brown squares of coffee, astoundingly equal in size, appeared on the blanket. He was on the verge of a great triumph in mathematics when suddenly the lieutenant cried out and looked quickly at a man near him as if he suspected it was a case of personal assault. The others cried out also when they saw blood upon the lieutenant's sleeve.
- 2 He had winced like a man stung, swayed dangerously, and then straightened. The sound of his hoarse breathing was plainly audible. He looked sadly, mystically, over the breastwork at the green face of a wood, where now were many little puffs of white smoke. During this moment the men about him gazed statue-like and silent, astonished and awed by this catastrophe that happened when catastrophes were not expected—when they had leisure to observe it.
- 3 As the lieutenant stared at the wood, they too swung their heads, so that for another instant all hands, still silent, contemplated the distant forest as if their minds were fixed upon the mystery of a bullet's journey.

<sup>1</sup>**breastwork:** a hastily constructed, temporary fortification that is usually chest high; common defense used by armies through the Civil War

<sup>2</sup>**pursed:** puckered



- 4 The officer had, of course, been compelled to take his sword into his left hand. He did not hold it by the hilt. He gripped it at the middle of the blade, awkwardly. Turning his eyes from the hostile wood, he looked at the sword as he held it there, and seemed puzzled as to what to do with it, where to put it. In short, this weapon had of a sudden become a strange thing to him. He looked at it in a kind of stupefaction, as if he had been endowed with a trident, a scepter, or a spade.
- 5 At this instant the men, the spectators, awoke from their stone-like poses and crowded forward sympathetically. The orderly-sergeant took the sword and tenderly placed it in the scabbard. At the time, he leaned nervously backward, and did not allow even his finger to brush the body of the lieutenant. His comrades watched with large, thoughtful eyes. They feared vaguely that the weight of a finger upon him might send him headlong, precipitate the tragedy, and hurl him at once into the dim, gray unknown.
- 6 There were others who proffered assistance. One timidly presented his shoulder and asked the lieutenant if he cared to lean upon it, but the latter waved him away mournfully. He wore the look of one who knows he is the victim of a terrible disease and understands his helplessness. He held his right wrist tenderly in his left hand as if the wounded arm was made of very brittle glass.
- 7 As the wounded officer passed from the line of battle, he was enabled to see many things that as a participant in the fight had been unknown to him. A battery,<sup>3</sup> a tumultuous and shining mass, was swirling toward the right.
- 8 The wild thud of hoofs, the cries of the riders shouting blame and praise, menace and encouragement, and last, the roar of the wheels, the slant of the glistening guns, brought the lieutenant to an intent pause. The battery swept in curves that stirred the heart; it made halts as dramatic as the crash of a wave on the rocks, and when it fled onward, this aggregation of wheels, levers, motors, had a beautiful unity, as if it were a missile. The sound of it was a war-chorus that reached into the depths of man's emotion.
- 9 The lieutenant, still holding his arm as if it were of glass, stood watching this battery until all detail of it was lost, save the figures of the riders, which rose and fell and waved lashes over the black mass.
- 10 Later, he turned his eyes toward the battle where the shooting sometimes crackled like bush-fires, sometimes sputtered with exasperating irregularity, and sometimes reverberated like the thunder. He came upon some stragglers, and they told him how to find the field hospital. They described its exact location. In fact, these men, no longer having part in the battle, knew more of it than others. The lieutenant, carrying his wounded arm rearward, looked upon them with wonder.
- 11 At the roadside a brigade was making coffee and buzzing with talk like a girls' boarding school. Several officers came out to him. One, seeing his arm, began to scold. "Why, man, that's no way to do. You want to fix that thing." He appropriated the lieutenant and the lieutenant's wound. He cut the sleeve and laid bare the arm,

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<sup>3</sup>**battery:** a unit of soldiers and large weapons such as cannons



every nerve of which softly fluttered under his touch. He bound his handkerchief over the wound, scolding away in the meantime. His tone allowed one to think that he was in the habit of being wounded every day. The lieutenant hung his head, feeling, in this presence, that he did not know how to be correctly wounded.



- 12 The low white tents of the hospital were grouped around an old schoolhouse. An interminable crowd of bandaged men were coming and going. Great numbers sat under the trees nursing heads or arms or legs. A busy surgeon was passing near the lieutenant. "Good morning," he said, with a friendly smile. Then he caught sight of the lieutenant's arm and his face at once changed. "Well, let's have a look at it." He seemed possessed suddenly of a great contempt for the lieutenant. This wound evidently placed the latter on a very low social plane. The doctor cried out impatiently, "What mutton-head had tied it up that way anyhow?" The lieutenant answered, "Oh, a man."
- 13 When the wound was disclosed the doctor fingered it disdainfully. "Humph," he said. "You come along with me and I'll tend to you." His voice contained the same scorn as if he were saying, "You will have to go to jail."
- 14 The lieutenant had been very meek, but now his face flushed, and he looked into the doctor's eyes. "I guess I won't have it amputated," he said.
- 15 "Nonsense, man! Nonsense! Nonsense!" cried the doctor. "Come along, now. I won't amputate it. Come along. Don't be a baby."
- 16 "Let go of me," said the lieutenant, holding back wrathfully, his glance fixed upon the door of the old schoolhouse, as sinister to him as the portals of death.
- 17 And this is the story of how the lieutenant lost his arm. When he reached home, his sisters, his mother, his wife sobbed for a long time at the sight of the flat sleeve. "Oh, well," he said, standing shamefaced amid these tears, "I don't suppose it matters so much as all that."

## The Ambitious Guest

by Nathaniel Hawthorne



- 1 One September night a family had gathered round their hearth, and piled it high with the driftwood of mountain streams, the dry cones of the pine, and the splintered ruins of great trees that had come crashing down the precipice. Up the chimney roared the fire, and brightened the room with its broad blaze. The faces of the father and mother had a sober gladness; the children laughed; the eldest daughter was the image of Happiness at seventeen; and the aged grandmother, who sat knitting in the warmest place, was the image of Happiness grown old. This family were situated in the Notch of the White Hills, where the wind was sharp throughout the year, and pitilessly cold in the winter. They dwelt in a cold spot and a dangerous one; for a mountain towered above their heads, so steep, that the stones would often rumble down its sides and startle them at midnight.
- 2 The daughter had just uttered some simple jest that filled them all with mirth, when the wind came through the Notch and seemed to pause before their cottage—rattling the door, with a sound of wailing and lamentation, before it passed into the valley. For a moment it saddened them, though there was nothing unusual in the tones. But the family were glad again when they perceived that the latch was lifted by some traveller, whose footsteps had been unheard amid the dreary blast which heralded his approach. When the footsteps were heard, therefore, between the outer door and the inner one, the whole family rose up, as if about to welcome someone who belonged to them, and whose fate was linked with theirs.
- 3 The door was opened by a young man. His face at first wore the melancholy expression, almost despondency, of one who travels a wild and bleak road, at nightfall and alone, but soon brightened up when he saw the kindly warmth of his reception. He felt his heart spring forward to meet them all.

- 4 "Ah, this fire is the right thing!" cried he; "especially when there is such a pleasant circle round it; for, when I saw all your cheerful faces, I felt as if you had kindled it on purpose for me, and were waiting my arrival. So I shall sit down among you, and make myself at home."
- 5 The frank-hearted stranger had just drawn his chair to the fire when something like a heavy footstep was heard without, rushing down the steep side of the mountain, as with long and rapid strides, and taking such a leap in passing the cottage as to strike the opposite precipice. The family held their breath, because they knew the sound, and their guest held his by instinct.
- 6 "The old mountain has thrown a stone at us, for fear we should forget him," said the landlord, recovering himself. "He sometimes nods his head and threatens to come down; but we are old neighbors, and agree together pretty well upon the whole. Besides we have a sure place of refuge hard by if he should be coming in good earnest."
- 7 Let us now suppose the stranger to have finished his supper; and, by his natural felicity of manner, to have placed himself on a footing of kindness with the whole family, so that they talked as freely together as if he belonged to their mountain brood.
- 8 The secret of the young man's character was a high and abstracted ambition. He could have borne to live an undistinguished life, but not to be forgotten in the grave.
- 9 "As yet," cried the stranger—his cheek glowing and his eye flashing with enthusiasm—"as yet, I have done nothing. Were I to vanish from the earth tomorrow, none would know so much of me as you: that a nameless youth came up at nightfall from the valley of the Saco, and opened his heart to you in the evening, and passed through the Notch by sunrise, and was seen no more. Not a soul would ask, 'Who was he? Whither did the wanderer go?' But I cannot die till I have achieved my destiny. Then, let Death come! I shall have built my monument!"
- 10 "It is better to sit here by this fire," answered the girl, blushing, "and be comfortable and contented, though nobody thinks about us."
- 11 "There now!" exclaimed the stranger; "it is our nature to desire a monument, be it slate or marble, or a pillar of granite, or a glorious memory in the universal heart of man."
- 12 "We're in a strange way, tonight," said the wife. "They say it's a sign of something, when folks' minds go a-wandering so."
- 13 "Old and young, we dream of graves and monuments," murmured the stranger youth. "I wonder how mariners feel when the ship is sinking, and they, unknown and undistinguished, are to be buried together in the ocean—that wide and nameless sepulchre?"

- 14 For a moment, the conception so engrossed the minds of the hearers that a sound abroad in the night, rising like the roar of a blast, had grown broad, deep, and terrible, before the fated group were conscious of it. The house and all within it trembled; the foundations of the earth seemed to be shaken, as if this awful sound were the peal of the last trump. Young and old exchanged one wild glance, and remained an instant, pale, affrighted, without utterance, or power to move. Then the same shriek burst simultaneously from all their lips.
- 15 "The Slide! The Slide!"
- 16 The simplest words must intimate, but not portray, the unutterable horror of the catastrophe. The victims rushed from their cottage, and sought refuge in what they deemed a safer spot—where, in contemplation of such an emergency, a sort of barrier had been reared. Alas! they had quitted their security, and fled right into the pathway of destruction. Down came the whole side of the mountain, in a cataract of ruin. Just before it reached the house, the stream broke into two branches—shivered not a window there, but overwhelmed the whole vicinity, and annihilated everything in its dreadful course. Long ere the thunder of the great Slide had ceased to roar among the mountains, the mortal agony had been endured, and the victims were at peace. Their bodies were never found.
- 17 The next morning, the light smoke was seen stealing from the cottage chimney up the mountain side. Within, the fire was yet smouldering on the hearth, and the chairs in a circle round it, as if the inhabitants had but gone forth to view the devastation of the Slide, and would shortly return. All had left separate tokens, by which those who had known the family were made to shed a tear for each.
- 18 There were circumstances which led some to suppose that a stranger had been received into the cottage on this awful night, and had shared the catastrophe of all its inmates. Woe for the high-souled youth, with his dream of Earthly Immortality! His name and person utterly unknown; his history, his way of life, his plans, a mystery never to be solved, his death and his existence equally a doubt! Whose was the agony of that death moment?

**A student wrote a report about the invention of the parking meter. Read the first part of the report, think about what revisions you would make, and then answer the questions.**

### **Paying for Parking–Part 1**

1        Carl Magee was an attorney and a newspaper editor who lived in Oklahoma  
2 City. In 1933, he was appointed chairman of the traffic committee of the  
3 Oklahoma City Chamber of Commerce. This committee was given the  
4 assignment of finding a solution for the parking problems experienced in  
5 downtown Oklahoma City. People who worked downtown used many of the  
6 parking spaces, and people who worked in the oil fields left their cars  
7 downtown and took other transportation to the oil fields. This unauthorized  
8 use of parking kept downtown shoppers from using many of the parking  
9 spaces and frustrated the business owners who heard from angry customers.  
10 Magee decided a device of some kind was needed to charge a person for the  
11 amount of time spent in a parking space.  
12        Magee designed the parking meter, which included a coin slot, a handle that  
13 turned to activate the timer, and a pointer that showed the amount of time  
14 remaining for the vehicle. He applied for a patent and later asked the  
15 Engineering Department at Oklahoma State University for help in improving  
16 his design. Magee received a patent for his new and improved parking meter  
17 in 1938.

**Read the next part of the report, think about what revisions you would make, and then answer the question.**

### **Paying for Parking–Part 2**

18 In the beginning, city officials did not want to have anything to do with the  
19 parking meters as parking had always been free. City officials feared a negative  
20 reaction from citizens. Downtown shoppers, however, were so happy to be able  
21 to find parking spaces that much of the reaction was positive.

22 The first parking meters were installed on one side of the street in  
23 Oklahoma City in 1935. This installation drew quite a crowd, and the event  
24 was covered by many reporters who converged on the city. Business soon  
25 improved so much that owners of businesses on the other side of the street  
26 demanded parking meters as well.

27 Magee went on to form the Magee-Hale Park-O-Meter Company. His  
28 company manufactured parking meters in Oklahoma City and Tulsa. Magee's  
29 original parking meter can now be seen at the Oklahoma History Center in  
30 Oklahoma City.

**Read the last part of the report, think about what revisions you would make, and then answer the questions.**

### **Paying for Parking–Part 3**

31 Early parking meters required continual maintenance to be sure they were  
32 working properly and to allow for money collection. They were easy targets for  
33 thieves, and improvements included the addition of armored coin boxes.  
34 Another disadvantage was that each parking space required a pole to be  
35 placed; therefore, more manpower was needed. Often, vehicles struck the  
36 poles, frequently making repairs necessary. Later, dual-head parking meters  
37 were designed with two meters on each pole. This reduced the number of  
38 poles needed by half.

39 Many parking meters today are digital and do not need to be wound up.  
40 Some parking meters accept different denominations of coins for various time  
41 limits, while others accept only one type of coin. Some of the first parking  
42 meters provided an hour of parking time for a nickel. In the busiest  
43 sections of town, a nickel could buy only fifteen minutes. In 2000, the parking  
44 meters in downtown Oklahoma City gave three minutes for a nickel, six  
45 minutes for a dime, and fifteen minutes for a quarter.

46 Some of the newest parking meters have sensors. The sensor lets the device  
47 know when a vehicle leaves the parking space; the timer is then reset to zero.  
48 The next parker is thereby forced to pay the full amount for parking since no  
49 time is left on the meter. As proof of their popularity, there were an estimated  
50 five million parking meters being used in the United States in 2001.



Read the following reference guide based on the *MLA Handbook for Writers of Research Papers*. Then read the student research paper that follows. Use this reference guide to look for errors in the student research paper.

**MLA Handbook for Writers of Research Papers**  
**Chapter 6: Documentation: Citing Sources in the Text**

Type of Work	Author's Name	Example
One author	In text	Aldridge's findings also support this idea (75–87).
One author	In citation	Additional findings also support this idea (Aldridge 75–87).
Multiple authors	In text	Some scientists, including Rayner and Spielman (122–43), have explored this study further.
Multiple authors	In citation	Some scientists have explored this study further (Rayner and Spielman 122–43).
Entire book	In text	Saterlee's book, <i>Investigating Birth Order</i> , clearly describes these characteristics.
Multivolume work	In text	The discovery of the light bulb is one of the best examples of this mode of thinking (Maxwell 9:35–48).



**The following passage is the first two pages and the Works Cited page from a student research paper. Read the passage. Compare the paper with the preceding reference guide. Then answer the questions that follow.**

1

Bormann 1

2 Reagan Bormann

3 Mrs. Cantu

4 English II

5 5 April 2011

6

### The Health Benefits of Running

7 Running offers both physiological and psychological benefits. A significant  
8 physiological benefit of running is improved joint health (Sieben and Lindeman 45).

9 Because running is an effective calorie burner, it is often an exercise

10 people use even to lose or maintain a healthy weight. The more a person

11 weighs, the more pressure joints experience, and this seems to increase the

12 breakdown of cartilage, the tissue that cushions joints (Groth p. 53).

13 Breakdown in cartilage is the cause of osteoarthritis, the most common form  
14 of arthritis. Thus, running can decrease a person's chances of developing

15 osteoarthritis. In addition to reducing the stress that excess weight can cause

16 joints, running improves the function of the joints. When a person runs, the

17 cartilage in his or her joints compresses and expands, which brings oxygen

18

Bormann 2

19 into the joints and flushes out waste products. This process nourishes

20 the joints and keeps the cartilage healthy (Hoven 33–34).

21 While the physical benefits of running are numerous, current research is  
22 exploring the psychological benefits that running may have. Scientists are

23 attempting to evaluate the relationship between exercise and mental

24 performance. Charles Claypool, a researcher at Rutt University, maintains that

25 these studies show vigorous exercise improves the ability to solve problems,

26 brainstorm ideas, and think quickly (120). German investigators

27 conducted their own six week study comparing a group of people who ran for

28 thirty minutes twice a week to another group who did not exercise. Similar to

29 Claypool's findings, their results showed that the runners scored higher on a

30 test measuring concentration than those who did not run (Franklin 56–66).

## Works Cited

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32  
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## **STANDARDS & SAMPLE ITEMS**

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## STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will use a variety of recursive reading and writing processes.</li> <li>Reading—Students will read and comprehend increasingly complex literary and informational texts.</li> <li>Writing—Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>
OAS OBJECTIVES	<p><b>10.2.R.1</b> Students will summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>10.2.R.2</b> Students will analyze details in literary and nonfiction/informational texts to connect how genre supports the author’s purpose.</p> <p><b>10.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>10.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>10.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare / contrast, sequential, problem / solution, cause / effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>10.2.W.4</b> Students will edit and revise multiple drafts for organization, enhanced transitions and coherence, sentence variety, and consistency in tone and point of view to establish meaningful texts.</p> <p><b>10.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to attain meaning and comprehend core ideas from increasingly complex texts and to apply the recursive writing process to their own independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items or EBSR items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## From "An Episode of War"

1

They feared vaguely that the weight of a finger upon him might send him headlong, precipitate the tragedy, and hurl him at once into the dim, gray unknown.

**Which statement best summarizes this sentence?**

- A** The soldiers thought they might further injure the lieutenant if they touched him.
- B** The soldiers were unsure why the lieutenant was behaving in such a confused manner.
- C** The soldiers were worried about being held responsible for the lieutenant's injury.
- D** The soldiers thought the lieutenant was close to death and needed emergency attention.

**Correct Response:** A

**Depth-of-Knowledge:** 2

## From "An Episode of War"

### 2 Part A

**Which statement best describes what the author of this passage wanted to communicate about warfare during the Civil War?**

- A** The inadequacy of medical treatment was excusable.
- B** The war had a profound and lasting effect on its participants.
- C** Most battles took place between lines of troops on open fields.
- D** Officers frequently paid little attention to the needs of the troops.

### Part B

**Which detail from the passage best supports the answer in Part A?**

- A** One timidly presented his shoulder and asked the lieutenant if he cared to lean upon it, but the latter waved him away mournfully.
- B** A battery, a tumultuous and shining mass, was swirling toward the right.
- C** The doctor cried out impatiently, "What mutton-head had tied it up that way anyhow?"
- D** "Oh, well," he said, standing shamefaced amid these tears, "I don't suppose it matters so much as all that."

**Correct Response:** Part A: B; Part B: D

**Depth-of-Knowledge:** 3

## STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will apply critical thinking skills to reading and writing.</li> <li>Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.</li> <li>Writing—Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.</li> </ul>
OAS OBJECTIVES	<p><b>10.3.R.1</b> Students will evaluate the extent to which historical, cultural, and/or global perspectives affect authors’ stylistic and organizational choices in grade-level literary and informational genres.</p> <p><b>10.3.R.2</b> Students will evaluate points of view and perspectives in more than one grade-level literary and/or informational text and explain how multiple points of view contribute to the meaning of a work.</p> <p><b>10.3.R.3</b> Students will analyze how authors use key literary elements to contribute to meaning and interpret how themes are connected across texts:</p> <ul style="list-style-type: none"> <li>character development</li> <li>theme</li> <li>conflict (i.e., internal and external)</li> <li>archetypes</li> </ul> <p><b>10.3.R.4</b> Students will evaluate literary devices to support interpretations of texts, including comparisons across texts:</p> <ul style="list-style-type: none"> <li>figurative language</li> <li>imagery</li> <li>tone</li> <li>symbolism</li> <li>irony</li> </ul> <p><b>10.3.R.5</b> Students will distinguish among different kinds of evidence (e.g., logical, empirical, anecdotal) used to support conclusions and arguments in texts.</p> <p><b>10.3.R.6</b> Students will comparatively analyze the structures of texts (e.g., compare/contrast, problem/solution, cause/effect, claims/counterclaims/evidence) and content by inferring connections among multiple texts and providing textual evidence to support their inferences.</p> <p><b>10.3.R.7</b> Students will make connections (e.g., thematic links, literary analysis) between and across multiple texts and provide textual evidence to support their inferences.</p> <p><b>Narrative</b></p> <p><b>10.3.W.1</b> Students will write narratives embedded in other modes as appropriate.</p> <p><b>10.2.W.2</b> Students will plan (e.g., outline) and prewrite a first draft as necessary.</p> <p><b>Informative—Grade Level Focus</b></p> <p><b>10.3.W.2</b> Students will compose essays and reports to objectively introduce and develop topics, incorporating evidence (e.g., specific facts, examples, details, data) and maintaining an organized structure and a formal style.</p> <p><b>10.3.W.3</b> Students will elaborate on ideas by using logical reasoning and illustrative examples to connect evidences to claim(s).</p>

## STANDARD 3—CRITICAL READING AND WRITING continued

### OAS OBJECTIVES

#### Argument – Grade Level Focus

- 10.3.W.4** Students will introduce precise claims and distinguish them from counterclaims and provide sufficient evidences to develop balanced arguments, using credible sources.
- 10.3.W.5** Students will use words, phrases, and clauses to connect claims, counterclaims, evidence, and commentary to create a cohesive argument and include a conclusion that follows logically from the information presented and supports the argument.
- 10.3.W.6** Students will blend multiple modes of writing to produce effective argumentative essays.

### ITEM SPECIFICATIONS

#### Emphasis:

- Items will require students to apply critical thinking skills when reading diverse and complex texts and to write in all modes (narrative, informative, and argument) for various audiences and purposes using refined composition skills.

#### Format:

- Students will be asked to demonstrate the ability to apply critical thinking skills based on a reading selection followed by multiple-choice items or EBSR items. Students will be asked to demonstrate the ability to write by producing multi-paragraph essays in response to mode-specific writing prompts.

#### Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.
- Passage-based constructed response writing should be based on the writing modes in the standard: Narrative, Informative, and Argument.

#### Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.



### From "An Episode of War"

3

He held his right wrist tenderly in his left hand as if the wounded arm was made of very brittle glass.

**What does the author mean by using the simile "as if the wounded arm was made of very brittle glass"?**

- A** The lieutenant's arm was broken in several places.
- B** Pieces of broken glass had entered the lieutenant's arm.
- C** The lieutenant was being careful not to further injure his arm.
- D** Arm injuries require lengthy treatment in order to heal properly.

**Correct Response:** C

**Depth-of-Knowledge:** 2

### From "An Episode of War"

4

**How does the troops' reaction to their lieutenant and his wound compare to the surgeon's reaction?**

- A** Both his troops and the surgeon are inconsiderate.
- B** Both his troops and the surgeon are very respectful.
- C** His troops are sympathetic, but the surgeon is disrespectful.
- D** His troops are frightened, but the surgeon is compassionate.

**Correct Response:** C

**Depth-of-Knowledge:** 2

## STANDARD 4—VOCABULARY

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>Students will expand their working vocabularies to effectively communicate and understand texts.</li> <li>Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>10.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p><b>10.4.R.2</b> Students will use word parts (e.g., affixes, Greek and Latin roots, stems) to define and determine the meaning of increasingly complex words.</p> <p><b>10.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p><b>10.4.R.4</b> Students will analyze the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p><b>10.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (print and/or electronic) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.</p> <p><b>10.4.W.1</b> Students will use domain-appropriate vocabulary to communicate complex ideas in writing clearly.</p> <p><b>10.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts and to apply their vocabulary skills in their independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items or EBSR items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> <li>Vocabulary test items will contain context clues. Vocabulary test items will include inferential questions.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## From "The Ambitious Guest"

5

For a moment, the conception so engrossed the minds of the hearers that a sound abroad in the night, rising like the roar of a blast, had grown broad, deep, and terrible, before the fated group were conscious of it.

**Which group of people would most likely become engrossed?**

- A** students listening to plans for a new school building
- B** athletes listening to the results of a competition
- C** adults listening to commercials while cooking
- D** children listening to the news while playing

**Correct Response:** B

**Depth-of-Knowledge:** 2

## From "The Ambitious Guest"

6

Let us now suppose the stranger to have finished his supper; and, by his natural felicity of manner, to have placed himself on a footing of kindness with the whole family, so that they talked as freely together as if he belonged to their mountain brood.

**In this sentence from the passage, the word felicity means**

- A** familiar traits.
- B** generous acts.
- C** stable condition.
- D** pleasing behavior.

**Correct Response:** D

**Depth-of-Knowledge:** 2

## STANDARD 5—LANGUAGE

<b>OAS STANDARD</b>	<ul style="list-style-type: none"> <li>Students will apply knowledge of grammar and rhetorical style to reading and writing.</li> <li>Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>
<b>OAS OBJECTIVES</b>	<p><b>10.5.R</b> Students will examine the function of parallel structures, various types of phrases, clauses, and active and passive voice to convey specific meanings and/or reflect specific rhetorical styles.</p> <p><b>10.5.W.1</b> Students will write using correct mechanics.</p> <p><b>10.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions, to signal differing relationships among ideas.</p> <p><b>10.5.W.3</b> Students will practice their use of Standard American English, grammar, mechanics, and usage through writing, presentations, and/or other modes of communication to convey specific meanings and interests.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to analyze rhetorical style and how it conveys meaning.</li> <li>Items will require students to recognize and apply appropriate grammar and rhetorical style in texts and to apply correct usage of Standard English in their independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade-level informative/expository selections.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.</li> </ul>

### From "Paying for Parking"

**7** What change, if any, should be made to state the underlined part of the sentence in lines 23 and 24 in active voice?

- A** covering the event on the city were many converging reporters
- B** converging on the city to cover the event were many reporters
- C** many reporters converged on the city to cover the event
- D** no change

**Correct Response:** C

**Depth-of-Knowledge:** 2

### From "Paying for Parking"

**8** What change, if any, should be made to placed; therefore, more in line 35?

- A** placed, therefore, more
- B** placed therefore, more
- C** placed, therefore more
- D** no change

**Correct Response:** D

**Depth-of-Knowledge:** 2

## STANDARD 6—RESEARCH

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will engage in inquiry to acquire, refine, and share knowledge.</li> <li>Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>
OAS OBJECTIVES	<p><b>10.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>10.6.R.2</b> Students will synthesize the most relevant information from a variety of primary and secondary sources (e.g., print and digital), following ethical and legal citation guidelines.</p> <p><b>10.6.R.3</b> Students will evaluate the relevance, reliability, and validity of the information gathered.</p> <p><b>10.6.W.1</b> Students will write research papers and/or texts independently over extended periods of time (e.g., time for research, reflection, and revision) and for shorter timeframes (e.g., a single sitting or a day or two).</p> <p><b>10.6.W.2</b> Students will refine and formulate a viable research question, integrate findings from sources, and clearly use a well-developed thesis statement.</p> <p><b>10.6.W.3</b> Students will integrate into their own writing quotes, paraphrases, and summaries of findings following an appropriate citation style (e.g., MLA, APA, etc.) and avoiding plagiarism.</p> <p><b>10.6.W.4</b> Students will synthesize and present information in a report.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to analyze and evaluate information from a variety of sources and to synthesize and integrate information and cite sources in their independent reports and projects.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items or EBSR items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry. Some selections will be informative/expository selections with embedded errors and citation guides.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

**From “An Episode of War”**

**9 Which research question would most help the reader establish the historical time period for the events in this passage?**

- A** When was Stephen Crane born?
- B** Why were the camp hospital tents white?
- C** How was the lieutenant’s wounded arm cared for?
- D** In which war were schoolhouses used as military hospitals?

**Correct Response:** D

**Depth-of-Knowledge:** 2

**From “MLA Handbook for Writers of Research Papers Chapter 6: Documentation: Citing Sources in the Text” and “The Health Benefits of Running”**

**10 What change, if any, should be made to the citation in line 12?**

- A** (Groth 53)
- B** (Groth, 53)
- C** (Groth, p. 53)
- D** no change

**Correct Response:** A

**Depth-of-Knowledge:** 2

## Oklahoma Academic Standards—Grade 10 Writing Rubric 2016-2017

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of a student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

\*OAS Objectives are annotated for each trait. Where no specific objective is listed (i.e. 10.3.W), the whole strand is intended.

Score	Ideas and Development –30%
4	<ul style="list-style-type: none"><li>• The content is well suited for the audience, task/purpose, and mode (10.3.W)</li><li>• The focus is cohesive and the quality is maintained (10.2.W.1, 10.3.W)</li><li>• Ideas are fully developed and elaborated upon by using evidence, logical reasoning, facts, examples, details, and/or data (10.3.W.1-5)</li><li>• The writing expresses a consistent tone and point of view throughout the composition (10.2.W.4)</li><li>• For Argument: the content includes at least one counterclaim and elaborates in commentary (10.3.W.5)</li></ul>
3	<ul style="list-style-type: none"><li>• The content is adequate for the audience, task/purpose, and mode</li><li>• The focus is evident but may lack clarity</li><li>• Ideas are developed using some pieces of evidence, reasoning, facts, , examples, details, and/or data</li><li>• The writing sustains the tone and point of view throughout most of the composition</li><li>• For Argument: the content includes at least one counterclaim and some commentary</li></ul>
2	<ul style="list-style-type: none"><li>• The content is inconsistent with the audience, task/purpose, and mode</li><li>• The focus may be unclear, fragmented, or leaves the reader with questions and making inferences</li><li>• Ideas are minimally developed with few details</li><li>• May simply be a list of ideas</li><li>• The writing has difficulty expressing or maintaining a perspective</li><li>• For Argument: the content may mention a counterclaim</li></ul>
1	<ul style="list-style-type: none"><li>• The content is irrelevant to the audience, task/purpose, and mode</li><li>• The focus may be confusing or missing</li><li>• Ideas lack development or may be repetitive</li><li>• The writing lacks perspective</li></ul>



## Oklahoma Academic Standards—Grade 10 Writing Rubric 2016-2017

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Score	Organization, Unity and Coherence—25%
4	<ul style="list-style-type: none"><li>• Introduction engages the reader (10.3.W.2, 10.3.W.4)</li><li>• The structure supports the focus; focus is sustained or consistent (10.2.W.1, 10.2.W.4)</li><li>• Logical and appropriate sequencing and balanced with smooth, effective transitions to signal relationships among ideas (10.5.W.2)</li><li>• Order and structure are strong and move the reader through the text (10.2.W.3)</li><li>• Conclusion follows logically from the information presented and supports the body of writing (10.3.W, 10.3.W.5)</li></ul>
3	<ul style="list-style-type: none"><li>• Evident introduction</li><li>• Adequate focus; stays on topic with little digression</li><li>• Adequate sequencing using limited but effective transitions</li><li>• Order and structure are present</li><li>• Conclusion is appropriate</li></ul>
2	<ul style="list-style-type: none"><li>• May lack clear organizational structure</li><li>• Weak evidence of unity</li><li>• Little or limited sequencing and/or transitions</li><li>• Details may be randomly placed</li><li>• Conclusion may be inappropriate or ineffective</li></ul>
1	<ul style="list-style-type: none"><li>• Lacks logical direction</li><li>• No evidence of organizational structure</li></ul>

## Oklahoma Academic Standards—Grade 10 Writing Rubric 2016-2017

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Score	Word Choice—15%
4	<ul style="list-style-type: none"> <li>• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way (10.4.W.1-2)</li> <li>• The writing may be characterized by, but not limited to (10.4.W.1-2) <ul style="list-style-type: none"> <li>○ Lively Verbs</li> <li>○ Vivid Nouns</li> <li>○ Imaginative adjectives</li> <li>○ Figurative language</li> <li>○ Dialogue</li> </ul> </li> <li>• No vague, overused, repetitive language is used (a lot, greatly, very, really) (10.4.W.1-2)</li> <li>• Effective words that evoke strong images such as descriptive language (10.4.W.1-2)</li> <li>• Communicates by using academic and/or domain-appropriate words (10.4.W.1-2)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Words generally convey the intended message</li> <li>• The writing includes a variety of words that are appropriate but do not necessarily energize the writing</li> <li>• The writing may be characterized by <ul style="list-style-type: none"> <li>○ Some use of lively verbs, vivid nouns and imaginative adjectives</li> <li>○ Attempts at figurative language</li> <li>○ Few vague, overused, and repetitive words are used</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• Word choice lacks precision and variety or may be inappropriate to the audience and purpose</li> <li>• May be ineffective, simplistic and/or vague</li> <li>• Relies on overused or vague language (a lot, great, very, really)</li> <li>• Few attempts at figurative language and/or dialogue</li> <li>• Word choice is unimaginative and colorless with images that are unclear or absent</li> </ul>
1	<ul style="list-style-type: none"> <li>• Word choice indicates an extremely limited or inaccurate vocabulary</li> <li>• No attempts at figurative language</li> <li>• General, vague words that fail to communicate meaning</li> <li>• Text may be too short to demonstrate variety</li> </ul>

## Oklahoma Academic Standards—Grade 10 Writing Rubric 2016-2017

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Score	Sentences and Paragraphs—15%
4	<ul style="list-style-type: none"><li>• Writing clearly demonstrates appropriate sentence structure (10.5.W.2)</li><li>• Sentences are appropriately constructed and structured with few or no run-on or fragment errors (10.5.W.2)</li><li>• Writing has a rich variety of sentence structure, types, and lengths (10.2.W.4, 10.5.W.2)</li><li>• Ideas are organized into paragraphs that blend into larger text (10.2.W.3, 10.2.W.4)</li><li>• Writing shows evidence of appropriate paragraphing (10.2.W.3)</li></ul>
3	<ul style="list-style-type: none"><li>• Writing adequately demonstrates appropriate sentence structure</li><li>• Writing may contain a small number of run on or fragment errors that do not interfere with fluency</li><li>• Writing has adequate variety of sentence structure</li><li>• Ideas are organized into paragraphs</li></ul>
2	<ul style="list-style-type: none"><li>• Writing demonstrates lack of control in sentence structure</li><li>• Writing contains errors such as run-ons and fragments that interfere with fluency</li><li>• Writing has limited variety of sentence structure</li><li>• Writing may show little or no attempt at paragraphing</li></ul>
1	<ul style="list-style-type: none"><li>• Writing demonstrates inappropriate sentence structure</li><li>• Writing contains many errors in structure (run-ons, fragments)</li><li>• Writing has no variety in structure</li><li>• Writing displays no attempt at paragraphing</li><li>• Text may be too short to demonstrate use of sentences or paragraphs</li></ul>

## Oklahoma Academic Standards—Grade 10 Writing Rubric 2016-2017

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Score	Grammar, Usage and Mechanics—15%
4	<ul style="list-style-type: none"><li>• The writing demonstrates appropriate use of correct (10.5.W)<ul style="list-style-type: none"><li>○ Spelling</li><li>○ Punctuation</li><li>○ Capitalization</li><li>○ Grammar</li><li>○ Usage/Mechanics (e.g. correct usage of homonyms, correct usage of subjects and indirect objects, correct use of pronouns)</li></ul></li><li>• Errors are minor and do not affect readability</li></ul>
3	<ul style="list-style-type: none"><li>• The writing demonstrates adequate use of correct<ul style="list-style-type: none"><li>○ Spelling</li><li>○ Punctuation</li><li>○ Capitalization</li><li>○ Grammar</li><li>○ Usage</li></ul></li><li>• Errors may be more noticeable but do not significantly affect readability</li></ul>
2	<ul style="list-style-type: none"><li>• The writing demonstrates limited use of correct<ul style="list-style-type: none"><li>○ Spelling</li><li>○ Punctuation</li><li>○ Capitalization</li><li>○ Grammar</li><li>○ Usage</li></ul></li><li>• Errors may be distracting and interfere with readability</li></ul>
1	<ul style="list-style-type: none"><li>• The writing demonstrates minimal use of correct<ul style="list-style-type: none"><li>○ Spelling</li><li>○ Punctuation</li><li>○ Capitalization</li><li>○ Grammar</li><li>○ Usage</li></ul></li><li>• Errors are numerous and severely impede readability</li></ul>



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