

LEAP

for the 21st Century

Released Test Items:

Sample Student Work Illustrating LEAP 21
Achievement Levels

July 2004

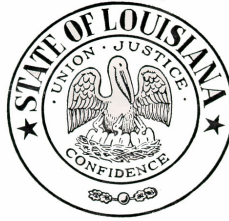
Grade 8



Reaching For Results
Louisiana Department of
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**Louisiana Educational Assessment Program
for the 21st Century (LEAP 21)**

**GRADE 8 SAMPLE ITEMS AND STUDENT WORK
2003–2004**

LEAP 21 is an integral part of the Louisiana school and district accountability system passed by the state legislature and signed into law in 1997. The primary purposes of the accountability system are to raise expectations for achievement for all Louisiana public school students and to improve public education in the state.

In March 2004, students in grade 8 took LEAP 21 English Language Arts, Mathematics, Science, and Social Studies tests. The test scores are combined with other relevant data to create school and district accountability scores, which serve as a means of measuring educational quality and improvement in educational programs over time.

This document is part of a series of materials meant to promote understanding of the knowledge and skills students must have and the kinds of work they must produce to be successful on the LEAP 21. A list of other documents providing background and further information on the LEAP 21 tests can be found on the Louisiana Department of Education Web site at www.louisianaschools.net.

LEAP 21 Reports

Louisiana's grade 8 students are tested each year in March. Individual student, school, district, and state test results are released in phases in May and July. School and district accountability results are reported in the fall.

For LEAP 21, student scores are reported at five achievement levels: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. The percentage of students scoring at each level is reported for individual schools, districts, and the state. General definitions for achievement levels are given on page 2. Specific definitions of achievement levels for the English Language Arts test were published in the 1999 Released Items documents. The achievement level definitions for all content areas can be found on the Louisiana Department of Education Web site at www.louisianaschools.net. Click on the "Testing" link below the tabs at the top of the page, then on the "Achievement Levels" link at the left of the page.

LEAP 21
General Achievement Level Definitions

Achievement Level	Definition
Advanced	A student at this level has demonstrated superior performance beyond the level of mastery.
Mastery	A student at this level has demonstrated competency over challenging subject matter and is well prepared for the next level of schooling.
Basic	A student at this level has demonstrated only the fundamental knowledge and skills needed for the next level of schooling.
Approaching Basic	A student at this level has only partially demonstrated the fundamental knowledge and skills needed for the next level of schooling.
Unsatisfactory	A student at this level has not demonstrated the fundamental knowledge and skills needed for the next level of schooling.

Purpose of This Document

This document presents student work in the English Language Arts test, which was completed as part of a LEAP 21 assessment. The document includes multiple-choice items, constructed-response (short answer and extended response) items, and a written composition that exemplify what students scoring at specified achievement levels should know and be able to do. A discussion of each item highlights the knowledge and skills it is intended to measure, as well as strengths and weaknesses in the student work on the item.

As you review the items, it is important to remember that a student's achievement level is based on his or her *total test score* (cumulative score for all questions in the test) in a content area, *not* on one particular item or section, and that the sample items included in this report represent a small portion of the body of knowledge and skills measured by the LEAP 21 tests. Additional items will be released in future years of the LEAP 21.

English Language Arts

The grade 8 LEAP 21 English Language Arts test is composed of four parts—Writing, Reading and Responding, Using Information Resources, and Proofreading.

1. Writing

In the Writing session of the English Language Arts test, students write a composition in response to a Writing Topic. They are given the opportunity to make notes or complete other idea-generating and organizing activities, write a rough draft, and then write a final draft of their composition. A Writer’s Checklist of useful reminders is provided.

Each student’s composition is scored in two dimensions that address topic development—**Composing** and **Style/Audience Awareness**. The Composing dimension measures the degree to which the composition exhibits

- focus on a central idea,
- support and elaboration of the idea,
- unity of purpose, and
- organization.

The Style/Audience Awareness dimension evaluates the ways in which the student author shapes and controls language to affect readers. Features of Style/Audience Awareness are

- selection of vocabulary (diction or word choice),
- sentence variety,
- tone, and
- voice (or personality that shows in writing).

For each of these two dimensions, a student can earn from 1 to 4 score points.

In addition, the compositions are rated as showing either “acceptable control” or “unacceptable control” in the **Conventions—Sentence Formation, Usage, Mechanics, and Spelling**. An acceptable rating earns one score point, while an unacceptable rating earns none.

A summary of the score points for the Writing session is shown below.

Dimension/Scale	Maximum Possible Points
Composing	4
Style/Audience Awareness	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Total Points	12

The Writing Topic and directions for students from a LEAP 21 test are shown on page 7. Samples of student work at achievement levels from advanced to approaching basic, with comments, are provided on pages 8 through 15.

2. Reading and Responding

At grade 8, the Reading and Responding session of the LEAP 21 English Language Arts test is composed of four reading passages—excerpts from novels or stories, articles from textbooks or other informational sources, poems, and other materials appropriate to the 8th grade. Each reading passage is the source for four or six multiple-choice items and two short-answer items, depending on the length of the passage. Also included is an essay question based on two passages the student reads.

The short-answer items are scored using the following rubric:

Score	Description
2	<ul style="list-style-type: none"> The student’s response provides a complete and correct answer.
1	<ul style="list-style-type: none"> The student’s response is partially correct. The student’s response demonstrates limited awareness or contains errors.
0	<ul style="list-style-type: none"> The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

The essay is scored using the following rubric:

Score	Description
4	<ul style="list-style-type: none"> The student’s response demonstrates in-depth understanding of the relevant content and/or procedures. The student completes all important components of the task accurately and communicates ideas effectively. Where appropriate, the student offers insightful interpretations and/or extensions. Where appropriate, the student uses sophisticated reasoning and/or efficient procedures.
3	<ul style="list-style-type: none"> The student completes most important aspects of the task accurately and communicates clearly. The student’s response demonstrates an understanding of major concepts and/or processes, although less important ideas or details may be overlooked or misunderstood. The student’s logic and reasoning may contain minor flaws.
2	<ul style="list-style-type: none"> The student completes some parts of the task successfully. The student’s response demonstrates gaps in conceptual understanding.
1	<ul style="list-style-type: none"> The student completes only a small portion of the task and/or shows minimal understanding of the concepts and/or processes.
0	<ul style="list-style-type: none"> Student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

In the Reading and Responding session, an 8th-grade student completes a total of twenty multiple-choice items, eight short-answer items, and one essay question to earn up to 40 points, as shown in this chart:

Type of Item	Maximum Points per Item	Total
20 multiple-choice	1	20
8 short-answer	2	16
1 essay	4	4
Total Points		40

Reading and Responding passages, multiple-choice items, and two short-answer items with student responses are shown on pages 17 through 27.

3. Using Information Resources

The Using Information Resources session of the English Language Arts test is composed of a number of information resources appropriate for grade 8. The reference materials come from different sources and pertain to one specific topic. At grade 8, for example, the materials may include

- tables of contents,
- indexes,
- bibliographies,
- other reference sources (including electronic sources such as Web sites), and
- articles.

The reference materials occupy several pages in the student test booklet. Students are directed to skim the resources, read the test items, then locate and read the appropriate resource and/or information to answer each item.

The Using Information Resources session of the test has five multiple-choice and two short-answer items. In the Using Information Resources section, a student can earn up to 9 points, as indicated in the chart below:

Type of Item	Maximum Points per Item	Total
5 multiple-choice	1	5
2 short-answer	2	4
Total Points		9

4. Proofreading

For grade 8, the Proofreading session of the English Language Arts test is composed of a student essay or letter that is in rough-draft form; it includes errors in grammar, spelling, punctuation, usage, and, if a letter, format. Students answer eight multiple-choice items that address corrections to be made to the text. Each correct answer is worth 1 point, for a possible total of 8 points in this part of the test.

In summary, it is possible for an 8th-grade student to earn a total of 69 points on the LEAP 21 English Language Arts test. The number of raw score points that a student would have to achieve to reach each achievement level may change slightly from year to year given the difficulty of that particular form of the test. The spring 2004 raw score range for each achievement level is listed below.

Spring 2004 English Language Arts, Grade 8

Achievement Level	Raw Score Range
Advanced	62 – 69 points
Mastery	55.5 – 61.5 points
Basic	45.5 – 55 points
Approaching Basic	31.5 – 45 points
Unsatisfactory	0 – 31 points

This document presents items that were completed by students as part of a LEAP 21 assessment. The information shown for each item includes

- the correct answer,
- the achievement level or score point,
- the standard and benchmark each item measures, and
- commentary on the skills/knowledge measured by the item.

Note: The test items may have been reduced in size for this document. Font size on the LEAP 21 assessment is typically 12 point.

Grade 8—English Language Arts Writing Samples

Below is a Writing Topic used for an 8th-grade LEAP 21 English Language Arts test, followed by samples of student writing at achievement levels from advanced to approaching basic.

Read the topic in the box below and write a well-organized multiparagraph composition of at least 150 to 200 words. Be sure to follow the suggestions listed under the box.

Writing Topic

Creativity is defined as the ability to make or do something in a new, different, or imaginative way. As a class assignment, you are to write a composition about a person you admire for his or her creativity. This person could be someone famous—a well-known inventor, writer, artist, musician, or scientist, for example—or someone you know.

Before you begin to write, think about a person whose creativity you admire. What has this person done that is creative? Why is this person interesting to you? What is special about his or her achievements?

Now write a multiparagraph composition for your class identifying this person and explaining why he or she is a creative person.

- Give specific details and explain why you think the way you do so that your class will understand what you mean.
- Be sure to write clearly and check your composition for correct spelling, punctuation, and grammar.

Final Draft

One person can really touch my heart in a special way. His name is Yoshiki Hayashi, an ex-drummer / pianist for an JPS band called X Japan. The way he plays both of his instruments is extremely powerful and very inspirational. He can write songs from hard rock to serenading ballads without a change of attitude or skill. The song 'Forever Love' became an instant hit in Japan and became a theme song for a movie. Of course, that masterpiece was written by Yoshiki himself. Millions believe that it's one of the best songs around. Yoshiki is one of my greatest influences of all time.

Yoshiki-san is interesting to me because of the aura surrounding him that overflows with talent. During his days in X Japan, he had to wear neck braces because he put so much effort into drumming! Many percussionists wish they had that talent and skill. Most don't have the dedication. Yoshiki's skill on the piano made me have a passion for him also. He puts so much feeling into a simple song and makes it look and sound so difficult! He made 'Crucify My Love' so beautiful with the piano interludes and many would agree. Yoshiki is, most definitely, one in a million.

What's special about Yoshiki-san's achievements is that, even to this day, no one I know has matched his skill. Though many have tried, such as Camui Gackr, they could not surpass Yoshiki. Many will try, and many have tried, but they won't touch the genius of Yoshiki. He's, in the most simple way to say it, the best. And no person will change that.

This essay demonstrates consistent control of skills in the *Composing* dimension. This writer is sharply focused on the theme that Yoshiki Hayashi is an unsurpassed musical talent both for his creativity as a songwriter and for his powerful performances as a percussionist. The writer supports each of these points with specific details, examples, and elaboration. As an example of Yoshiki's songwriting skills, the writer cites "Forever Love," explaining that it was an "instant hit in Japan," a movie theme song, and highly regarded by

“millions.” To show how passionately Yoshiki plays, the writer states “During his days in X Japan, he had to wear neck braces because he put so much effort into drumming.” Furthermore, the feeling he expressed during the performance, “made ‘Crucify My Love’ so beautiful with the piano interludes.” Finally, the writer compares Yoshiki and other musicians, specifically Camui Gackt, and concludes that, “He’s . . . the best.” The essay is unified. It has a strong beginning, “one person can really touch my heart,” and a confident ending, “and no person will change that.”

The essay also demonstrates consistently strong skills in the *Style/Audience Awareness* dimension. Although the writer seems to be addressing a specific audience, one that would be knowledgeable about the career of Yoshiki, the writer provides enough information for readers unfamiliar with the artist. The tone is admiring: “Yoshiki is, most definitely, one in a million” and “Yoshiki is one of my greatest influences of all time.” The writer has a rich vocabulary (*aura, masterpiece, dedication, and surpass*), effectively using phrases full of imagery and feeling (“overflows with talent” and “from hard rock to serenading ballads”). Sentences are formed and placed deliberately to create an effect on the reader (“Many will try, and many have tried, but they won’t touch the genius of Yoshiki”).

Each of the skills in the *Conventions* dimension is demonstrated at or above grade level. Varied and complex sentence formations are accurately constructed. There is only one usage error (*is* for *his*). The punctuation is excellent. There are no spelling errors.

Final Draft

One person I greatly admire is Jesse James, Jesse James is a world renowned motorcycle builder/fabricator, some reasons I admire Jesse is that he started out as a normal person, he is friendly, and has amazing talent and fabricating skills, Jesse James is a great role model to me.

The fact that Jesse James could just start one day building choppers and become so successful is outstanding, Jesse James once had a great deal less and this has inspired him to get the job done all the time, His persistency is a very accredible attribute and envied by many others.

Although Mr. James may not look friendly, he is a very agreeable person, Throughout Jesse's stressful and painstaking work, he still finds plenty of time to be with his fans, as well as his family, Jesse is not a stuck up person and he listens to what people have to say, Jesse should be very proud of this fact.

Probably, the most amazing thing about Jesse is his fabrication and welding talents, Jesse has come up with some of the wildest bike creations of all time, His skills have allowed him to succeed in his persistent ability as well as his business, Without his talents, he would be ^{just} another motorcycle builder.

Final Draft (continued)

I believe that Jesse James is a very admirable person. I feel that Jesse has his priorities straight and that his business will continue to thrive, not only from his products and creations, but from his personality. Jesse has served an important role in my life, because of my interest in choppers and street rods. Because of Jesse's many attributes, I would love to someday be just like him.

Overall, the essay demonstrates reasonable control in the *Composing* dimension. The essay begins with clear statements that respond to the task, telling the reader who the writer admires (Jesse James), what he or she admires about him (motorcycle builder/fabricator), and why (he's a normal person, friendly, with "amazing talent and fabricating skills"). Then the writer follows a standard five-point organizational plan, examining each point and elaborating each idea. Although the writer does not elaborate on why he or she thinks Jesse James is a normal person, the writer does discuss James' persistence and attitude about "getting the job done." In the next paragraph, we learn that, in spite of his unfriendly appearance and stressful work, James is agreeable and attentive to fans and family alike. In the fourth paragraph, the writer attributes James' success to his fabrication and welding talents, which have produced "some of the wildest bike creations of all time." At the end, as in the beginning, the writer summarizes how James serves as a role model: "Because of Jesse's many attributes, I would love to someday be just like him."

The essay also demonstrates reasonable control in the *Style/Audience Awareness* dimension. The writer uses a clear and consistent tone, addressing the audience in a straightforward, natural voice ("The fact that Jesse James could just start one day building choppers and become so successful is outstanding"). Sentence structure is effectively varied and complex, producing fluency and maintaining reader interest. The writer uses an accessible yet varied vocabulary (*priorities, inspired, thrive, painstaking*). The overall effect is successful.

The essay demonstrates acceptable control in the *Conventions* dimension. The writer presents a variety of correctly formed sentences. Although there are agreement errors ("Some reasons I admire Jesse is" and "is his fabrication and welding talents"), omissions ("and [is] envied"), and the misuse (and misspelling) of the words *accredible* and *persistency*, most of the usage is correct. The writer struggles with faulty parallelism in the second sentences of both the first and final paragraphs. The writer's punctuation and spelling are mostly accurate.

Final Draft

Mr. D____, the Art teacher at B____ Middle School is the most creative person I know. He is a very nice person, he is fun to talk to, and he is also very religious and he knows what he's talking about.

I think he is very creative because he comes up with a lot of fun art projects to do with his students. He helps us draw detailed drawings of streets and buildings, he helps us make these really cool designs out of paper and pencil, and we also paint sometimes, and that is fun. I remember last year he had us paint pictures I think, and this year they painted masks. There were a bunch of different cool designs on them.

I think it is important that the art teacher Mr. D____ is creative, because if he wasn't, the class wouldn't be that much fun and there would be no Art projects to do and have fun with. He is a very good teacher.

This essay demonstrates inconsistent control in the *Composing* dimension. The writer responds to the task, naming the art teacher as the admired creative person. The central idea is vague: “he is very creative because he comes up with alot of fun art projects to do with his students.” The writer lists four fun art projects the class has done—drawings of streets and buildings, designs with paper and pencil, painting, and masks—but does not provide enough information to show clearly how the projects are creative. The only explanation, “Mr. ___ is creative because if he wasn’t the class wouldn’t be that much fun,” seems incomplete. Information irrelevant to the subject of creativity is also listed, without explanation: “He is a nice person . . . fun to talk to . . . very religious,” and knowledgeable. More elaboration and explanation are needed. The essay has a beginning and ending but lacks transitions.

The essay also shows inconsistent control of skills in the *Style/Audience Awareness* dimension. The vocabulary is limited and repetitive, relying heavily on forms of the “to be” verb. Most of the modifiers (“very nice,” “alot,” “really cool,” “fun,” “very good”) are generic and have minimal effect. The writer does little to appeal directly to the audience, classmates, by possibly citing shared classroom experiences. There is little projection of voice.

Many sentences are run on, indicating unacceptable control in sentence formation skills. However, usage skills are good; there are a few comma errors, and only the word *alot* is misspelled. The writer demonstrates acceptable control of three features of the *Conventions* dimension: usage, mechanics, and spelling.

Final Draft

X is a very creative person she can do all sorts of things. I think she is the most creative in writing I never saw anyone who is as creative as her. She is very detailley when she write. It is neat as can be it is very good handwriting.

The other thing is that she is creative for is her gear, the clothes that she where. They are very stailish and popular.

They are nice clothing, clothing is another one of my favorite thing to be creatave for. That is what I think of her creativeness in clothing.

The third thing I think she is creative for is music. She can sing and make songs and make beats of all sorts. She can freestyle she can make up stuff off the top of her head.

Those are the thing that I think X is more creative for.

The things that make people creative to every body X ~~may~~ not be creative but to me she is. Freestyling is sometime hard to come up with but she can come up with creative things.

Writing is hard when you don't have much to say but X can make it interesting. That is why I chose her to write about is Very Creativeness

That is why I think X is creative she is very smart and creative. There are alot of more people that are creative. I chose X because she is the most creative in alot of different ways. I chose them because I think those were the best ways.

The essay demonstrates inconsistent control in the *Composing* dimension. The writer responds to the prompt by naming a creative person, describing three ways she is creative (her writing, her clothes and her music), and stating reasons why the person is creative. The central idea, that she is “creative in a lot of different ways,” is presented in the introduction and reinforced in the conclusion. Transitions connect each paragraph, but a remark about the person’s writing skills (paragraph 1) is introduced out of order in the third paragraph. The elaboration is limited, rambling, and repetitive (“The other thing is that she is creative for is her gear, the clothing that she wears. They are very stylish and popular. They are nice clothing. Clothing is another one of my favorite things to be creative for. That is what I think of her creativeness in clothing”). The writer needs to present more relevant details and further explain ideas.

The essay shows little or no control in the *Style/Audience Awareness* dimension. The word choice is mostly functional and not up to grade level (“She is very detailed when she writes. It is very neat as can be it is very good handwriting”). Sentences are often simplistic or jumbled and confusing. Some voice does come through in spite of the poor language skills (“I never saw anyone who is as creative as her.” and “Writing is hard when you don’t have much to say but ____ can make it interesting.”).

The essay demonstrates unacceptable control in two features of the *Conventions* dimension, sentence formation and usage, but acceptable control in two other features, mechanics and spelling. There are several serious errors in sentence formation. Besides many run-on sentences (“That is why I think ____ is creative she is very smart and creative”), there are syntax errors, missing words, or rambling phrases that interfere with the writer’s meaning. (“The things that make people creative to everybody ____ may not be creative but to me she is”). In usage, there are inflection errors (*detailedly* for *detailed*) and many agreement errors (“she writes,” “those are the things”). Punctuation and capitalization are mostly correct. There are some spelling errors—*where* for *wear*, *stailish* for *stylish*, *every body*, *alot*—but they do not seriously interfere with the writer’s meaning.

Grade 8—English Language Arts Reading and Responding Multiple-Choice Items

Pages 17 and 18 contain a passage that students read before answering test questions in the Reading and Responding session of a LEAP 21 assessment. Four multiple-choice items with explanations follow on pages 19 through 22.

Test items in the Reading and Responding session measure the following standards:

- ELA Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.
- ELA Standard 6: Students read, analyze, and respond to literature as a record of life experiences.
- ELA Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

To Sir, With Love

by E. R. Braithwaite

Next morning I had an idea. It was nothing clear cut, merely speculative, but I considered it all the way to school. Then, after assembly, as soon as they were quiet I waded in. This might be a bit rough, I thought, but here goes.

"I am your teacher, and I think it right and proper that I should let you know something of my plans for this class." I tried to pitch my voice into its most informally pleasant register. "We're going to talk, you and I, but we'll be reasonable with each other. I would like you to listen to me without interrupting in any way, and when I'm through any one of you may say your piece without interruption from me." I was making it up as I went along and watching them; at the least sign that it wouldn't work I'd drop it, fast.

They were interested, in spite of themselves; even the husky blasé Denham was leaning forward on his desk watching me.

"My business here is to teach you, and I shall do my best to make my teaching as interesting as possible. If at any time I say anything which you do not understand or with which you do not agree, I would be pleased if you would let me know. Most of you will be leaving school within six months or so; that means that in a short while you will be

embarked on the very adult business of earning a living. Bearing that in mind, I have decided that from now on you will be treated, not as children, but as young men and women, by me and by each other. When we move out of the state of childhood certain higher standards of conduct are expected of us . . ."

At this moment the door was flung open and Pamela Dare rushed in, somewhat breathlessly, to take her seat. She was very late.

"For instance," I continued, "there are really two ways in which a person may enter a room; one is in a controlled, dignified manner, the other is as if someone had just planted a heavy foot in your backside. Miss Dare has just shown us the second way; I'm quite sure she will now give us a demonstration of the first."

To this day I do not know what made me say it, but there it was. I was annoyed with the way in which she had just barged her way in, insolently carelessly late.

All eyes were on her as she had probably planned, but instead of supporting her entrance they were watching her, waiting to see the result of my challenge. She blushed.

“Well, Miss Dare?”

Her eyes were black with anger and humiliation, but she stood up and walked out, closing the door quietly behind her; then to my surprise, and I must confess, my relief, she opened it as quietly, and with a grace and dignity that would have befitted a queen, she walked to her seat.

“Thank you. As from today there are certain courtesies which will be observed at all times in this classroom. Myself you will address as ‘Mr. Braithwaite’ or ‘Sir’—the choice is yours; the young ladies will be addressed as ‘Miss’ and the young men will be addressed by their surnames.”

I hadn’t planned any of this, but it was unfolding all by itself, and I hoped, fitting into place. There was a general gasp at this, from boys and girls alike.

Potter was the first to protest.

“Why should we call ‘em ‘miss’, we know ‘em.”

“What is your name?”

“Potter.”

“I beg your pardon?”

“Potter, Sir.” The “Sir” was somewhat delayed.

“Thank you, Potter. Now, is there any young lady present whom you consider unworthy of your courtesies?”

“Sir?”

“Is there any one of these young ladies who you think does not deserve to be addressed as Miss?”

With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their converted¹ eyes and said: “No, Sir.”

“You should remember, Potter, that in a little while all of you may be expected to express these courtesies as part of your jobs; it would be helpful to you to become accustomed to giving and receiving them.”

I walked around my desk and sat in my chair. For the time being at least they were listening, really listening to me; maybe they would not understand every word, but they’d get the general import of my remarks.

1. **converted:** turned toward something

Standard 1: Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes.

Benchmark ELA-1-M1: Using knowledge of word meaning and developing basic vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words).

Achievement Level: *Mastery*

Read the following sentence.

“With one accord the girls turned to look at Potter, as if daring him; he quailed visibly before their converted eyes and said: ‘No, Sir.’”

The word quailed in this sentence means

- * A. shrank.
- B. smirked.
- C. felt proud.
- D. became happy.

* correct answer

This is a question students scoring at the *Mastery* level and above would be likely to answer correctly. This question requires students to select a synonym for the word *quailed*. Options B, C, and D can be eliminated since none of these options is supported by the actions of the girls in the passage. Option A is the only plausible distracter; the sentence that contains the word states that the girls turned to look at Potter, “as if daring him.” This indicates that the girls were trying to intimidate him. In response to the pressure and intimidation from the girls, Potter quailed, or shrank.

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M1: Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts.

Achievement Level: *Basic*

<p>The teacher is annoyed with Pamela Dare because</p> <p>A. she refused to listen.</p> <p>B. she was rude to Potter.</p> <p>* C. her behavior was disrespectful.</p> <p>D. her exit from the room was noisy.</p>

* correct answer

This is a question students scoring at the *Basic* level and above would be likely to answer correctly. This question requires students to make an inference based on information presented in the text. Option D can be eliminated because it is factually incorrect. It was not Pamela Dare's exit from the room that was noisy—it was her entrance into the room that was noisy. Option A can be eliminated as well because it is factually incorrect. Pamela Dare does listen to the teacher when he asks her to enter the room again in a more appropriate way. Option B is also factually incorrect; Pamela does not speak to Potter in the passage.

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M1: Using comprehension strategies (e.g., summarizing, recognizing literary devices, paraphrasing) to analyze oral, written, and visual texts.

Achievement Level: *Basic*

<p>In this passage, the teacher's actions can best be described as</p> <p>A. rude.</p> <p>B. careless.</p> <p>C. vindictive.</p> <p>* D. unrehearsed.</p>
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* correct answer

This is a question students scoring at the *Basic* level and above would be likely to answer correctly. The question requires students to draw conclusions about a character's actions based on textual clues. The qualifier *best* in the stem requires students to select the most logical adjective that would describe the teacher's actions in this passage. Students should be able to eliminate options A, B, and C since there is no textual evidence that supports any of these descriptors for the teacher's actions. Options A and B better describe the actions of Pamela Dare. Option C does not apply to any character's action in the passage. Throughout the passage, the narrator, who is the teacher, repeatedly indicates he had not planned what to say to the students, explicitly stating, "I had not planned any of this."

Standard 7: Students apply reasoning and problem-solving skills to their reading, writing, speaking, listening, viewing, and visually representing.

Benchmark ELA-7-M4: Using inductive and deductive reasoning skills across oral, written, and visual texts.

Achievement Level: *Approaching Basic*

The **main** reason the teacher wants his students to practice courtesy is so that they can

- A. graduate on time.
- B. make good grades.
- C. please their parents.
- * D. prepare for the job market.

* correct answer

This is a question students scoring at the *Approaching Basic* level and above would be likely to answer correctly. The question requires students to scan the text to locate the answer, which is clearly stated: “You should remember . . . that in a little while all of you may be expected to express these courtesies as part of your jobs.” Students should be able to eliminate options B and C since there is no textual evidence to support these responses. Option A may be attractive because the text mentions graduation. However, graduating on time is not connected in the text with the teacher’s request that students practice courtesy.

**Grade 8—English Language Arts
Reading and Responding
Short-Answer Items**

Below are samples of student responses to short-answer items that accompany the passage “To Sir, With Love.” The rubric used to score each student response appears below the item. Following each student sample is an explanation of why the answer received the score it did.

Sample 1

Standard 6: Students read, analyze, and respond to literature as a record of life experiences.

Benchmark ELA-6-M2: Identifying, comparing, and responding to a variety of classic and contemporary fiction and nonfiction literature from many genres (e.g., novels, drama).

Describe a turning point in this passage and explain its significance.

Scoring Rubric

Score	Description
2	The student’s response <ul style="list-style-type: none"> • describes a turning point in the passage <li style="text-align: center;">AND • explains its significance.
1	The student’s response is partially correct. It <ul style="list-style-type: none"> • describes a turning point <li style="text-align: center;">OR • gives a description of its significance.
0	The student’s response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary Responses:

Turning Points

- The teacher is unsure of how his speech will be received. The first turning point is when the students listen in spite of themselves.
- Other text-based response

Significance

- This was significant because the teacher wanted to get their attention, and this was proof that even though he was making it up as he went along, it was working and they continued to listen.
- Other text-based response

Other Turning Points

- When Pamela Dare accepts the teacher's instructions to enter the room properly
- When Potter says "Sir"
- When the girls support the teacher instead of Potter
- Other text-based response

Significance

- Similar to above: significance is that they are willing to change
- Other text-based response

Supporting examples:

Score Point 2

Describe a turning point in this passage, and explain its significance.

when Pamela Dare burst into the classroom,
when he asked her to come back in properly,
she complied without objections. This showed
Mr. Braithwaite that the students would listen
to and respect him.

This response is complete since it answers all parts of the question. The response describes a turning point in the passage ("Pamela Dare burst into the classroom. When he asked her to come back in properly, she complied without objections") and explains its significance ("This showed Mr. Braithwaite that the students would listen to and respect him").

Score Point 1

Describe a turning point in this passage, and explain its significance.

When Pamela Dare came rushing
in, he was actually upset
for the rude interruption, and
made her walk in again nicely.

This response is partially complete. The response addresses only one of the two required tasks. A turning point in the passage is identified (“Pamela Dare came rushing in, he was actually upset for the rude interruption, and made her walk in again nicely”); however, no explanation of its significance is provided.

Score Point 0

Describe a turning point in this passage, and explain its significance.

there are two way to walk in a
room

This response receives no credit since it does not answer the question. A turning point is not identified, and there is no explanation of its significance.

Sample 2

Standard 1: Students read, comprehend, and respond to a range of materials using a variety of strategies for different purposes.

Benchmark ELA-1-M4: Interpreting (e.g., paraphrasing, comparing, contrasting) texts with supportive explanations to generate connections to real-life situations and other texts (e.g., business, technical, scientific).

Based on the passage, what are **two** things that the teacher says or does that show he cares about the students?

Scoring Rubric

Score	Description
2	The student's response <ul style="list-style-type: none">includes at least two details showing Mr. Braithwaite's concern.
1	The student's response is partially correct. It <ul style="list-style-type: none">includes one detail showing Mr. Braithwaite's concern.
0	The student's response is incorrect, irrelevant, too minimal to evaluate, or blank.

Exemplary Responses:

Things teacher says or does

- All the way to school the teacher plans a way to reach the students.
- He tries to speak pleasantly.
- He says he will be reasonable.
- He offers to let them speak also.
- He says he wants to treat them like adults.
- He states the rules clearly and gives reasons for the rules, saying they will need these skills on the job.
- Other text-based response

Score Point 2

Based on the passage, what are **two** things that the teacher says or does that show he cares about the students?

Two things the teacher does to show he cares is by telling if you listen to me I'll listen to you. Another is calling them "Miss" or Sir to get the same respect from them to get them prepared for the job world.

This response is complete. It provides details that show Mr. Braithwaite's concern for his students "by telling if you listen to me I will listen to you" and "calling them 'Miss' or Sir to get the same respect from them to get them prepared for the job world."

Score Point 1

Based on the passage, what are **two** things that the teacher says or does that show he cares about the students?

The two things that the teacher says or does that shows he cares about the student because he tries to teach them respect.

This response is partially correct because it states only one thing the teacher does to show the students he cares: "he tries to teach them respect."

Score Point 0

Based on the passage, what are **two** things that the teacher says or does that show he cares about the students?

he tells them he cares and shows them he cares.

This response uses no passage-based information to answer the question; therefore, it is incorrect and receives no credit.

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