

English 10 Item Sampler

Purpose

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that will appear on the *ISTEP+*: English 10 Graduation Examination. The types of questions include multiple-choice, constructed response, and a writing prompt.

For schools testing online, there is an online practice test to be administered prior to the actual test. The purpose of the online practice test is to help familiarize students with the online functionalities and item types. Schools testing online are also encouraged to use this item sampler.

Teachers are encouraged to use this Item Sampler to:

- Familiarize themselves and their students with the types of items that will be part of the *ISTEP+*: English 10 Graduation Examination.
- Assist in gathering information about students' knowledge of the standards and use that information to help inform instruction.
- Assist in creating other assessments and activities.

Assessment Overview

This chart illustrates the different types of items that will appear on the *ISTEP+*: English 10 Graduation Examination, the standards they assess, and the amount of time allowed for each test session. Multiple-choice and constructed-response items will be drawn from fiction, nonfiction, and poetry passages.

ISTEP+: English 10 Graduation Examination	Standards Assessed	Time
Multiple-Choice (MC)	1-3, 6	55-minute session
Constructed Response (CR)	2 and 3	
Writing Prompt (WP)	4, 5 and 6	55-minute session

Scoring

Multiple-Choice: All multiple-choice items on the *ISTEP+*: English 10 Graduation Examination are machine-scored.

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Constructed Response:

All constructed-response items are hand-scored using the 2-point Constructed-Response Rubric (below). Designed with the help of Indiana teachers, this rubric allows for more flexibility in scoring student responses.

Student responses are scored for reading comprehension only. As with any open-ended item, it is important that student answers are clearly expressed to avoid confusion during the scoring process.

English/Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Each constructed-response item contained within this sampler will be accompanied by an example of a “proficient” response to help illustrate how a student might receive full credit.

Writing Prompt:

Every writing prompt item is hand-scored using the 6-point Writing Applications Rubric and 4-point Language Conventions Rubric. These rubrics are available online at <http://www.doe.in.gov/istep/2009/englishrubric.html>

Depth of Knowledge (DOK)

Each item on the *ISTEP+*: English 10 Graduation Examination is assigned a “Depth of Knowledge” level by a committee of Indiana educators and English/Language Arts specialists to help ensure that the items on the test represent a range of cognitive demand. The No Child Left Behind Act requires different levels of complexity within assessments.

A PowerPoint presentation containing a general overview of Depth of Knowledge is available at <http://www.doe.in.gov/eca/>.

Watch Your Electronic Footprint

1 Scanning the want ads in your local newspaper, you find what you think is the perfect summer job. You submit an application and schedule an interview. Dressed to impress, you meet with your prospective employer, who seems quite taken by your appearance, poise, and eagerness to work. The job is yours, right?

2 Maybe not, if the employer tracks your electronic footprint.

Life in the Digital Age

3 Computers, networks, and the worldwide web have changed the way we share information. Letters and long-distance phone calls have become passé. They've been replaced by text messaging and the Internet phenomenon known as social networking—a quick way to maintain contact with friends and family in a communal on-line space. Most social networking sites enable users to create their own web pages that include photos, background information, and blogs. What network users don't consider, however, is that these web pages also provide employers with a new, completely legal way to check out potential employees.

4 How so? Well, employers simply have to go to the networking website's home page, join the network, and search for the person they're interested in learning about. If that person has a web page on that network and if the page has a global access setting, any and all information posted there is available for public viewing.

5 If the person's web page has a restricted access setting, the employer can ask to join that person's select network of friends. Of course, the person can deny the request, but research has shown that he or she probably won't. A recent study of 14 to 21 year-olds who use social networks showed that 66% of them allowed strangers to access their web page.

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6 Job applicants should be mindful that personal information might be accessed not only through their own web page but also through those of their friends. The information on friends' pages may not be accurate. In addition, photos on the web can easily be downloaded, manipulated, and reposted on their web pages. Many social networking sites allow users to tag photos with names, making it easy for employers to locate images by typing a name into an Internet search engine.

Does It Matter?

7 Perhaps the willingness of young social networking users to allow free access to their web pages has something to do with an overall lack of concern about the consequences. The study previously mentioned also showed that 75% of users were not too worried about "important people" viewing their personal information. Yet they might do well to reconsider that attitude.

8 Human resource departments increasingly rely on the Internet to recruit and research workers. One in five employers uses the Internet to research information on job candidates. Nearly 60% say that what they find has some bearing on their hiring decisions. As one company spokesman says, "Potential employers are never more than a few clicks away from information about you." So mind that electronic footprint!

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

1. The author states that “letters and long-distance phone calls have become *passé*” because of the increased use of computers. What is the **best** definition of *passé*?
 - a. occurring in the past
 - b. no longer in wide use
 - c. past the prime of one’s life
 - d. frequently used

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

2. The author cites that “66% of social networking users allow strangers to access their sites” in order to
 - a. reveal how many people use social networking sites.
 - b. scare people so they do not create social networking sites.
 - c. strengthen the argument that restricted access settings do not keep sites private.
 - d. explain that some social networking users do not want to allow access to their sites.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

3. What detail from the text supports the idea that “your electronic footprint” is important to your future employment?
 - a. Most ads for employment are now found on the World Wide Web.
 - b. Employers will often ask for access to your social networking site.
 - c. Employers often use the Internet to search for information on job applicants.
 - d. Computers and the Internet have become the most popular mode of communication.

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Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

4. Identify one advantage and one disadvantage of using social networking sites. Be sure to include examples from the text in your response.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

5. What is the overall tone of the article? Explain your response using examples from the text.

The Forest for the Trees

1 The bus rolled into the terminal and cruised to a stop. When the doors opened, hot, strong-smelling air seeped into the cool interior. Lydia collected her belongings, grimaced, and shook her head. The odor of diesel fumes always took her back ten years. There she was outside Rayburn Elementary just after the last bell, watching the long line of hulking yellow beasts that waited to swallow up schoolchildren and spit them out at their assigned stops. Strange how that smell could conjure up memories stored in some deep closet of her brain, along with old phone numbers and ancient song lyrics.

2 Lydia's school memories were colored by her dealings with her little sister Maddie. Free-spirited, strong-willed Maddie, whose spontaneity didn't sit well with her teachers. "Maddie's in trouble again," she'd hear from her friends, and, sure enough, Maddie would be sitting on the bench outside the principal's office, swinging her legs back and forth, giggling, shameless. Lydia would be called out of class to be given the written version of her sister's misdemeanors to carry home to their parents. You couldn't trust Maddie to deliver the bad news herself.

3 That was embarrassing enough. But when the bus driver insisted that Lydia sit next to Maddie to keep her in line—in the front seat, no less—Lydia thought she'd die of humiliation. Why should she be deprived of the company of her fifth-grade friends in the prestigious rear seat? She'd done nothing wrong.

4 That was all so long ago. Since her high school graduation, Lydia rarely saw or spoke to her sister. The distance between them now was real—Lydia was attending college in Texas, while Maddie had an apartment across town from their parents' house. Stepping out of the bus, Lydia wondered if her sister would show up at their parents' anniversary party this weekend. With Maddie, you never knew.

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5 Her uncle Joe spotted her across the terminal and waved. Lydia grinned, picked up her overnight bag, and strode toward him.

6 “Give that to me, young lady,” he playfully admonished her and grabbed the bag’s handle.” How was the bus trip?”

7 “Long,” replied Lydia, “but I got a lot of studying done. How’s Aunt Laura?”

8 “Working herself into a frenzy,” Uncle Joe said, chuckling. “You’d think your parents’ party was the Queen’s coronation.”

9 On the car ride home, they caught up on family news—deaths, births, graduations. Absent from the conversation was any discussion of Maddie, until Uncle Joe pulled into the driveway.

10 “Lydia,” he said, “do me a favor. Don’t mention Maddie.”

11 “Good grief, Uncle Joe. What did she do now?” Lydia said.

12 Her uncle shook his head. “Your parents haven’t heard from her in a week. Oh, she’s around. Some neighbors saw her at the farmers’ market. Her boss at the bakery said she called in sick. But when your dad and I tried her apartment, she wasn’t there.” His gave his niece a solemn look. “Your folks are worried.”

13 Despite her best efforts, Lydia couldn’t bring herself to feel concerned for Maddie’s welfare. She could only feel anger. Anger that her sister had once again found a way to cause problems that she, Lydia, would undoubtedly be called on to solve. Lydia took a deep breath. “I’m sure she’s fine,” she said unconvincingly.

15 The next morning Lydia was so busy with party preparations that Maddie didn’t cross her mind at all. Aunt Laura ran the kitchen, assigning tasks in rapid fire. As guests arrived, laughter filled the rooms.

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- 16 In the midst of the commotion, the phone rang. Uncle Joe picked up the receiver and bellowed his trademark *hello!* Lydia could see from his face that something was wrong. “What is it?” she asked.
- 17 “That was the police,” he answered. “Maddie wrecked her car.”
- 18 “Is she okay?” asked Lydia.
- 19 “Yes, but I have to go get her,” said Uncle Joe.
- 20 “I’ll go,” said Lydia.
- 21 “Who was on the phone?” called Aunt Laura from the next room.
- 22 “Oh, the Parkers got lost,” Lydia told her aunt, casting a glance at her uncle. “I’m going to go meet them so they can follow me here.” She turned to Uncle Joe. “Where is she?”
- 23 “The rest stop off Route 8,” he said.
- 24 It took Lydia nearly half an hour to get to the accident site. Maddie’s car was being hooked up to a tow truck, its passenger side scraped and dented, its front end embedded in a wire fence. And there was Maddie, older, but still so much the same, sitting on a bench, swinging her legs back and forth, smiling to herself.

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

1. Lydia is surprised that the smell of the bus terminal can “conjure up” old memories.

What is the **best** definition of the phrase “conjure up”?

- a. to effect or produce as if by magic
- b. to appeal to solemnly or earnestly
- c. to affect or influence by a spell
- d. to push back or ignore thoughts

Standard 3 READING: Comprehension and Analysis of Literary Text

2. Uncle Joe tells Lydia, “You’d think your parents’ party was the Queen’s coronation”
This metaphor is meant to

- a. Describe the hard work of her aunt
- b. Emphasize the importance of the event
- c. Remind Lydia that the party is a serious event
- d. Reveal her parents’ excessiveness in their preparations

Standard 3 READING: Comprehension and Analysis of Literary Text

3. The author begins and ends the story with descriptions of encounters between Lydia and Maddie. He does this in order to

- a. explain Lydia’s relationship with her family.
- b. emphasize the changes in Maddie’s behavior.
- c. reveal that families will always take care of one another.
- d. suggest that nothing has changed in the two sisters’ relationship.

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Standard 3 READING: Comprehension and Analysis of Literary Text

4. Choose a word or phrase that describes Lydia's feelings about Maddie. Be sure to include an example from the text in your response.

5. A person who "can't see the forest for the trees" is someone who focuses too much on smaller problems and misses the bigger point. What information from the story explains how the title "Forest for the Trees" relates to the passage as a whole?

Standard 6 WRITING: English Language Conventions

1. Which sentence is written correctly?

- a. A side stitch, another name for a cramp in your side, is actually a muscle spasm, in your diaphragm.
- b. A side stitch, another name for a cramp in your side, is actually a muscle spasm in your diaphragm.
- c. A side stitch another name for a cramp in your side, is actually a muscle spasm, in your diaphragm
- d. A side stitch, another name, for a cramp in your side, is actually a muscle spasm in your diaphragm

2. Which sentence is written correctly?

- a. Also a very tough thought to consider.
- b. Which is also a very tough thought to consider.
- c. This is also a very tough thought to consider.
- d. To say that this is also a very tough thought to consider.

3. Which sentence is written correctly?

- a. The roles of tybalt in *Romeo and juliet* and bernardo in *West side story* have similar character features.
- b. The roles of Tybalt in *romeo and juliet* and Bernardo in *west side story* have similar character features.
- c. The roles of tybalt in *Romeo and Juliet* and bernardo in *West Side Story* have similar character features.
- d. The roles of Tybalt in *Romeo and Juliet* and Bernardo in *West Side Story* have similar character features.

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4. Read the following sentences. Which is the best way to combine these sentences?

Ben was stunned by the admission of Beatrice's love for him.

Ben was dazed by the news.

Ben was reeling in disbelief.

- a. Ben, stunned and dazed by the admission of Beatrice's love for him, reeled in disbelief.
- b. Ben was stunned by the admission of Beatrice's love for him, and he was dazed by the news, and he was reeling in disbelief.
- c. Ben, stunned by the admission of Beatrice's love for him, was dazed by the news and was reeling in disbelief.
- d. Ben was reeling in disbelief by the admission of Beatrice's love for him, and he was dazed by the news.

Standard 5 – Writing Applications

Follow these directions:

- Read the directions and the essay prompt carefully.
- Write your essay in the space provided.
- Be sure to reserve time at the end of the session to review your essay.

Writing Prompt

"Kind words can be short and easy to speak, but their echoes are truly endless."

~ Mother Teresa of Calcutta

This quotation demonstrates the positive effects of speaking kindly. Do you agree with Mother Teresa that kind words are easily spoken and long-lasting?

Write about a time when you spoke kindly to someone, or someone offered words of encouragement to you. In your essay, describe the incident, provide specific details, and explain the impact that the person's words had on you or the other person.

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Your essay will be scored on the following aspects of your writing:

- *Ideas and content: Does your essay accomplish the assigned task?*
- *Organization: Does your essay contain an introduction, a body, and a conclusion?*
- *Style: Do the language and vocabulary in your essay help to convey a clear message and to create interest?*
- *Voice: Are the tone and language appropriate for your intended audience?*
- *Language Conventions: Have you used correct sentence structure, grammar, and punctuation?*

Use the lines below to write your essay.

[illegible]

[illegible]

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[illegible]

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[illegible]

Answer Key

“Watch Your Electronic Footprint”

1. B
2. C
3. C

4. An example of a proficient response:

One advantage of using a social networking site is it allows a person to share information quickly and with a lot of people. Social networking may be dangerous if people post other people’s personal information or photos without their approval.

5. An example of a proficient response:

Cautious. The author uses statistics to show that many employers use the Internet to look for candidates, “so mind your electronic footprint.”

“The Forest for the Trees”

1. A
2. B
3. D

4. An example of a proficient response:

“She could only feel anger.” Maddie always seemed to find ways to cause problems that Lydia had to fix or that embarrassed her.

5. An example of a proficient response:

Lydia thinks about Maddie’s mistakes and how they cause problems for her, but never really thinks about why Maddie causes so much trouble in the first place. As a child, she was angry that she had to sit with Maddie at the front of the bus after Maddie had misbehaved, and as an adult, she is upset that Maddie’s car accident interrupted her parents’ party.

Language Conventions

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