



California Assessment of
Student Performance and Progress

Grade
11

Parent Guide to the Smarter Balanced Summative Assessments

Overview and Sample Questions



California Department of Education



Acknowledgments

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Introduction

The purpose of this guide is to provide information about the Smarter Balanced Summative Assessments, including sample test items for English language arts/literacy (ELA) and mathematics. This information will help parents better understand their children's test results. The Smarter Balanced Summative Assessments are part of the California Assessment of Student Performance and Progress (CAASPP) System, which replaces the previous Standardized Testing and Reporting (STAR) Program.

Every spring, students in grades three through eight and grade eleven take the **Smarter Balanced Summative Assessments** for ELA and mathematics. Results from these assessments are just one piece of information to help teachers, parents/guardians, and students understand how well a student is meeting the grade-level standards.

The Smarter Balanced System includes additional resources to improve teaching and learning. These resources include formative assessment tools and interim assessments. **Formative assessment** is a process that teachers use every day to check on student understanding. It includes a variety of informal and formal strategies to help both teachers and students assess what students are learning. This information can then be used by both teachers and students to decide what they must do next or differently to help students learn the material they have not learned.

From time to time, teachers may also give tests to check how well students have learned the material they have been taught **over a period of time** and what may need to be reviewed or retaught. These types of tests, called **interim assessments**, may be given at the end of a few days (such as a mathematics quiz or a spelling test), after a unit of instruction (such as a chapter test or unit writing assignment), or after a few weeks (such as a quarterly test). More information about the Smarter Balanced Interim Assessments is available on the CDE's Interim Assessments Web page at <http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp>.

A glossary of important terms used in this handbook is provided at the end.

Information on other assessments in the CAASPP System, as well links to important resources and sample responses to a constructed response item, are provided in the appendixes of this guide.

How the Online Smarter Balanced Assessments Are Different from Previous California Tests

The new Smarter Balanced Summative Assessments are very different from the old STAR tests in several ways:

- They are aligned with California’s new content standards for ELA and mathematics.
- They reflect the critical thinking and problem solving skills that students will need to be ready for college and the 21st century job market.
- They are taken on a computer and are adaptive, which means that during the test, the questions will become more or less difficult on the basis of how the student performs. If the student answers a question correctly, the next question may be a bit more challenging; if the student answers it incorrectly, the next question may be less difficult.
- They provide many more supports for students who need them, including students learning English and students with disabilities, as described in the section below.

Accessibility Supports and Accommodations

The computer-based Smarter Balanced Summative Assessments provide all students with greater flexibility than traditional pencil-paper tests. For example, students can increase the size of an image using the “Zoom In” option or highlight key words as they read a passage. Additional accessibility supports also are available for English learners and students with individualized education programs (IEPs) or Section 504 plans. For example, some students may access translations or American sign language.

For more information, please see the CDE Student Assessment Accessibility Supports Web page at <http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>.

Item and Task Types

The Smarter Balanced assessment system includes a variety of item types, including:

- Selected-response items, which prompt students to choose one or more answers.
- Technology-enhanced items, which might prompt students to edit text or draw an object.
- Constructed-response items, which prompt students to write a short written or numerical response.
- Performance tasks, in which students engage in a complex set of tasks to demonstrate their understanding. (Students may be asked to conduct research and then write an argumentative essay, using sources as evidence. Or they may be asked to solve a complex problem in mathematics. Performance tasks integrate knowledge and skills across many areas and standards.)

Parents can take the Practice Test to see the different types of questions that students will be given on the Smarter Balanced Assessments. The Practice Test is posted on the CAASPP.org portal Practice and Training Tests” Web page at <http://www.caaspp.org/practice-and-training/index.html>.

How Student Performance Is Reported on the Smarter Balanced Assessments

Student performance is reported in several ways, as explained below.

Overall Score and Achievement Level

For each grade level and subject area, students receive a score from approximately 2000 to 3000. The overall score falls into one of four achievement levels:

- **Standard Exceeded:** The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Met:** The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in future coursework.
- **Standard Nearly Met:** The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in future coursework.
- **Standard Not Met:** The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

See the CDE's Smarter Balanced Scale Score Ranges Web page at <http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>.

Area Achievement

The test reports show how a student performed in key areas, also called **claims**, in ELA and mathematics.

- **ELA Areas:** Reading, Writing, Listening, and Research/Inquiry
- **Mathematics Areas:** Problem Solving & Modeling/Data Analysis, Concepts & Procedures, and Communicating Reasoning

For each area, a student’s performance is represented as “**Above Standard,**” “**Near Standard,**” or “**Below Standard.**”

A sample student score report is provided on the CDE’s CAASPP Student Score Report Information Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp>.

The CDE video *Understanding Your Child’s Score Report* is posted on the CAASPP Student Score Report Information Web page at <http://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp>. This video describes and explains the CAASPP Student Score Report. A Spanish version of the video is available on this site.

Although the results of the state tests are important, they are just one way to assess the progress of students. Students and parents should review the test results in combination with report cards, class assignment grades, and teacher feedback.





How Reports are Used

Results from the Smarter Balanced Summative Assessments provide one piece of information about a student’s academic performance that can:

- Help facilitate conversations between parents/guardians and teachers about student performance.
- Serve as a tool to help parents/guardians and teachers work together to improve student learning.
- Help schools and school districts identify strengths and areas that need improvement in their educational programs.
- Provide the public and policymakers with information about student achievement.

Student Performance in English Language Arts/Literacy

The Smarter Balanced Summative Assessments for ELA are organized by four areas, or claims.

| ELA Areas (Claims) For Grade Eleven | | |
|--|-------------------------|--|
|  | Reading | Demonstrating understanding of literary and nonfiction texts |
|  | Writing | Producing clear and purposeful writing |
|  | Listening | Demonstrating effective communication skills |
|  | Research/Inquiry | Investigating, analyzing and presenting information |

For more information, see the Smarter Balanced Assessments Web page at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

Grade Eleven ELA

In high school, students **closely** and **critically** read **complex** works of literature and informational texts. In writing and through class discussions, students interpret what they read and present **analyses** based on appropriate examples and evidence from the text. They **assess the strength of an author’s or speaker’s points and assumptions** based on evidence from the text. Additionally, students **expand their literary and cultural knowledge** by reading great **classic and contemporary works** representative of various **time periods, cultures, and worldviews**. High school students develop the skill, fluency, and concentration to produce high-quality writing, as well as the capacity to edit and improve their writing over multiple drafts.

For more information, see the *Parent Roadmap—Supporting Your Child in High School English Language Arts*, which is posted on the Council of the Great City Schools Web page at <http://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceID=416&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=855&PageID=330>.

A Spanish version of the publication is available on the same Web page at <http://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceID=427&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=1623&PageID=365>.

Grade Eleven Sample Test Items for ELA

This section provides sample ELA test items for grade eleven.

Notes About Sample Test Items

The test items that students see online appear and function differently than the sample items shown in this document. For example, students may be asked to “drag,” “select,” or “click” their response. Parents can experience these different functionalities on the Training Test available on the CAASPP.org portal Practice and Training Tests Web page at <http://www.caaspp.org/practice-and-training/index.html>.

The sample test items presented in this guide represent the kinds of passages and questions that grade eleven students at different levels of achievement would likely answer correctly. For example, a student at the “Standard Met” achievement level would typically receive and correctly answer an item associated with that achievement level.

Please note that these sample items represent only a few of the standards that are assessed on the Smarter Balanced Summative Assessments for ELA. (An online version of the sample items is in development.)

For each sample test item, the following information is included:

- ELA area for the item
- ELA state standard(s) that the item measures
- Correct answer(s)

Grade Eleven Sample Test Item—Reading Achievement Level: Standard Nearly Met

Read the text and answer the questions.

A New Form of Government: Democracy in Ancient Greece

by Phillip Zapkin

First Form of Democracy

Before the fifth century BCE, most civilizations were ruled by monarchs, whether they were called pharaohs, emperors, or kings. Around 500 BCE a polis, or city-state, named Athens developed a system of government called a *demokratia*, a democracy. Unlike in a monarchy, power was in the hands of Athenian citizens. Citizens ruled through direct democracy, rather than the representative democracy we have in the United States. The council of citizens that ruled the polis was called the *ekklesia*. At its height, Athens probably only had 40,000 citizens, which meant they could all gather in one place—called the agora, a kind of public square—and openly debate issues before casting their votes. Greeks voted by placing pebbles into pots.

Not everyone in Athens liked democracy, but even critics acknowledged that the citizens should rule because they gave the city its power. A writer known as the Old Oligarch wrote, “It is right that in Athens the poor and the common people should have more power than the nobles and the rich, because they provide the rowers for the fleet and thus give the polis its strength.”

Of course it was not practical to have all 40,000 citizens gather every day to debate and vote on all the decisions involved in running a government. Minor business was handled by the *boulé*, or ruling council. The *boulé* had 500 representatives, with fifty citizens from each of Athens’ ten tribes. These representatives were chosen by drawing lots rather than by being elected like modern politicians. The *ekklesia* only gathered three or four times a month to make big decisions about issues like the city’s finances, whether to declare war, whether to trade with another city, and so on.

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Nearly Met (continued)

Legal proceedings in Athens were also decided by direct democracy. Unlike modern courts where a judge and jury make decisions, in Athens everyone in the *ekklesia* voted on whether or not a defendant was guilty. The accused and the accuser each had a limited amount of time to make a speech and then the citizens would vote to decide guilt or innocence.

Speaking of Democracy

Any citizen who could get the assembly's attention and convince them to listen to him was allowed to speak, and so rhetoric became very important in Greek democracies. Rhetoric is the art of persuasive speaking. Greek teachers and philosophers spent a lot of time thinking about rhetoric. A group of teachers called the Sophists became extremely wealthy teaching young men to think logically and speak convincingly in public. Some Sophists claimed they could teach their students a quality called *areté*, or virtue. These Sophists thought they could teach students the virtues that made a citizen a good leader.

Young men trained by Sophists often became successful political leaders. However, only the rich could afford to study with Sophists. Poorer people couldn't afford the high fees. This meant that the rich had access to the best education and could use their knowledge to gain an unfair advantage. Although Greek democracy seemed inclusive, the system failed to provide equality for citizens.

One of the most famous theorists of rhetoric was the philosopher Aristotle, whose book *Rhetoric* is still studied today. Aristotle explained that "Rhetoric may be defined as the faculty of observing in any given case the available means of persuasion." He outlined three ways of convincing an audience: *ethos*, *logos*, and *pathos*. *Ethos* is persuasion based on a speaker's expertise and good reputation; *logos* is persuasion based on logical evidence; and *pathos* is persuasion based on manipulation of the audience's emotions. These three appeals remain central to how we think about rhetoric today.

Who Were the Greek Citizens?

Unlike in modern democracies, not every person living in Athens was allowed to vote or speak in the *ekklesia*. As many as three-quarters of the people of Athens were not allowed to participate in government. These three-quarters included women, slaves, and *metoikoi*—

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Nearly Met (continued)

foreigners living in Athens. The only people allowed to speak or vote in Athenian politics were free men. Although today this seems very undemocratic, Athenians accepted it as normal that only a minority of the population were citizens. Ancient Greek society was patriarchal; men held political power and women did not. The Greeks also practiced slavery.

Long-Term Results of Greek Democracy

Greek democracy was eventually weakened by a series of wars. When the Romans conquered Greece around 100 BCE, it marked the end of democracy in the ancient world. However, the idea of democracy survived in writings by Aristotle and others, and this idea became influential in the seventeenth and eighteenth centuries, inspiring ordinary people to demand the right to participate in government. Greek democracy inspired those who fought in the American and French Revolutions, and became the basis for modern democracies in the US, in Europe, and around the world.

Grade Eleven Sample Test Item—Reading Achievement Level: Standard Nearly Met (continued)

First, read the dictionary definition. Then, complete the task.

(*n.*) 1. people who act on the behalf of another person or people

Click on the word in the paragraph that **most closely** matches the definition provided.

Minor business was handled by the *boulé*, or ruling council. The *boulé* had 500 representatives, with fifty citizens from each of Athens' ten tribes. These representatives were chosen by drawing lots rather than being elected like modern politicians.

Area

Reading

Demonstrating understanding of literary and nonfiction texts.

Standard(s)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

Answer

representatives

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Met

Read the text and answer the questions.

The Great Restorer by Duane Damon

Today among the ruins of Babylon, thousands of bricks can be found that bear the inscription: “I am Nebuchadnezzar, king of Babylon, rebuilder of Esagila and Etemenanki, elder son of Nabopolassar.” These dusty fragments offer tantalizing hints about the man who did much to turn his city into the world-renowned gem of ancient Mesopotamia.

Nebuchadnezzar II was not the first Chaldean monarch to restore Babylon. His father, Nabopolassar, began that task after rebelling against the Assyrians and gaining control of all Babylonia in 626 B.C. His reign marked the start of the New Babylonian Empire.

When Nabopolassar died in 605 B.C., Nebuchadnezzar was decisively defeating the Egyptians in his bid for control of Syria. To ensure his ascension to the throne, Nebuchadnezzar hastened home to Babylon. Within three weeks of his father’s death, he was crowned king. Soon he was on the march again, first to Syria and then a few years later to Judah and Phoenicia to crush an uprising of their kings. In 589 B.C., Nebuchadnezzar returned to quell a second revolt. This time, he destroyed Jerusalem and exiled more than 3,000 captive Jews to Babylon.

In the meantime, Nebuchadnezzar continued the work his father had begun in Babylon. He fortified the great outer walls and the 21-foot-thick inner walls, which were so wide that it was said two chariots could be driven abreast along the top. Beyond this defense system, he constructed a deep moat and, for further protection, a second set of protecting walls, one of which is believed to have reached a height of 100 feet. Eight massive bronze gates provided entry into the city. The greatest of these was the famed Ishtar Gate, dedicated to the queen of the gods. Made up of two portals, one behind the other, and flanked by two imposing towers, the Ishtar Gate was constructed of a brick-and-pitch mixture and protected by a rocklike outer layer of glazed bricks. Colorful images of lions, bulls, and dragons decorated the walls.

Leading to the Ishtar Gate was a paved avenue called the Processional Way. During religious ceremonies held each new year, participants carried statues of the gods along the street in honor of Marduk, the patron god of Babylon. Nebuchadnezzar liked to call himself “the great

Grade Eleven Sample Test Item—Reading
Achievement Level: Standard Met (continued)

restorer and builder of holy places.” The name was appropriate, for he rebuilt temples all over Babylonia. The largest of these was Babylon’s temple complex, the Esagila. Gold and silver embellished its beams, which were made from tall cedars from the mountains of Lebanon. Nebuchadnezzar also reconstructed Etemenanki, a 7-story, almost 300-foot-high temple (also known as a ziggurat) in honor of Marduk. Biblical scholars believe that this temple may be the Tower of Babel mentioned in the Bible.

The ornate palace of Nebuchadnezzar covered about 35 acres. It was joined to a castle fortified with turrets and alabaster battlements. Near the palace and next to the Euphrates River stood the Hanging Gardens, one of the Seven Wonders of the Ancient World. This unusual structure consisted of a series of terraces rising up in stages from the river’s edge. Pumps inside the terrace walls moistened the soil with river water. It was said that Nebuchadnezzar built the gardens for his wife, who disliked the barren Chaldean plain. The king hoped the lush greenery would remind her of the forests of her homeland, Media.

The city was divided into equal squares. These were marked off by 25 streets running parallel to the Euphrates River and 25 streets running at right angles to the river. Each street led to one of 100 bronze doors in the outer walls. Gardens and wheat fields covered much of the remaining space.

The king paid special attention to Babylon’s waterways. He repaired the old royal canal and ordered irrigation canals dug, as well as channels for navigating between the Tigris and Euphrates rivers. Thousands of merchant ships crossing the Persian Gulf sailed up the Euphrates from India and Arabia, bringing spices, perfumes, ivory, ebony, and precious stones. As a result, Babylon became the largest trade center in the Middle East. In the words of the fifth-century B.C. Greek historian Herodotus, “No other city approaches the magnificence of Babylon.”

Nebuchadnezzar died in 562 B.C. Internal disputes following his death created a sense of weakness and uncertainty in Babylon. Beyond Babylon, the Persians were gaining in military strength, and the rich lands of Mesopotamia seemed ripe for conquest.

Excerpt from “The Great Restorer: Nebuchadnezzar and Babylon” by Duane Damon. Copyright © 1993 by *Calliope Magazine*. Reprinted by permission of Carus Publishing Corporation.

Grade Eleven Sample Test Item—Reading Achievement Level: Standard Met (continued)

Why did the author choose to end the text with a description of the events that followed Nebuchadnezzar’s death?

- A. to emphasize the critical role Nebuchadnezzar played in Babylon’s success
- B. to suggest that Nebuchadnezzar failed to provide adequate defenses for Babylon
- C. to emphasize the lasting nature of the changes Nebuchadnezzar made during his reign
- D. to suggest that Nebuchadnezzar had made alliances with the Persians during his reign

Area

Reading

Demonstrating understanding of literary and nonfiction texts.

Standard(s)

Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Answer

A

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Exceeded

Read the text and answer the questions.

A Driving Force for Progress

by Karen Bradley Cain

In 1913, Henry Ford put his future on the line—the assembly line, that is. He pioneered a new way to produce cars for the masses. Ford and his team followed four basic principles of mass production. First, they relied on standard, interchangeable parts. Second, work moved continuously, so one job flowed into the next. Third, they divided labor into a number of tasks performed by different workers. Fourth, they cut wasted time and effort.

Before this time, a car under construction stayed in one spot on the factory floor, while workers took turns doing different jobs until it was finished. Determined to speed up the process, Ford installed the industry’s first moving assembly line at his plant in Highland Park, Michigan. He used conveyor belts to bring the work to the workers, who were stationed along the line with tools and parts. “Some men do one or two operations; others do more,” he explained to the press. “The man who places the part does not fasten it. The man who puts in a bolt does not put on a nut; the man who puts on a nut does not tighten it.”

His conviction that “everything must move” boosted Ford Motor Company’s production and reduced its costs. In less than a year, assembly time for each car dropped from slightly more than 12 hours to 93 minutes. The price of a new Model T dropped, too, going from 850 dollars in 1908 to 390 dollars in 1915.

Meanwhile, Ford took dramatic steps to create more customers for his “motor car for the multitudes.” On January 5, 1914, he announced the “Five-Dollar Day.” Ford promised to pay eligible employees at least five dollars per day, more than twice the average wage earned by autoworkers at that time. He also cut the workday from nine to eight hours, enabling the factory to operate three eight-hour shifts.

Grade Eleven Sample Test Item—Reading
Achievement Level: Standard Exceeded (continued)

These moves prompted some to praise him as a humanitarian, while others condemned him as “a traitor to his class.” To Ford, however, they were simply good business decisions. He believed that giving employees a share of the profits made them work harder and smarter. Moreover, many workers spent their extra cash on low-priced Model Ts. Summing up his philosophy, Ford said, “There is one rule for the industrialist and that is: Make the best quality of goods possible at the lowest cost possible, paying the highest wages possible.”

Although such ideas may seem commonplace today, Ford’s attitudes and decisions sent shock waves throughout the world of the early 1900s. Manufacturers from England, Germany, and Russia studied and soon borrowed his methods. Sociologists began using the term “Fordism” to describe the cycle of mass production and mass consumption that was taking hold in the first quarter of the 20th century.

To many, he became a symbol of American ingenuity and innovation. He sought advice from both employees and experts. His openness to fresh ideas encouraged others to push the boundaries of science and business. The idea for Ford’s moving assembly line, for example, began with foreman William Klann and several other employees, who had seen something similar at a meatpacking plant in Chicago in 1912. The plant’s “disassembly line” consisted of overhead trolleys that carried animal carcasses to meat cutters at fixed stations. Each butcher performed a single task before the meat traveled to the next station.

Klann said, “If they can do it, we can do it.” Klann and his coworkers first experimented with the process for making the flywheel magnetos that generated the electricity for the Model T’s spark plugs. The moving assembly line cut production time from 20 minutes to five minutes. Their success prompted Ford to install conveyor systems throughout the factory.

Ford’s team also benefited from studying earlier examples of mass production. The ancient Romans, for instance, had employed division of labor to construct roads, monuments, and public buildings. Nineteenth-century clockmakers and gun manufacturers had built products with interchangeable parts. Yet Ford’s approach was more wide-ranging. To make the factory run as smoothly as possible, the company also carried out efficiency studies. Experts analyzed jobs to discover the most effective ways to complete them. Tasks were simplified, decreasing the need for highly paid craftsmen.

Grade Eleven Sample Test Item—Reading
Achievement Level: Standard Exceeded (continued)

Some argued that the new processes put too little emphasis on skill. More serious criticism came from people concerned about the dehumanizing effects of the assembly line. Using quick, robotic motions, each worker performed the same job over and over again. Factory bosses with stopwatches monitored workers' output and forbade them to speak to one another. Workers feeling bored and trapped by the assembly line complained, "Which is the slave—man or machine?"

But the result—reliable cars at reasonable prices—won over the public. And as the Ford Motor Company grew and worker satisfaction became more important, Ford took steps to address the need to keep employees happy.

Ford's introduction of the Five-Dollar Day reversed the tide and increased employee morale. Daily absenteeism fell from 10 percent to 0.3 percent. Fewer workers quit. And anyone who left was soon replaced by one of the 10,000 applicants seeking jobs at the factory.

To qualify for the daily minimum wage, workers had to meet special criteria. Married men were required to live with their families and take care of them. Single men older than 22 had to demonstrate "proven thrifty habits." Ford established a Sociological Department, which sent investigators to employee homes. Investigators offered health, homemaking, and shopping advice to workers, many of whom were recent immigrants. The department also discouraged employees from gambling, smoking, and drinking alcohol—habits Ford disliked.

Despite certain restrictions on the Five-Dollar Day, it turned out to be a success. Ford Motor Company workers received close to six million dollars in increased profit-sharing wages in 1914 alone. Eventually, other industrialists followed Ford's lead and started paying their employees "a living wage." Ford responded by announcing a "Six-Dollar Day" in 1919. And in 1926, Ford cut his employees' average workweek from six to five days. By instituting a five-day, 40-hour workweek, he indirectly helped create the modern weekend. Ford's dream to create a reliable car for the American masses changed how the world worked and played.

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Grade Eleven Sample Test Item—Reading Achievement Level: Standard Exceeded (continued)

Select the **two** sentences from the text that **best** support the inference that Ford made improvements by starting the assembly line in the factory.

- A. “Ford and his team followed four basic principles of mass production.”
- B. “Determined to speed up the process, Ford installed the industry’s first moving assembly line at his plant in Highland Park, Michigan.”
- C. “His conviction that ‘everything must move’ boosted Ford Motor Company’s production and reduced its costs.”
- D. “Meanwhile, Ford took dramatic steps to create more customers for his ‘motor car for the multitudes.’”
- E. “Manufacturers from England, Germany, and Russia studied and soon borrowed his methods.”
- F. “He sought advice from both employees and experts.”

Area

Reading

Demonstrating understanding of literary and nonfiction texts

Standard(s)

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Answer

C and E

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Exceeded

Read the text and answer the questions.

The New Nation in Trouble

by Craig Blohm

In a small hotel in Paris, three Americans took turns with a quill pen and red wax, signing and sealing an official document. It was September 3, 1783, and these men—John Adams, Benjamin Franklin, and John Jay—were signing the peace treaty that ended the war between England and its American colonies. The Revolutionary War was over, and the United States of America was now truly free. But although eight years of conflict had ended, America’s internal struggles were just starting. Let us begin by returning to the year 1776....

The Articles of Confederation

The 13 Colonies were not without some form of government during the Revolution. It had become clear that to pursue a war against England, some unifying element was necessary. Many Colonial leaders also anticipated the day when the war would be over and the new states would have to govern themselves. Meeting in Philadelphia in 1776, the Second Continental Congress took up the question of a framework for the new nation. Acting on a proposal by Richard Henry Lee of Virginia, a committee of 13 members (one from each colony) was established on June 12 to draw up a plan for confederation. John Dickinson, a scholarly lawyer from Pennsylvania, headed the group. A week after the Declaration of Independence was adopted, Dickinson presented the committee’s document, written in his own hand. Called “The Articles of Confederation and Perpetual Union,” it recommended a strong central government. This proposal caused a stir in Congress, and a heated debate followed.

The Debates Begin

Many delegates feared a government that called for a powerful central authority. After all, wasn’t that what the Revolution was all about? King George III was the authority from which the colonies were trying to break away. To replace one king 3,000 miles away with another on their own shores made no sense. No, the delegates felt that any federal government had to be less powerful than the individual states.

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Exceeded (continued)

Other objections to the Articles of Confederation also were discussed. How would each state be represented? How much should each contribute to a national treasury? And what was to be done with the western territories? The debate dragged on as each point was addressed. Finally, on November 15, 1777, Congress adopted the Articles. Ratification took almost three-and-a-half years, but on March 1, 1781, the last state, Maryland, accepted the Articles of Confederation. The United States had its first government framework. There was just one problem: It did not work.

Five Weaknesses

Although Congress could pass laws and negotiate treaties with foreign nations under the Articles of Confederation, the framework had five basic weaknesses:

1. Congress could not raise money by taxing the people directly. It could only ask for contributions from the states.
2. Congress did not have the power to organize a practical money system. Meanwhile, the country was flooded with worthless paper currency.
3. Congress could not improve the flow of trade among states. Individual states were blocking products from out of state.
4. The federal government had no armed forces, except for troops that states chose to send. It had no power to raise its own troops.
5. The federal government had no way to deal directly with its citizens. Congress could work only with state governments.

A Rope of Sand

More than one of the new nation's leaders called the Articles of Confederation "a rope of sand," and they were indeed just about as effective as that. In the words of the Articles themselves, they created "a firm league of friendship between the states." In addition, "[e]ach state retains its sovereignty, freedom and independence." So the states remained powerful, while Congress was left weak. There was no chief executive or national judicial system.

Grade Eleven Sample Test Item—Reading
Achievement Level: Standard Exceeded (continued)

Further, the passage of any important measure required the consent of nine states. To amend the Articles required the consent of all 13! The Articles of Confederation created a weak league of 13 states rather than one strong nation. And after years of war, a strong nation was badly needed.

Failed Convention

The infant nation, ravaged by war and deeply in debt, fell into a severe depression. Trade with England was drastically curtailed. The states bickered among themselves over land claims and taxes. Jobs were scarce, and people lucky enough to find work were paid low wages. Debtor prisons began filling with people who could not repay what they had borrowed. It was a rough beginning indeed.

Two states, Maryland and Virginia, had been quarreling over navigation rights to the Potomac River. After a meeting held in 1785 to settle these differences, James Madison of Virginia felt that all the states should meet to discuss America's commercial problems. Nine states accepted Madison's invitation. When the convention began in 1786 in Annapolis, Maryland, however, only five states were represented. Discouraged by the poor turnout, those present reluctantly abandoned the idea of a trade conference. Then Alexander Hamilton proposed that delegates from all the states should convene in Philadelphia in May 1787 to discuss the inadequacies of the Articles of Confederation. The stage was set for what we know today as the Constitutional Convention. Although many Americans did not yet realize it, the Articles' days were numbered.

"The New Nation in Trouble" by Craig Blohm, from *Cobblestone Magazine*. Copyright © 2007 by Cobblestone Publishing. Reprinted by permission of Cobblestone Publishing.

Grade Eleven Sample Test Item—Reading Achievement Level: Standard Exceeded (continued)

What conclusion can be drawn about the author’s use of evidence to support his opinion about the Articles of Confederation? Support your answer with evidence from the text.

Area**Reading**

Demonstrating understanding of literary and nonfiction texts

Standard(s)

Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Answer

Constructed Response: Students write a short response, drawing an inference from the selection and supporting their answers with specific details from the text. A scoring rubric and sample responses for this item appear in **Appendix C**.

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Exceeded

Read the text and answer the questions.

“Mane Objective” by Andrea Sachs

At Assateague, the horses run free.

But is that the same as wild?

Whenever I hear about the wild horses of Assateague Island, I immediately start to picture free-spirited ponies dashing through the marshes and over the dunes, their manes flowing in the wind like super-model hair. I imagine their thunderous hooves kicking up the sand, spooking the fiddler crabs from their mud bunkers. I envision the Wild West, if the horses were the only sheriffs in this beach town.

And yet when I finally saw the fabled animals, they were lazily chomping grass along the side of the road like more attractive goats. To glimpse them, I simply rolled down my car window. To snap a photo, I had to steer my lens around strangers standing in the equines' personal space and flashing bunny ears over the indifferent horses' heads. Had the wild horses of Assateague devolved into My Little Ponies?

This reality pinch hurt, but I was not ready to let go of my fantasy montage. The evidence was too strong in my favor: The main photo on a National Park Service brochure of Assateague Island National Seashore features two stallions sparring on their hind legs. Wild! And a warning reads, “Assateague horses DO bite and kick, and can carry rabies.” You don't exactly find such alarming signage at the local petting zoo.

Perhaps I needed to adjust my concept of “wild.” The animals on either side of the Maryland-Virginia fence share the same origins: All descended from livestock that early settlers and farmers openly grazed on the isle more than 300 years ago. Today, both herds still feel the caring touch of humans, to varying degrees.

Grade Eleven Sample Test Item—Reading Achievement Level: Standard Exceeded (continued)

“If we have a harsh winter or a bad nor’easter,” said Denise Bowden, a spokeswoman with the Chincoteague Volunteer Fire Company, which privately owns Virginia’s 150 horses, “our pony committee goes over and fills up water troughs and also takes bales of hay for them until conditions improve.”

The park service, which oversees the Maryland contingent, acts more like a grounded helicopter mom, limiting its meddling to about once a year.

“We’re not running a horse farm here,” said Allison Turner, a biological technician with the park service. “It needs to be a balanced ecosystem.”

This year’s head count is 103, and once over the bridge connecting the mainland to the island, I immediately checked off nine. I discovered the four-legged residents idling along the two-lane road leading to the state park and the national seashore. I hopped out of the car to watch other people watch the horses eat. I was so distracted by a large family’s disruptive behavior—snapping their fingers, uttering bad neighing impressions—that I neglected to observe the animals.

At the entry gate, I spotted three horses galloping through the North Ocean Beach lot, weaving around parked automobiles and beachgoers hauling their gear like pack mules. The ponies crossed the road without looking both ways. A Pony Patrol volunteer regarded the scene from his golf cart, poised to intercede if the cars veered too close.

I skipped North Ocean Beach, where lifeguards shoo the creatures away from the sunbathers, and headed south. Near the campsites, I noticed a white horse with coffee-bean-brown patches grazing in solitude. I quickly drove around the loop, parked the car and raced over, excited for this moment of discovery and reflection. But four large vehicles had already disgorged 18 people who swarmed the horse like flies.

I landed on a new strategy: To find the animals without a flash mob, I would head to the less-accessible Over Sand Vehicle zone. I started walking along the beach, ducking under fishing poles and dodging dogs. I threaded my way through an obstacle course of parked cars,

Grade Eleven Sample Test Item—Reading
Achievement Level: Standard Exceeded (continued)

desperately seeking a patch of coastline free of vehicles. But the line of trucks and SUVs nearly bumped into the horizon.

I returned to my car at South Beach, the hangout of a band of seven ponies, including a naughty mare intent on sipping water from the fountain. A volunteer was simultaneously warning people to keep their distance (at least 10 feet, but officials recommend a bus length) and dispersing the ponies with the shake of her backpack.

The horses were scattered around the lot and dunes, but suddenly, as if compelled by a secret chime, they started to gather and slowly march toward the water's edge. I joined a group of people in a parallel parade line.

The horses stopped by a multi-tower sand castle and huddled. Their heads slightly drooped into napping position. Their tails flicked back and forth, swatting away the bugs. A cool ocean breeze rustled their manes. One pony dropped to the sand and rolled, legs kicking upward. Another went down and wiggled.

The crowds' coolers and vibrant sun umbrellas fell away as the animals exhibited their natural behavior. This was their moment—and mine—and it was wild.

Excerpt from "Mane Objective" by Andrea Sachs, from www.washingtonpost.com. Copyright © 2013 by the *Washington Post*. Reprinted by permission of the *Washington Post*.

Grade Eleven Sample Test Item—Reading

Achievement Level: Standard Exceeded (continued)

This question has two parts. First, answer part A. Then, answer part B.

Part A

What inference can be made about the author’s opinion of her visit to Assateague Island?

- A. She thinks too many people are allowed on the island.
- B. She thinks a trip to the island is worth the time and effort.
- C. She thinks the horses should be better managed and cared for.
- D. She thinks the idea of the island as a wild horse preserve should be abandoned.

Part B

Which sentence from the text **best** illustrates the inference made in part A?

- A. “The park service, which oversees the Maryland contingent, acts more like a grounded helicopter mom, limiting its meddling to about once a year.”
- B. “I discovered the four-legged residents idling along the two-lane road leading to the state park and the national seashore.”
- C. “At the entry gate, I spotted three horses galloping through the North Ocean Beach lot, weaving around parked automobiles and beachgoers hauling their gear like pack mules.”
- D. “The crowds’ coolers and vibrant sun umbrellas fell away as the animals exhibited their natural behavior.”

Area

Reading

Demonstrating understanding of literary and nonfiction texts

Standard(s)

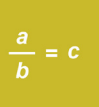


Determine an author’s point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Answer

Part A: Answer A
Part B: Answer C

Student Performance in Mathematics

The Smarter Balanced Summative Assessments for Mathematics are organized by areas, or **claims**.

| Mathematics Areas (Claims) For Grade Eleven | | |
|---|---|--|
|  | Concepts & Procedures | Applying mathematical concepts and procedures |
|  | Problem Solving & Modeling/Data Analysis | Using appropriate tools and strategies to solve real world and mathematical problems |
|  | Communicating Reasoning | Demonstrating ability to support mathematical conclusions |

For more information, please see the Smarter Balanced Assessments Web page at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

Grade Eleven Mathematics

In high school, students develop a **deep understanding** of mathematical concepts and use mathematical ways of thinking to **solve real-world problems**. Unlike previous grades where learning objectives are organized by grade level, high school learning objectives are **organized by concepts—such as algebra, functions, or geometry—**that students will learn and master in various mathematics courses. These concepts build on what students learned in grade eight and move toward greater depth of knowledge and skills throughout high school.

For more information, please see the *Parent Roadmap—Supporting Your Child in High School Mathematics*, which is posted on the Council of the Great City Schools Web page at <http://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceId=429&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=856&PageID=366>.

A Spanish version of the publication is available on the same Web page at <http://www.cgcs.org/site/default.aspx?PageType=3&ModuleInstanceId=431&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=1035&PageID=367>.

Grade Eleven Sample Test Items for Mathematics

This next section provides sample test items for grade eleven mathematics

The test items that students see online appear and function differently than the sample items shown in this document. For example, students may be asked to “drag, select, or click” their response. Parents can experience these different functionalities on the CAASPP.org portal Practice and Training Tests Web page at <http://www.caaspp.org/practice-and-training/index.html>.

The sample test items presented here represent the kinds of questions that Grade Eleven students at different levels of achievement would likely answer correctly. For example, a student at the “Standard Met” achievement level would typically receive and correctly answer an item associated with that achievement level.

Please note that these sample items represent only a few of the standards that are assessed on the Smarter Balanced Summative Assessments in mathematics. (An online version of the sample items is in development.)

For each sample test item, the following information is included:

- Mathematics area for the item
- Mathematics state standard(s) that the item measures
- Correct answer(s)

Grade Eleven Sample Test Item—Concepts & Procedures

Achievement Level: Standard Nearly Met

Enter the value of x that makes the equation true.

$$\sqrt{x-2} = 4$$

| | | | | | | | | | | | |
|---|---|---|---------------------------|-------------------|-------------------|--------|--------|------------------|---------------------------|-------|-----|
| ← | → | ↶ | ↷ | ✖ | | | | | | | |
| 1 | 2 | 3 | + | - | * | ÷ | | | | | |
| 4 | 5 | 6 | < | ≤ | = | ≥ | > | | | | |
| 7 | 8 | 9 | $\frac{\square}{\square}$ | \square^\square | \square_\square | () | | $\sqrt{\square}$ | $\sqrt[\square]{\square}$ | π | i |
| 0 | . | - | sin | cos | tan | arcsin | arccos | arctan | | | |

Area

Concepts & Procedures

Applying mathematical concepts and procedures

Standard(s)

Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Answer

18

Grade Eleven Sample Test Item—Concepts & Procedures

Achievement Level: Standard Nearly Met

The bill for a mechanic to work on a car is d dollars per hour of work plus the cost of materials, c .

Enter an equation for the total amount of the bill, t , for h hours of work.

← → ↶ ↷ ✖

| | | | | | | | |
|--|---|---|---------------------------|-------------------|-------------------|---|---|
| 1 | 2 | 3 | c | d | h | t | |
| 4 | 5 | 6 | + | - | * | ÷ | |
| 7 | 8 | 9 | < | ≤ | = | ≥ | > |
| 0 | . | - | $\frac{\square}{\square}$ | \square^\square | \square_\square | () $\sqrt{\square}$ $\sqrt[\square]{\square}$ π i | |
| sin cos tan arcsin arccos arctan | | | | | | | |

| | |
|--------------------|---|
| Area | Concepts & Procedures Applying mathematical concepts and procedures |
| Standard(s) | Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. |
| Answer | $t = dh + c$ [Scoring note: Accepts equivalent equations as correct] |

Grade Eleven Sample Test Item—Problem Solving & Modeling/Data Analysis

Achievement Level: Standard Nearly Met

The data below show the number of students that play various sports at Liberty High School.

| | Male | Female |
|-------------------|------|--------|
| Soccer | 56 | 58 |
| Tennis | 14 | 15 |
| Volleyball | 21 | 24 |
| Basketball | 28 | 25 |

What is the probability that a randomly selected student is a male that plays soccer?

- A 0.23
- B 0.47
- C 0.49
- D 0.56

Area**Problem Solving & Modeling/Data Analysis**

Using appropriate tools and strategies to solve real world and mathematical problems

Standard(s)

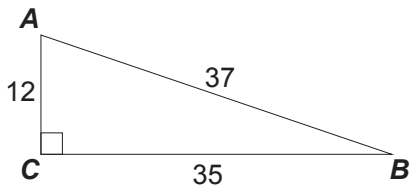
Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).

Answer

A

Grade Eleven Sample Test Item—Concepts & Procedures Achievement Level: Standard Met

Consider this right triangle.



Determine whether each equation is correct. Select Yes or No for each equation.

| | Yes | No |
|---------------------------|--------------------------|--------------------------|
| $\sin(A) = \frac{35}{37}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| $\cos(A) = \frac{12}{35}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| $\sin(B) = \frac{35}{37}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| $\tan(B) = \frac{12}{35}$ | <input type="checkbox"/> | <input type="checkbox"/> |

| | |
|--------------------|--|
| Area | Concepts & Procedures Applying mathematical concepts and procedures |
| Standard(s) | Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. |
| Answer | Yes, No, No, Yes |

Grade Eleven Sample Test Item—Concepts & Procedures

Achievement Level: Standard Met

Given for the formula, $F = \frac{mv^2}{r}$ where

- F represents force,
- m represents mass and has units of grams (g),
- v represents velocity and has units of meters per second $\left(\frac{m}{s}\right)$, and
- r represents the radius and has units of meters (m).

Select an appropriate measurement unit for force.

- $\frac{g}{s}$
- B** $\frac{g \cdot m}{s}$
- C** $\frac{g \cdot m}{s^2}$
- D** $\frac{g \cdot m^3}{s^2}$

Area

Concepts & Procedures

Applying mathematical concepts and procedures

Standard(s)

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Answer

C

Glossary

accessibility supports and accommodations

Tools and supports that help students access the test questions so they can best demonstrate what they know and are able to do. The Smarter Balanced tests include:

- **Universal Tools** available to all students based on their preference. These include online tools such as highlighting, digital notepads, and zooming in and out as well as other supports like scratch paper or breaks between test sections.
- **Designated Supports** available for a student when an educator or support team determines a special need. These include such tools as color contrast or masking as well as language supports for English learners, such as translated test directions or bilingual glossaries.
- **Accommodations** specially identified for students with IEPs or 504 plans. These include online tools, such as text-to-speech, closed captioning, and on-screen ASL translation as well as other supports, such as read aloud or use of a scribe.

achievement level

A score or descriptive statement that represents how well the student knows the standards for the subject area and grade level. For the Smarter Balanced tests, there are four achievement levels labeled as Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met.

assessment

A term generally used to mean the same thing as test.

CAASPP

California Assessment of Student Performance and Progress, which is the new state assessment system. The CAASPP system includes tests that public school students take at the end of the school year in different subject areas and grade levels.

| | |
|------------------------------------|---|
| claim or area | Broad sets of knowledge and skills within a subject area, such as Reading within English Language Arts/Literacy or Problem Solving in Mathematics. On the Smarter Balanced tests, students will get results in key areas based on groups of test questions that measure similar or related knowledge or skills. |
| college and career ready | A phrase that indicates a student is leaving high school well-prepared to succeed in college and the workplace. |
| Common Core State Standards | Academic content standards adopted by California that describe what students should know and be able to do at each grade level in order to graduate from high school ready for college and a career. The Common Core State Standards challenge students to develop a deep understanding of subject matter, learn how to think critically, and apply what they are learning to the real world. |
| computer adaptive test | A test given on a computer in which the questions change or adapt on the basis of a student's answers, so each student gets a customized test. When a student answers incorrectly, the computer assigns easier or less complex questions. When a student gets answers correct, the computer gives the student harder or more complex questions. |
| computer-based test | A test given on a computer. |
| content standards | Statements of academic expectations that describe what students should know and be able to do in a subject area. |
| formative assessment | A process teachers use during instruction to check on student understanding. |
| interim assessment | A test given at regular intervals, such as a chapter test, to evaluate what students have learned. |

| | |
|---|---|
| performance task | A connected set of questions and activities, based on a theme or scenario, in which students apply their knowledge and skills to real-world problems. In the Smarter Balanced assessments, students do a performance task in English language arts/literacy and one in mathematics. The performance task includes a classroom activity, done with the teacher, to introduce vocabulary and make sure all students have basic knowledge and understanding about the topic. Students then go to the computer to read materials, respond to several shorter questions, and complete a longer essay or problem. |
| scale score | Each year, in each subject area, a student will get an overall score between approximately 2000 and 3000. This score represents how well a student did on the test, and it corresponds to one of four achievement levels: Standard Exceeded, Standard Met, Standard Nearly Met, and Standard Not Met. |
| Smarter Balanced Assessment Consortium | A state-led public agency, currently supported by member states and territories, that developed new tests that align to the new Common Core State Standards and measure student progress toward college and career readiness. |
| STAR | The Standardized Testing and Reporting Program, the previous California assessment system that has been phased out. |
| summative assessment | An assessment designed to be given near the end of the school year to evaluate a student's knowledge and skills relative to a specific set of academic standards. |
| test item | A question, problem, or task on a test. Test items may take different forms such as multiple choice, fill-in the blank or short answer, or constructed response (where students may write sentences or essays, or show how they solve a mathematics problem). |

Appendix A: Other Assessments in the California Assessment of Student Performance and Progress System

California Alternate Assessment

Students in grades three through eight and grade eleven who have significant cognitive disabilities and whose individual education program requires that an alternate test be administered are eligible to take the California Alternate Assessment (CAA) instead of the Smarter Balanced Summative Assessments.

Required Assessments for Science

Students in grades five, eight, and ten continue to take the science assessments that were part of the California STAR program. These include the California Standards Test (CST); the California Modified Assessment (CMA), which can be taken by eligible students with disabilities; and the California Alternate Performance Assessment (CAPA), which may be taken by students with significant cognitive disabilities.

Optional Assessment: Reading/Language Arts

The Standards-based Test in Spanish (STS) for Reading/Language Arts is available for students in grades two through eleven who receive instruction in Spanish. This paper-based test, part of the previous STAR program, can be given to Spanish-speaking English learners who are learning language arts in Spanish and to English speakers who are learning Spanish through an immersion or dual language program.

Appendix B: Additional Resources

The links below provide additional information on the new state standards and CAASPP assessments.

Common Core State Standards

- **California Department of Education**

<http://www.cde.ca.gov/re/cc/ccssresourcesparents.asp>

This Web page containing information for parents and students includes links to informational fliers, videos, Web sites, and other resources.

- **California State PTA**

<http://capta.org/focus-areas/education/common-core/>

This site provides informational fliers and documents, in multiple languages, about the standards and what children are learning at each grade level.

New Assessments

- **California Department of Education**

<http://www.cde.ca.gov/ta/tg/ca/index.asp>

This website provides variety of resources about the CAASPP system. The Students & Parent tab includes links to videos, fact sheets, practice and training tests, and other related information.

- **California State PTA**

<http://capta.org/focus-areas/education/student-assessments/>

This site provides information about the new assessments as well as a sample student report of test results.

- **Smarter Balanced Assessment Consortium**

<http://www.smarterbalanced.org/parents-students/>

This Web site, from the developers of the new ELA and mathematics tests, provides information about the new assessments, a downloadable fact sheet for parents, and links to other resources.

- **California Assessment of Student Performance and Progress**

https://login3.cloud1.tds.airast.org/student/V112/Pages/LoginShell.aspx?c=California_PT&v=112

This Web site provides access to training and practice tests that parents and students can use to experience what the new assessment is like, including how the technology works and the kinds of questions and tasks that are on the new tests.

Appendix C: Scoring Rubric and Sample Responses (Constructed Response)

This item is worth a possible two points (0, 1, or 2) and is hand scored.

Scoring Rubric

| Score | Rationale |
|-------|---|
| 2 | <p>A response:</p> <ul style="list-style-type: none"> • Gives sufficient evidence of the ability to make a clear inference/conclusion • Includes specific examples/details that make clear reference to the text • Adequately explains inference/conclusion with clearly relevant information based on the text |
| 1 | <p>A response:</p> <ul style="list-style-type: none"> • Gives limited evidence of the ability to make an inference/conclusion • Includes vague/limited examples/details that make reference to the text • Explains inference/conclusion with vague/limited information based on the text |
| 0 | <p>A response:</p> <ul style="list-style-type: none"> • Gives no evidence of the ability to make an inference/conclusion <p>OR</p> <ul style="list-style-type: none"> • Gives an inference /conclusion but includes no examples or no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> • Gives an inference/conclusion but includes no explanation or relevant information from the text |

Sample responses that would earn a “0,” a “1,” and a “2” are provided on the next pages.

The scoring rubric and sample responses are based on the Grade 3 constructed response item on pages 20–23.

Sample Responses

Score: 0 Points

Confederation were a good attempt but not nearly as unifying as they'd hoped for.

That the Articles of Confederation were a good attempt but not nearly as unifying as they'd hoped for.

Score: 1 Point

Evidence can show that the author was clearly not in favor of the ideals expressed in the Articles of Confederation. He said "there was no chief executive or national judicial system". This portrays evidence for how the author is against the Articles of Confederation, ultimately claiming that they were corrupt and overall unsuccessful.

The author does not believe that the Articles of Confederation were beneficial to the United States. The author points out the 5 main weaknesses of the articles and presents evidence that prove that the Articles of Confederation were a "waste of time."

A conclusion that can be drawn from the authors point of view is that he believes the Articles of Confederation will not work. He helps prove this by talking about the heated debates, the main five weaknesses of it, and also the failed convention that followed.

according to the author, the articles of confederation didnt really make our nation stronger. instead it created a weak league of 13 states rather than one nation, which is something we needed at the time. because following that, our nation fell into a severe depression. Many people were unemployed which led to poverty and complications for the people

The author did not like the Articles of Confederation because there were to many problems with them. The author says that the states didn't get along and the government had no power to do very much.

Score: 2 Points

The author's use of evidence demonstrates he did not support the Articles of Confederation, he did not think it worked (and it didn't). "More than one of the new nation's leaders called the Articles of Confederation "a rope of sand," and they were indeed just about as effective as that.", I wanted to emphasize the, "and they were indeed just about as effective as that". That part of the sentence was his opinion. He believed they were about as effective as a "rope of sand." "So the states remained powerful while Congress was left weak. There was no chief executive or national judicial system." It is a fact that there was no executive or judicial branch in the AoC, but the fact that the author mentioned it after, "So the states remained powerful, while Congress was left weak." put across he believed Congress was weak because there was no executive or judicial branch; which is what we have today." The Articles of Confederation created a weak league of 13 states rather than one strong nation. And after years of war, a strong nation was badly needed." the author claims that having the states more powerful than the federal gov't was wrong and that America needed a stronger federal gov't.

The author's opinion of the Articles of Confederation is it wasn't very good. This can be seen in the section entitled "A Rope of Sand" in which he states that "The Articles of Confederation created a weak league of 13 states rather than one strong nation, a strong nation was badly needed". This shows he thinks it was poorly made making the nation into weak states and not a real nation. Also he goes on in the section "Failed Convention" to say states were "bickering", "deeply in debt", and "It was a rough beginning indeed". These statements show that he felt that the Articles caused these things by titling the section the way he did. Also the author made a list of "Five Weaknesses" but did not do the same for strengths suggesting that he felt the Articles were bad and destined to fail. This is how the author shows his opinion of the Articles of Confederation