Resource Materials for Teachers

2012-2013
NMSBA/HIGH SCHOOL GRADUATION ASSESSMENT (HSGA)

Grade 11 READING Items for Practice
ACKNOWLEDGEMENT

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Resource Materials for Teachers

This teacher resource document accompanies the “NMSBA/HSGA READING Items for Practice” student booklet; it contains an answer key for practice items and student samples of short answer responses with corresponding scoring guides.

Contents of Student Booklet

The “NMSBA/HSGA READING Items for Practice” student booklet contains 20 reading practice items that are representative of test items that may appear on the spring 2013 graduation exit exam. These practice items are intended to help students prepare for the actual NMSBA/HSGA.

Specifically, the student booklet contains 17 multiple-choice (MC) questions and 3 short answer (SA) response questions. Each MC question has four possible answers; only one of the four choices is the correct answer. The SA questions require written responses.

Usage of Student Booklet

Teachers are encouraged to use the student booklet with reading practice items to help students prepare for the NMSBA/HSGA. Teachers can administer the student booklet in its entirety during one sitting, and then after grading, critically review all item answers with students. Alternatively, teachers can take one passage/poem selection at a time and critically review item answers orally with students in a large group setting. The student booklet and answer sheet (for MC practice items) can be found in Data Director (www.achievedata.com/aps) under Assessments using the following search criteria:

<table>
<thead>
<tr>
<th>Subject</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Grade Level</td>
<td>11</td>
</tr>
<tr>
<td>Test Type</td>
<td>District</td>
</tr>
<tr>
<td>Search by Assessment Title</td>
<td>2012-2013 NMSBA/HSGA Reading Practice Items</td>
</tr>
<tr>
<td></td>
<td>2012-2013 NMSBA/HSGA Reading Practice Items (SPANISH)</td>
</tr>
</tbody>
</table>

Questions?

This teacher resource document is also located in Data Director (use same search criteria as above). If you have any questions about either this document or the “NMSBA/HSGA READING Items for Practice” student booklet, contact:

1. Dr. Donna Navarrete, RDA secondary assessment resource teacher (navarrete_d@aps.edu, 505.872.6866); or
2. Dr. Mike Loughrey, RDA assessment manager (loughrey@aps.edu, 505.872.6822).
### Answer Key

<table>
<thead>
<tr>
<th>Item</th>
<th>Assessment Strand</th>
<th>Item Type</th>
<th>Answer</th>
<th>Assessment Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analysis</td>
<td>MC</td>
<td>B</td>
<td>Make connections (cause and effect) within a text</td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>MC</td>
<td>A</td>
<td>Demonstrate understanding of theme/message/main idea and supporting details</td>
</tr>
<tr>
<td>3</td>
<td>Comprehension</td>
<td>MC</td>
<td>A</td>
<td>Summarize with evidence from the text</td>
</tr>
<tr>
<td>4</td>
<td>Critical Thinking</td>
<td>MC</td>
<td>C</td>
<td>Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)</td>
</tr>
<tr>
<td>5</td>
<td>Analysis</td>
<td>MC</td>
<td>B</td>
<td>Informational/Functional Specific: Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)</td>
</tr>
<tr>
<td>6</td>
<td>Comprehension</td>
<td>SA</td>
<td>*</td>
<td>Make or confirm inferences or predictions based on the text</td>
</tr>
<tr>
<td>7</td>
<td>Critical Thinking</td>
<td>MC</td>
<td>D</td>
<td>Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)</td>
</tr>
<tr>
<td>8</td>
<td>Analysis</td>
<td>MC</td>
<td>C</td>
<td>Compare and contrast using elements of the text(s)</td>
</tr>
<tr>
<td>9</td>
<td>Analysis</td>
<td>MC</td>
<td>C</td>
<td>Make connections (cause and effect) within a text</td>
</tr>
<tr>
<td>10</td>
<td>Analysis</td>
<td>MC</td>
<td>C</td>
<td>Literary elements</td>
</tr>
<tr>
<td>11</td>
<td>Critical Thinking</td>
<td>MC</td>
<td>D</td>
<td>Extend beyond text</td>
</tr>
<tr>
<td>12</td>
<td>Comprehension</td>
<td>MC</td>
<td>D</td>
<td>Summarize with evidence</td>
</tr>
<tr>
<td>13</td>
<td>Analysis</td>
<td>MC</td>
<td>A</td>
<td>Compare and contrast</td>
</tr>
<tr>
<td>14</td>
<td>Comprehension</td>
<td>MC</td>
<td>B</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>15</td>
<td>Comprehension</td>
<td>SA</td>
<td>*</td>
<td>Inferences/predictions</td>
</tr>
<tr>
<td>16</td>
<td>Analysis</td>
<td>MC</td>
<td>D</td>
<td>Usefulness of resources</td>
</tr>
<tr>
<td>17</td>
<td>Critical Thinking</td>
<td>MC</td>
<td>A</td>
<td>Extend beyond text</td>
</tr>
<tr>
<td>18</td>
<td>Analysis</td>
<td>MC</td>
<td>B</td>
<td>Cause and effect</td>
</tr>
<tr>
<td>19</td>
<td>Critical Thinking</td>
<td>SA</td>
<td>*</td>
<td>Extend beyond text</td>
</tr>
<tr>
<td>20</td>
<td>Critical Thinking</td>
<td>MC</td>
<td>B</td>
<td>Draw conclusions</td>
</tr>
</tbody>
</table>

*Scoring guide for item (with samples of student work) is provided on the following pages.

1Item Type: MC=Multiple Choice, SA=Short Answer
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

**Scoring Guide:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2 | A 2-point response makes a reasonable inference about people who search for gold and provides text-based information to support the inference.  
Example: People who search for gold need to be willing to take risks. People traveled from all over the world to try to find gold. |
| 1 | A 1-point response makes a reasonable inference about people who search for gold OR Provides text-based information that would support a reasonable inference. |

**Reasonable inferences** may include, but are not limited to:

- People have to work hard to find gold.
- People who search for gold are willing to take risks.
- People who search for gold didn't take good care of the land where they found it. Not everyone who finds gold becomes rich.

**Text-based information** may include, but are not limited to:

- Marshall's discovery sparked an era of gold madness
- Ordinary people go to the goldfields and make a claim
- They flocked from all over the world / People came to California from all over America
- People were lured by the prospect of “getting rich quick”
- Marshall and his partner, John Sutter, were not entirely happy about their amazing find / Neither was overjoyed about the find
- Sutter didn’t own the land on which the sawmill was built / He knew the reports of gold would probably bring hordes of treasure seekers to the area
- Two men decided to keep their find a secret
- Sutter would try to secure ownership of the land
- But any hopes of secrecy soon faded / Word leaked out
- Strangers began to pour into the area
- There was gold for everyone—(shopkeepers, farmers, soldiers, sailors, professors, or judges) The only machinery necessary is a stout pair of arms / a shovel / a tin pan
- The population of California had risen by more than 89,000, and still people kept coming
- They should have become rich / Sutter died a poor man / Marshall turned to drink and died a pauper
- Sutter’s land was overrun by prospectors and his estate was ruined
- Panning was a long and back-breaking work
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

If you search for gold it is hard but worth it. Be ready because everyone will come from all over the world because you can get rich fast. By just a shovel and a pan and strong arms. Marshall and Sutter didn’t tell anyone because they were afraid people would find out and be all over their property and ruin their stuff.

Annotated Example of a 2-point response for question number 6.

Annotations:

This response provides an inference about people who search for gold and supports the inference with text-based details from the selection.

Inference: If you search for gold it is hard but worth it.

• …everyone will come from all over the world...
• …you can get rich fast.
• By just a shovel and a pan and strong arms.
• Marshall and Sutter didn’t tell anyone...
• …they were afraid people would find out and be all over their property...

This response is worth 2 points.
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

**Annotated Example of a 2-point response for question number 6.**

Annotations:

This response provides an inference about people who search for gold and supports the inference with text-based details from the selection.

Inference: People who search for gold have a 50/50 chance of finding it...

- ...James Marshall ... died poor.
- ...John Sutter ... died poor.

This response is worth 2 points.
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

Annotated Example of a 1-point response for question number 6.

Annotations:

This response provides an inference about people who search for gold.

Inference: They are greedy.

This response is worth 1 point.
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

Getting gold should have made them rich guys but instead everyone - shopkeepers, farmers, soldiers, sailors, professors, and judges came and took all the gold. They died poor and broke after their land was ruined.

Annotated Example of a 1-point response for question number 6.

Annotations:

This response does not provide an inference but provides text-based details from the selection. N. Getting gold should have made them rich guys K. ...everyone-shopkeepers, farmers, soldiers, sailors, professors, and judges came and took all the gold. P. They died poor and broke... O. ...their land was ruined.

This response is worth 1 point.
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

That it would be a hard, slow process. It will not be easy and it is very dangerous looking for gold in mines.

Annotated Example of a 0-point response for question number 6.

Annotations:

This response does not provide an inference about people who search for gold and does not support the inference with text-based details from the selection.

This response is worth 0 points.
6. Based on the information in the selection, what inference can the reader make about people who search for gold? Include information from the selection in your inference.

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Mining for gold was the way that changed life. It was easy for people to find it.
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Annotated Example of a 0-point response for question number 6.

Annotations:

This response does not provide an inference about people who search for gold and does not support the inference with text-based details from the selection.

This response is worth 0 points.
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

**Scoring Guide:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | A 2-point response provides two text-based details to show why the tortoise begins his trek back toward the Mohave.  
Example: The tortoise begins his trek back to the Mohave because the house where he lived was washed away by fire and he is going back to be with his kind. |
| 1     | A 1-point response provides one text-based detail that shows why the tortoise begins his trek back toward the Mohave. |

**Text-based details** may include, but are not limited to:

- The earth-dug bed beneath the porch steps is all that remains of a house washed away by fire (home burned down)
- The backyard fence which once kept him from the sight of ocean or winding canyon, has also been returned to ash
- He turns his gaze away from the sea below
- Where human hands a decade ago picked him up to carry him here
- Away from his own kind
- As I watch him move with what some call patience it seems that words can barely express what the tortoise knows
- The tortoise knows of the rain and the fire here at the fenced-in edge of a continent where our human desires have come again to nothingness
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

Annotated Example of a 2-point response for question number 15:

Annotations:
The student response earns two points.

This response includes at least two details from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- “The backyard fence, which once kept him from the sight of the ocean or winding canyon,”...
- …“toward the Mohave…his own kind,”...
- …he was once taken away to where he didn’t belong…
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

Annotated Example of a 2-point response for question number 15:

Annotations:

The student response earns two points.

This response includes at least two details from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- The house he was in burnt down...
- “Here at the fenced in edge of a continent, where our human desires have come again to nothingness.”
- This was before the humans took him away from it.
- “To begin his trek back toward the Mohave, where human hands a decade ago picked him up to carry him here”...
- “away from his own kind.”
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

Annotated Example of a 2-point response for question number 15:

Annotations:

The student response earns two points.

This response includes at least two details from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- "The backyard fence, which once kept him from the sight of the ocean or winding canyon,”...
- "toward the Mohave...his own kind,”...
- "he was once taken away to where he didn’t belong..."
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

Annotated Example of a 2-point response for question number 15:

Annotations:

The student response earns two points.

This response includes at least two details from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- The tortoise heads back toward the Mohave “...where human hands a decade ago picked him up to carry him here.”
- The sentence finishes “...away from his own kind.”
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

Annotated Example of a 1-point response for question number 15:

Annotations:
The student response earns one point.
This response includes one detail from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- Where human hands a decade ago, picked him up to carry him here.
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

The tortoise begins his trek back toward the Mohave
because he wants to go back to his own kind and
another reason is because he is free to go.

Annotated Example of a 1-point response for question number 15:

Annotations:

The student response earns one point.

This response includes one detail from the poem to explain why the tortoise “begins his trek back toward the Mohave.”

- ...he wants to go back to his own kind...
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

He realizes that he can no longer live in the burned home and makes the decision to go on a journey back to his former home.

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Annotated Example of a 1-point response for question number 15:

Annotations:

The student response earns one point.

This response includes one detail from the poem to explain why the tortoise "begins his trek back toward the Mohave."

- ...he can no longer live in the burned home...
15. Why does the tortoise "begin his trek back toward the Mohave"? Include two details from the poem in your answer.

"To go find a new home."
"To find shelter, food, water and make a mate. The turtle moves on because he has nothing left."

Annotated Example of a 0-point response for question number 15:

Annotations:

The student response earns zero points.

This response includes no details from the poem to explain why the tortoise "begins his trek back toward the Mohave."
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

**Scoring Guide**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based examples of appropriate supplies. Example: A good pair of hiking boots can keep hikers safe, warm and comfortable. Be prepared for various weather conditions by packing a jacket.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based example of appropriate supplies.</td>
</tr>
</tbody>
</table>

**Text-based details** include, but are not limited to:

- Hiking boots / athletic shoes / footwear
- Sunglasses
- Extra clothing / hat / jacket
- Sunscreen
- (Wear) compass
- Bug repellent
- (Wear) whistle
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

1) check the weather before you go and if sunny take sunglasses, sunscreen, extra clothes and a light weight jacket/or coat.

2) A good pair of hiking boots or running shoes so that your feet are warm, and comfy, and safe so you don’t get hurt.

Annotated Example of a 2-point response for question number 19.

Annotations:

This response provides at least two text-based details from the selection that are examples of appropriate supplies:

• …sunglasses…
• …sunscreen…
• …extra clothes…
• …jacket…
• …coat….
• …hiking boots…
• …running shoes….

Details from the same rubric bullet point receive one credit point. This response is a 2.
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

Annotated Example of a 2-point response for question number 19.

 Annotations:

This response provides two text-based details from the selection that are examples of appropriate supplies:

- *Sunglasses*...
- *...sunscreen*...

This response is a 2.
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

Hiking boots are very important because you need to have the right footwear for the terrain you are going to walking through. Also wear a wrist watch to keep track of time so the sun doesn’t set before you get back and get lost.

Annotated Example of a 1-point response for question number 19.

Annotations:

This response provides one text-based detail from the selection that is an example of appropriate supplies:

- Hiking boots...
- ...right footwear for the terrain....

Details from the same rubric bullet point receive one credit point. This response is a 1.
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

Annotated Example of a 1-point response for question number 19.

Annotations:

This response provides one text-based detail from the selection that is an example of appropriate supplies:

• ...good pair of shoes...

This response is a 1.
19. Suppose you are responsible for collecting supplies for hikers to wear. Provide two details from the selection that are examples of appropriate supplies.

Annotated Example of a 0-point response for question number 19.

Annotations:

This response does not provide any text-based details from the selection that are examples of appropriate supplies.

This response is a 0.