

Louisiana Believes

**ENGLISH II EOC
SAMPLE TEST ITEMS
AND STUDENT WORK**

INTRODUCTION

As the State implements the revised [Louisiana Student Standards](#), the End-of-Course (EOC) program will undergo changes. In the 2016-2017 school year, the English II EOC test will focus on a change to the testing platform, which will be the same system used to administer the grades 3-8 LEAP online tests. The structure and content of the English II EOC test will be similar to the 2015-2016 tests.

Because the content and structure remain constant, the samples in this document are the same as those available in two separate documents that were previously released in the 2013-2014 and 2014-2015 school years. The information, however, has been combined into this one document and updated to reflect the revised standards.

PURPOSE OF THIS DOCUMENT

Teachers are encouraged to use the samples in this document to gauge student learning, guide instruction, and develop classroom assessments and tasks. These sample items come from each part of the assessment and exemplify how the [Louisiana Student Standards for ELA](#) will be assessed on the English II EOC test. A discussion of each item highlights the knowledge and skills the item is intended to measure. As teachers review the sample items, it is important to remember that they represent only a portion of the knowledge and skills measured by the English II EOC test. The sample student work is included not only to help prepare students for the writing session of the English II EOC test, but also as a model of how to discuss student work that comes out of ongoing classroom activities, such as those found in the [ELA Guidebooks 2.0 Units](#).

ENGLISH II EOC TEST ADMINISTRATION

The English II EOC test contains three sessions. Session 1 includes the writing task. Sessions 2 and 3 include passage-based reading and vocabulary questions, plus a set of discrete questions that address research and language skills. Additional information about the structure of the test and the online test system can be found in the [Assessment Guidance for 2016-2017](#).

The information that follows provides information by session and includes

- Two sample writing prompts with annotated student work, along with scoring information
- Reading passages with annotated sample items
- Research items with annotations
- Language items with annotations

SESSION 1: WRITING

Session 1 of the English II EOC test asks students to read a literary or informational passage and then write a multiparagraph essay that uses evidence from the passage to respond to the writing task. The following section provides scoring information and sample work for two English II writing tasks.

General Scoring Information

Student responses to the writing prompt are scored on three dimensions—Content, Style, and Conventions. Below is a summary of the score points for the Writing session:

Dimension	Maximum Points Possible
Content	4
Style	4
Sentence Formation	1
Usage	1
Mechanics	1
Spelling	1
Total Points	12

Responses that are blank, incoherent, insufficient, not written in English, a restatement of the prompt, or only copied text from the passage will receive a score of zero. An off-topic response will not be scored for Content or Style, but may be scored for Conventions, which means it could receive a maximum score of 4 points.

English II Scoring Dimensions and [Writing Rubrics](#)

The **Content** dimension measures how well a student presents and develops his/her central idea, including the use of evidence from the passage, and the organization of the ideas.

ENGLISH II CONTENT RUBRIC

CONTENT: Central Idea, Development, and Organization				
<i>Key Questions: Does the writer stay focused and share insightful information related to the given task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure enhance the writer's ideas and make the essay easier to understand?</i>				
Score Point	4	3	2	1
	Consistent, though not necessarily perfect, control of the traits' features; many strengths are present.	Reasonable control of the traits' features; essay has some strengths and some weaknesses.	Inconsistent control of the traits' features; weaknesses outweigh the strengths.	Little or no control of the traits' features; a minimal attempt is made to develop an essay.
An essay without evidence from the passage cannot receive a score higher than a 1 in Content.				
CENTRAL IDEA	<ul style="list-style-type: none"> The central idea is clear and sharply focused. 	<ul style="list-style-type: none"> The central idea is generally focused. 	<ul style="list-style-type: none"> The central idea is vague. 	<ul style="list-style-type: none"> The central idea is unclear.
USE OF THE PASSAGE AND DEVELOPMENT	<ul style="list-style-type: none"> Ample, well-chosen evidence from the passage is used to support the central idea and includes thoughtful analysis. Supporting ideas are developed thoroughly with details that are specific, relevant, and show a solid interpretation of the passage. 	<ul style="list-style-type: none"> Sufficient and appropriate evidence from the passage is used to support the central idea and includes some analysis. Supporting ideas are developed adequately, though perhaps unevenly; the details are relevant and show a valid interpretation of the passage. 	<ul style="list-style-type: none"> There is some evidence from the passage. Summary and/or quotations may be present but often without explanation. Supporting ideas are not developed (list-like), are superficial, or show gaps in thinking. Some details may be irrelevant, and interpretation of the passage may not be supported. 	<ul style="list-style-type: none"> There is no evidence from the passage. Portions of text may be copied without purpose. Details included are irrelevant and/or show an erroneous interpretation of the passage. Essay is too brief to provide an adequate sample of writing: minimal attempt.
ORGANIZATION	<ul style="list-style-type: none"> The organizational strategy demonstrates evidence of planning and a logical progression of ideas. There is an effective introduction and conclusion and thoughtful transitions that convey a sense of wholeness. 	<ul style="list-style-type: none"> The organizational strategy is apparent with a progression of ideas that allows the reader to move through the text without confusion. The introduction, conclusion, and transitions often work well. 	<ul style="list-style-type: none"> There is an attempt at organization, but there may be digressions, repetition, or contradictory information. The introduction and conclusion are weak or may be missing; there is an occasional progression of ideas. 	<ul style="list-style-type: none"> The essay lacks an identifiable organizational strategy (random order). The lack of an introduction, conclusion, and/or progression of ideas makes it difficult for the reader to move through the text (confusing).

The **Style** dimension evaluates the ways the student shapes and controls the language and flow of the essay, which includes a student’s word choice; sentence fluency, including sentence structure and sentence variety; and the individual personality of the writing.

ENGLISH II STYLE RUBRIC

STYLE: Word Choice, Sentence Fluency, and Voice				
Key Questions: <i>Would you keep reading this essay if it were longer? Do the words, phrases, and sentences enrich the content and allow the reader to move through the writing with ease?</i>				
Score Point	4	3	2	1
	Consistent, though not necessarily perfect, control of the traits’ features; many strengths are present.	Reasonable control of the traits’ features; the essay has some strengths and some weaknesses.	Inconsistent control of the traits’ features; the weaknesses outweigh the strengths.	Little or no control of the traits’ features; a minimal attempt is made to develop an essay.
WORD CHOICE	<ul style="list-style-type: none"> Word choice is precise, effective, and includes some vivid words and phrases as appropriate to the task. 	<ul style="list-style-type: none"> Word choice is appropriate to the task and includes some interesting words and phrases. 	<ul style="list-style-type: none"> Word choice is limited, generic, and repetitive; verbs are generally weak. Words and phrasing may be inappropriate to the task (too informal). 	<ul style="list-style-type: none"> Words and phrases are functional and simple and/or may be inappropriate to the task. Essay is too brief to provide an adequate sample of writing; minimal attempt.
SENTENCE FLUENCY	<ul style="list-style-type: none"> Sentences are fluent and vary in length, structure, and beginnings. 	<ul style="list-style-type: none"> Sentences are generally varied in length and structure, and most sentences have varied beginnings. 	<ul style="list-style-type: none"> Sentences show little or no variety in length and structure and some may be awkward or lack fluency. Many sentences have the same beginnings. 	<ul style="list-style-type: none"> The sentences are simple and lack variety, and their construction makes the essay difficult to read.
VOICE	<ul style="list-style-type: none"> The writer’s voice (individual personality) is compelling and engaging. 	<ul style="list-style-type: none"> The writer’s voice is present but may not be particularly compelling. 	<ul style="list-style-type: none"> The writer’s voice is weak. 	<ul style="list-style-type: none"> Voice is not evident.

The **Conventions** dimension measures student knowledge and control of not only grade-specific language skills but the key language skills in preceding grades based on the [Louisiana Student Standards for ELA](#).

CONVENTIONS RUBRIC

<p>Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills and skills mastered in preceding grades, as detailed in the Language Standards.</p>	
<p>Sentence Formation: completeness and correct construction of different types of sentences</p>	
1	<p>The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level.</p>
0	<p>The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation.</p>
<p>Usage: correct agreement, verb tenses, and word choice</p>	
1	<p>The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors.</p>
0	<p>The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage.</p>
<p>Mechanics: correct punctuation and capitalization</p>	
1	<p>The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors.</p>
0	<p>The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics.</p>
<p>Spelling: correct spelling of high-frequency and grade-appropriate words</p>	
1	<p>The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors.</p>
0	<p>The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors.</p>

Sample Writing Task Materials

This section includes a copy of the [English II Writer's Checklist](#) and two complete writing tasks with annotated student responses.

English Language Arts Writer's Checklist English II

As you write your essay, remember these important points.

Content:

- Read the instructions, the writing task, and the passage, and respond as directed.
- Present a clear central idea.
- Give enough details to support and develop your central idea.
- Use well-chosen information from the passage in your essay.
- Present your ideas in a logical order, and include an introduction and conclusion.

Style:

- Use words that express your meaning well.
- Write in complete sentences and use a variety of sentence types and lengths to make your writing easy to follow.

Sentence Formation:

- Write complete and correct sentences.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meaning, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting.

Spelling:

- Write using correct spelling.

Directions for Writing

Follow the steps below to help you write a successful essay.

Step 1: Planning

- ✓ Read the instructions, the writing task, and the passage carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the passage, jot down notes that will help you create your essay. Include relevant information from the passage to support your central idea.
- ✓ Use the paper provided by your test administrator for planning your composition and/or writing your rough draft.

Step 2: Drafting and Revising

- ✓ Type your essay in the space provided.
- ✓ To begin a paragraph, use the **Enter** key. Then use the **Tab** key or the space bar to indent the paragraph.
- ✓ Review your essay to make sure you have covered all the points on the Writer's Checklist.
- ✓ Read through your essay.
- ✓ Rearrange ideas or change words to make your meaning clear and improve your essay.

Step 3: Proofreading

- ✓ Read your final draft.
- ✓ Make any needed corrections.

Points to Remember:

- ✓ Only the **final draft** submitted online will be scored.
- ✓ Your essay will be scored on content (central idea, development of ideas, use of the passage, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).

Writing Task #1

Passage

Great Expectations was written by Charles Dickens in 1861. The story follows the life of the poor orphan, Pip. In the passage below, Pip has returned from a visit to the home of the wealthy Miss Havisham and Estella, the cruel and beautiful girl Miss Havisham has adopted. They call Pip poor and “common,” pointing out that he is not as well-mannered, educated, or fortunate as they are. Pip has told lies about the experience in order to hide his hurt feelings. Now he confesses to his brother-in-law, Joe, a kind blacksmith.

As you read the passage below, consider how Pip’s visit to Miss Havisham’s home affects him.

from *Great Expectations*

by Charles Dickens

After Mr. Pumblechook had driven off, and when my sister was washing up, I stole into the forge to Joe, and remained by him until he had done for the night. Then I said, “Before the fire goes out, Joe, I should like to tell you something.”

“Should you, Pip?” said Joe, drawing his shoeing-stool near the forge. “Then tell us. What is it, Pip?”

“Joe,” said I, taking hold of his rolled-up shirt sleeve, and twisting it between my finger and thumb, “you remember all that about Miss Havisham’s?”

“Remember?” said Joe. “I believe you! Wonderful!”

“It’s a terrible thing, Joe; it ain’t true.”

“What are you telling of, Pip?” cried Joe, falling back in the greatest amazement. “You don’t mean to say it’s—”

“Yes, I do; it’s lies, Joe.”

“But not all of it? Why sure you don’t mean to say, Pip, that there was no black velvet couch—eh?” For, I stood shaking my head. “But at least there was dogs, Pip? Come, Pip,” said Joe, persuasively, “if there warn’t no weal-cutlets, at least there was dogs?”

“No, Joe.”

“A dog?” said Joe. “A puppy? Come?”

“No, Joe, there was nothing at all of the kind.”

As I fixed my eyes hopelessly on Joe, Joe contemplated me in dismay. “Pip, old chap! This won’t do, old fellow! I say! Where do you expect to go to?”

“It’s terrible, Joe, ain’t it?”

“Terrible?” cried Joe. “Awful! What possessed you?”

“I don’t know what possessed me, Joe,” I replied, sitting down in the ashes at his feet, hanging my head. “But I wish my boots weren’t so thick nor my hands so coarse.”

And then I told Joe that I felt very miserable, and that I hadn’t been able to explain myself to Mrs. Joe and Pumblechook, who were so rude to me, and that there had been a beautiful young lady at Miss Havisham’s who was dreadfully proud, and that she had said I was common, and that I knew I was common, and that I wished I was not common, and that the lies had come of it somehow, though I didn’t know how.

“There’s one thing you may be sure of, Pip,” said Joe, after some rumination, “namely, that lies is lies. Howsoever they come, they didn’t ought to come, and they come from the father of lies, and work round to the same. Don’t you tell no more of ’em, Pip. That ain’t the way to get out of being common, old chap.”

When I got up to my little room and said my prayers, I did not forget Joe’s recommendation, and yet my young mind was in that disturbed and unthankful state, that I thought long after I laid me down, how common Estella would consider Joe, a mere blacksmith; how thick his boots, and how coarse his hands. I thought how Joe and my sister were then sitting in the kitchen, and how I had come up to bed from the kitchen, and how Miss Havisham and Estella never sat in a kitchen, but were far above the level of such common doings. I fell asleep recalling what I “used to do” when I was at Miss Havisham’s, as though I had been there weeks or months, instead of hours; and as though it were quite an old subject of remembrance, instead of one that had arisen only that day.

That was a memorable day to me, for it made great changes in me. But it is the same with any life. Imagine one selected day struck out of it, and think how different its course would have been. Pause you who read this, and think for a moment of the long chain of iron or gold, of thorns or flowers, that would never have bound you, but for the formation of the first link on one memorable day.

Writing Prompt

1. After you read the passage, write a well-developed multiparagraph essay that explains how certain experiences can affect the way we view our lives and the world that we live in. Use specific details from the passage to support your response.

Sample Student Work

The student essays included in this set represent a range of scores designed to show teachers several kinds of responses. The score-point explanations that follow each student response provide concrete examples from the essay to show specific strengths and weaknesses in each of the three scoring dimensions: Content, Style, and Conventions.

By providing examples at different score points, the student work not only illustrates expectations for the writing prompt on the English II EOC test, but offers useful scoring models that teachers can use when assembling sample student work for classroom writing activities, such as those presented in the [ELA Guidebooks 2.0 Units](#).

Citing Evidence

As teachers continue to work with text-based prompts, they should consider the following when teaching students how to incorporate evidence into their essays:

- When students write a response to the writing prompt on the English II EOC test, the use of formal parenthetical citations (author/title and page number) is not required. However, students should clearly identify information that comes from the passage. This can be done by introducing the evidence (whether a direct quote or paraphrased details) or citing the passage after presenting the evidence.
- Students may certainly quote directly from the passage to support their ideas; however, students should be taught to select evidence carefully. Copying large portions of a passage without purpose or a clear connection to a student's central idea is not appropriate. Selecting specific, well-chosen textual evidence that supports ideas developed in the essay is appropriate.
- To make sure students go beyond summarizing the passage, it is important for students to explain the text evidence included in their essay so they can establish a clear connection between the passage information and the development of their own ideas.

Student Response #1

Shaping Ourselves

Experiences within our lives can either have a negative effect or a positive effect on our opinion of the world and ourself. They can help forge us into a stronger person with confidence and who takes the world by the head, or these experiences can have the reverse effect. They can tear us down, and make us hate the person reflected in the mirror. In the passage from the novel *Great Expectations* by Charles Dickens, Pip, a young orphan boy, begins to understand how certain experiences within our lives shape how we view the world and our place within it.

In the selected passage, young Pip has just returned from the home of Miss Havisham and her adopted daughter Estella. Both share a common personality trait of a sense of superiority to those of lower classes than them and behave rudely to the young orphan. They make sure to let Pip be aware of his lack of manners and education and greatly insult Pip by calling him poor and “common” and make sure to let him see that they are more fortunate than he. When Pip returns home he lies to his family members about what really happened during his visit.

Pip was ashamed of what had happened during his stay with Miss Havisham and Estella. He began to look down on himself due to the opinions of others. He went to his brother-in-law Joe soon and confessed everything. When Joe asked for an explanation Pip said, “I don’t know what possessed me Joe, but I wish my boots weren’t so thick nor my hands so coarse.” The comments that Miss Havisham and Estella had made towards Pip affected him greatly. He started hating the person he was and wished to be someone else, someone not so poor and common.

When Pip went to bed that night he reflected on what Joe had told him. “There’s one thing you may be sure of, Pip, namely, that lies is lies. However they come, they didn’t ought to come, and they come for the father of lies, and work round to the same. Don’t you tell no more of ‘em Pip. That ain’t the way to get out of being common, old chap.” These words had a great effect on Pip. Instead of continuing to feel pity that he was called poor and common he began to realize that it was an opportunity to grow as a person. He realized that even though Miss Havisham and Estella may not be common nor poor they didn’t share the same experiences as he did with his sister and brother-in-law.

Throughout our lives we are faced with moments where we must reflect on our views of the world and ourselves, such as Pip did in *Great Expectations*. There is always a way to grow from, even the worst experiences and become a stronger person because of it.

Scores and Annotations

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	0

CONTENT: 4 points

The student demonstrates consistent control of the Content dimension. The response is concise and sharply focused and includes a thorough analysis of the passage. Direct quotations from the passage are well chosen and skillfully incorporated into the text (“When Joe asked for an explanation Pip said, ‘I don’t know what possessed me Joe...’”). The organization is easy to follow, mirroring the sequence of events in the passage while also including pertinent commentary and analysis (“These words had a great effect on Pip. Instead of continuing to feel pity that he was called poor and common he began to realize that it was an opportunity to grow as a person”). The introduction and conclusion are clear and effective.

STYLE: 4 points

The student demonstrates consistent control of the Style dimension. The sentences are fluent and interesting, with some vivid imagery (“forge us,” “They can tear us down, and make us hate the person reflected in the mirror”). Complex sentence structures are handled with ease (“...Pip, a young orphan boy, begins to understand how certain experiences within our lives shape how we view the world and our place within it”). The student’s voice is clear and engaging.

CONVENTIONS: 3 points

The student demonstrates acceptable control of most language conventions. Sentences are constructed with a variety of structures and no pattern of syntax errors. The number of usage errors—agreement and word formation errors (the reflexives “ourself” and “his self”) and the common usage confusion between effected/affected—is reasonable given the complexity of the response. The student has good control of punctuation and capitalization rules. There are a number of misspelled high-frequency words (happend, opionons, someone, continueing, realize) that suggest some lack of control of this convention.

Student Response #2

In life, we all encounter moments that tend to change us for life. It is simply human nature to change, we cannot help it, nor will we ever be able to. In the passage from Great Expectations, Pip was certainly changed through and encounter where he was called, “poor” and “common.” Do certain things really not affect us , or is it all black and white; change for the good or worse.

Things can, in fact, change us for the good. Take for instance when you were a child and you broke a rule your Mother had set out for you. Chances are, the first or second time you broke it, your Mother corrected you, and the more you continued to break it, the more she simply corrected you. Eventually, you simply stopped breaking that rule to avoid your Mother’s wrath. In the passage, Pip could have been affected for the good by what Estella and Ms. Havisham said. When they told him he was ill-mannered and common, he could have taught himself proper etiquette. There is always something positive you can always take out of a negative situation.

Sometimes though, things change you for the worse... When a human is constantly put down, and down, and down, they will eventually believe that they are not worth it; that they are a waste of breathable air for someone else. Bullying can bring a person down to a whole new low, if the person can not think positively about adversity. Most people have trouble finding light in situations and sometimes the worst fate befalls them. Pip could have just let the harsh comments destroy him utterly because being told you basically hold not worth hurts. Pip could have let it keep consuming him and humiliating him, which he did, seeing as he lied about wha really happened there. Hateful words cause negative actions in humans and leave them dry, hurt, and alone.

Certain people can go throughout life not letting things effect them at all. They simply shake it off and never let it penetrate their mind again, but it rarely stays away. If it is something negative that was said, and you bottle in your emotions eventually you will break physically and mentally. Good comments are easier to keep in than negative because they will effect you and you will be unaware of it. It will effect you in subtle ways and without even realizing it, you’ve change a little bit for the better. Pip was handling how he felt about the matter in a negative way by keeping it in and out of mind, so naturally, he eventually caved and admitted he was lying. As humans, everybody can try to keep it in, but in the end emotions will be the ones really running the show.

Humans are extremely emotional beings. Everything that is ever said to people will have some effect on them whether they know it or not. You cannot avoid emotions, you either have to face them in a good or negative way. It is an inevitable part of having subconscious thoughts and a proper working mind, and in the passage from Great Expectations, Pip is a wonderful example of how a human works... They avoid the emotion linked to a problem, then eventually the emotions catches back up them.

Scores and Annotations

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	0
		Spelling	1

CONTENT: 4 points

The student demonstrates consistent control of the Content dimension. In contrast to the previous sample response (which was slightly more concise and focused on the passage), this response uses the events and ideas in the passage as a starting point for more personal reflections. The central idea is defined but somewhat unevenly developed, as the student focuses on personal observations rather than analyzing the text (“Take for instance when you were a child and you broke a rule your Mother had set out for you”). When presenting and discussing these outside examples, however, the student’s understanding of the text is clear since they are relevant to Pip’s experiences. The use of passage details is a bit cursory and tacked on, as they serve primarily to support the student’s ideas about human emotions and there is little attempt to interpret the meaning of passage events (“Most people have trouble finding light in situations and sometimes the worst fate befalls them. Pip could have just let the harsh comments destroy him utterly because being told you basically hold not worth hurts”). The response is generally well organized, illustrating a standard five-paragraph construction.

STYLE: 4 points

The student demonstrates consistent control of the Style dimension. There is good variation of long and short sentences, with some interesting phrasing (“they are a waste of breathable air,” “the worst fate befalls them”) and good flow from sentence to sentence. Word choices are fairly thoughtful and diverse (“wrath,” “ill-mannered,” “consuming”). The student’s voice is present and occasionally compelling.

CONVENTIONS: 3 points

Most sentences are well constructed, with a variety of compound and complex structures. There are a couple of comma splices, but no pattern of syntax errors. There are a few agreement issues (“a human... they,” “comments...it”), awkward changes in address (“us...humans...you”), and the common confusion between effect/affect, but the number of usage errors is reasonable given the length of the response. There are enough punctuation errors—misplaced commas, misused semicolons and ellipses—to suggest some lack of control. There are a few misspelled words, but not enough to constitute a pattern of errors.

Student Response #3

Experiences in our everyday lives influence the way we live them greatly. If it weren't for different experiences how would we learn lessons and actually appreciate the things we have? Different experiences bring about different emotions. Sometimes we are ashamed of the things we have and other times we are just even more grateful. Everyone has their different opinions. Just like everyone has a different life and even different views on life.

At first, Pip lied to his brother and made the trip he just took sound way better than it actually was. Pip obviously didn't want his brother to know how frowned upon they were by the richer folk. Pip hid his hurt feelings this way and regretted it in the end. When Pip was explaining to his brother how the visit actually went, he mentioned "'But I wish my boots weren't so thick nor my hands so coarse.'" Everyone on this Earth always wants something better than they actually have. It is just how the human mind operates. No one is ever satisfied, until they realize what they have and start appreciating what is good in life.

Joe told Pip never to lie again. He stated "...lies is lies .. Don't you tell no more of 'em, Pip. That ain't the way to get out of being common.." Then Pip went up to his room and started to ruminate about how Joe would also be considered "common". But, then he also started to think about "...how Joe and my sister were then sitting in the kitchen, and how I had come up to bed from the kitchen, and how Miss Havisham and Estella never sat in a kitchen, but were far above the level of such common doings." Right here is when Pip starts to realize how this experience at first made him shameful but then made him grateful in the long run.

Experiences are events that help us remember. Remember how good we have things, how beautiful life really is. They are things set in our lives to make us make sure we give thanks and we aren't ashamed of the people we really are. Because after all, you can't change who you are, no matter how hard you try. You shouldn't want to change the person you are, and you should be grateful for the world you live in.

Scores and Annotations

Content/Style		Conventions	
Content	3	Sentence Formation	0
		Usage	1
Style	3	Mechanics	1
		Spelling	1

CONTENT: 3 points

The student demonstrates reasonable control of the Content dimension. The central idea is fairly clear and reasonably well developed. Although there is a lot of summary information (“At first, Pip lied to his brother...”, “Then Pip went up to his room and started to ruminate...”, “But, then he also started to think about...”), the student interprets passage events accurately and chooses appropriate details and quotations for support and illustration. The explanations that follow the quotes show a solid understanding of the passage (“Right here is when Pip starts to realize how this experience at first made him shameful but then made him grateful in the long run.”). The essay has a weak introduction (“Everyone has their different opinions. Just like everyone has a different life and even different views on life”), but the response is generally easy to follow and has a solid conclusion.

STYLE: 3 points

The student demonstrates reasonable control of the Style dimension. There is some variety in sentence structure even though many of the sentences are either simple or basic compound sentences (“Different experiences bring about different emotions. Sometimes we are ashamed of the things we have and other times we are just even more grateful. Everyone has their different opinions.”). Word choices are sometimes repetitive (“different experiences...different emotions...different opinions...different life...different views”) but generally appropriate to the task, with some bright spots (“It is just how the human mind operates. No one is ever satisfied, until they realize what they have and start appreciating what is good in life.”). The student’s voice is present but not particularly engaging.

CONVENTIONS: 3 points

The student demonstrates reasonable control of Conventions. There are a few sentence fragments and the overall level of sentence complexity is somewhat below grade level. Usage is generally controlled despite occasional agreement errors (“everyone...their”, “Right here is when”). The punctuation and capitalization are mostly accurate, and (with the exception of the repeated misspelling “greatful”) most words are spelled correctly.

Student Response #4

Charles Dickens' "Great Expectations", tells the story of a young boy named Pip who in the passage talked to his brother-in-law Joe about something Pip felt he had done wrong. Pip was upset with himself because he lied to Miss Havisham and Estella. Pip changed the way he viewed his life after he heard Miss Havisham and Estella calling him poor and "common". This made Pip upset and he started lying about his experience while he was there. We find after finishing the passage that this was a critical moment in Pip's life, that will change the way he views the world.

Certain experiences can most certainly change our lives for the better or worse. Hearing things we don't find pleasant can unsettle us in ways we don't know about until it happens. In the portion leading up to the passage, Pip was with Miss Havisham and Estella, who essentially called Pip unmannered, uneducated, and "common". Pip decided to do what any normal child would do whenever he got back from the trip and said it was fun and that he had had a good time. In the actual passage, Pip unravels the lies by telling Joe that he was actually lying and that there was no black velvet couch, and also no dogs among other things.

I think that life changing events are something that everyone can relate to. At some point in everybody's life, we have an experience that changes the way we look at the world entirely. While this event doesn't happen at the same time for everyone, it will always eventually happen to you and me. The passage gives the story of Pip's life changing event.

Charles Dickens' "Great Expectations", tells the story of a young boy named Pip who had an experience that changed the world as he knows it. Pip had heard Miss Havisham and Estella calling him rude things and lied about his trip to their house to cover up his upset feelings. The passage tells how Pip told Joe that he had lied and that none of his story had been the truth.

Scores and Annotations

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	1
Style	3	Mechanics	0
		Spelling	1

CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The student’s central idea is largely repeated (rather than developed) throughout the response. The central idea is vague and most of the passage information is summary. There is attention paid to the passage, but the same events are described (Pip being called common and the lying) without any deepening of the interpretation; the student doesn’t explain how these events changed Pip. At times, there is even some misinterpretation of the passage (“This made Pip upset and he started lying about his experience while he was there.”). The organization is repetitive, and the conclusion echoes the introduction without adding anything new.

STYLE: 3 points

The student demonstrates reasonable control of the Style dimension. The sentences are generally fluent and varied in structure (“Hearing things we don’t find pleasant can unsettle us in ways we don’t know about until it happens.”). Word choices are appropriate and occasionally interesting (“unsettle”, “unravels”), and the student’s voice is evident in several places.

CONVENTIONS: 3 points

The student demonstrates reasonable control of Conventions. Sentences are generally well formed and there are a variety of complex structures, though some long sentences would be improved if they were split into separate, shorter sentences (“Charles Dickens’ “Great Expectations”, tells the story of a young boy named Pip who in the passage talked to his brother-in-law Joe about something Pip felt he had done wrong.”) Aside from a couple of agreement and word formation problems (“everybodies lives, we”), there are few usage errors. There are enough misplaced commas to suggest some lack of control of mechanics. The few spelling errors (“sinishing”, “moent”) do not show a pattern of errors; they appear to be typos that should have been caught and corrected with more careful proofreading.

Student Response #5

In everyone's life there are certain experiences that can change our view on life. Some experiences are for the good and some are for the bad. In the passage from "Great Expectations", Pip went through tough experiences that made him want to change. There are many things that can happen that affect our lives.

Today, many things happen around the world that will cause a person to change their view points on life or the world. For example, after the 9/11 attack in New York, people thought differently of the world. The world wasn't as great of a place to live in. People thought differently of other people. People were ashamed. Just like how Pip was ashamed of himself. Joe was also ashamed of Pip for lying. Another example of change in a person's life is divorce of parents. A child of divorce parents may have a different view point of marriage after the experience. They may believe that getting married is pointless or not worth it. The child may also be embarrassed of the situation. Pip was embarrassed of his childhood life.

Natural disasters can change the world that we live in. After the Haiti earthquake, Hurricane Katrina, and many other natural disasters, more people started helping out of other people of the world. More people were caring and wanted to help out the ones who were hurt. Situations like these where people are helping other people don't only change the world that we live in, it also changes people's view points on life. They show that there are people who are willing to help. Joe was willing to help Pip.

The bad experiences that people go through can help out later in life or in the world today. They change the way that people view life and it's a good change. Pip came out and told the truth and he got a better view on life. It showed him not to lie and people will like him for who he is

Scores and Annotations

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	0
Style	2	Mechanics	1
		Spelling	1

CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The central idea is clear, but the details chosen to support it focus more on personal and domestic events (e.g., 9/11, the Haiti earthquake, and divorce) than on specific examples from the excerpt. These external examples create forced connections that do not show an understanding of the passage. Interpretation of the passage is superficial. The organization is marked by abrupt connections (“People were ashamed, Just like how Pip was ashamed of himself.”). The introduction and conclusion are weak and repetitious.

STYLE: 2 points

The student demonstrates inconsistent control of the Style dimension. There is little sentence variety. Most sentences begin with a subject and verb and are similar in length, which creates a choppiness. Word choice is limited and generic, relying on words such as *good*, *bad*, *many*, *great*, and *different*. There is little evidence of the student’s voice.

CONVENTIONS: 3 points

The student demonstrates reasonable control of Conventions. Though most sentences are simple, sentence construction is generally acceptable. There are agreement (“person...their,” “situations...it”) and word formation (“divorce parents”) errors, nonidiomatic phrasing (“embarrassed of...”), and confusing shifts in verb tense, all suggesting unacceptable control of usage. With the exception of one comma error and a missing final period, the essay’s punctuation and capitalization are correct. There are just a couple of misspelled words.

Student Response #6

Everybody in the world are different in many certain experiences and many different ways. When you get good in an experience you want to keep everyone out that cant be good in that certain experience. Well, everyone cant be good in that certain experiences. There are many more experiences that peopel have they quality to get good in. Certain expernces dont always be good its always better to try something else.

When choosing certain experiences in life isn't always good. it can affect the way you view your life in many different ways. By having that one certain experiences can pull us far away from family. Also it can affect our lives by depending on one experiences and not willing to search for others. Certain experiences isn;t the main thing in life.

you have family and friends. When depending on one certain experiences can make you loose the most important thing in your life. In the book "Great Expectations", how Estella never had certain experiences to do what the other did and also how Estella could and wouldnt want to fit in and do as the others did.

It always can affect the world we live in. If half on teh world focus on one certain experience they wouldn't have many people thatw ould want to try other experiences. It would also affect the world because they might dont have many people for one experience that many peopel in the world might need very bad.

In conclusion, certain experience can affect the way we live our lives because we would not only need experience we would need family. Certain experience also can affect life because we would need more than one experience to move alone in life.

Scores and Annotations

Content/Style		Conventions	
Content	1	Sentence Formation	0
		Usage	0
Style	1	Mechanics	0
		Spelling	1

CONTENT: 1 point

The student demonstrates little or no control of the Content dimension. While the response seems to have some general relation to the prompt and passage, there is no clear central idea and no obvious development. There is a single attempt to bring in a detail from the passage, but that detail is confusing and shows a misunderstanding of the passage. It doesn't even mention Pip but instead focuses on Estella. There is an obvious attempt to organize a standard five-paragraph essay, but the general incoherence of the writing makes it difficult to follow.

STYLE: 1 point

The student demonstrates little or no control of the Style dimension. The sentences not only lack variety (“When you get good...,” “When choosing...,” “When depending, etc.”), but the construction makes them difficult to read. The same words and phrases are used over and over again (“certain experience”, “get good/be good”, “affect the way we live/view our lives/affect the world we live in”) and are very simple for a grade 10 essay.

CONVENTIONS: 1 point

The student demonstrates little or no control of Conventions. There are numerous syntax errors and run-on sentences. Usage errors of all kinds are present: agreement errors, word formation errors, and non-standard grammar. There are numerous errors in punctuation and capitalization. While there are several misspelled words, the spelling is accurate enough overall to suggest acceptable control of this convention.

Writing Task #2

Passage

The novel *Endymion* was written by Benjamin Disraeli, who served twice as the prime minister of England. *Endymion* tells the story of a young man captivated by the world of politics and ambition. In the passage below, the main character, Endymion, is having coffee with the Baron Sergius, a wealthy and powerful man who lives a private life and whom Endymion has just met.

As you read the passage below, consider what it is saying about fame and power.

from *Endymion*
by Benjamin Disraeli

There was a packet on the table, which seemed to catch the colonel's eye immediately, and he at once opened it with eagerness. It contained many foreign newspapers.

"A foreign newspaper always interests our friend," said the baron, taking his coffee.

"Well, it must always be interesting to have news from home, I suppose," said Endymion.

"Home!" said the baron. "News is always interesting, whether it come from home or not."

"To public men¹," said Endymion.

"To all men if they be wise," said the baron; "as a general rule, the most successful man in life is the man who has the best information."

"But what a rare thing is success in life!" said Endymion. "I often wonder whether I shall ever be able to step out of the crowd."

"You may have success in life without stepping out of the crowd," said the baron.

"A sort of success," said Endymion; "I know what you mean. But what I mean is real success in life. I mean, I should like to be a public man."

"Why?" asked the baron.

"Well, I should like to have power," said Endymion, blushing.

"The most powerful men are not public men," said the baron. "A public man is responsible, and a responsible man is a slave. It is private life that governs the world. You will find this out some day. The world talks much of powerful sovereigns and great ministers; and if being talked about made one powerful, they would be irresistible. But the fact is, the more you are talked about the less powerful you are."

"What you say about public life amazes me," said Endymion musingly.

¹people who are well known and in the public eye

“Think over it,” said the baron. “As an Englishman, you will have difficulty in avoiding public life. But at any rate do not at present be discontented that you are unknown. It is the first condition of real power. When you have succeeded in life according to your views, and I am inclined to believe you will so succeed, you will, some day, sigh for real power, and denounce the time when you became a public man, and belonged to anyone but yourself. But our friend calls me. He has found something startling. I will venture to say, if there be anything in it, it has been brought about by some individual of whom you never heard.”

Writing Prompt

1. After reading the passage, write a well-developed multiparagraph essay that explains the relationship between power and fame. Use specific details from the passage to support your response.

Student Response #1

Power and fame are two things that go hand-in-hand. Because we are human, we cannot have one without craving the other. The passage tells us that the more public or famous a man is, the less powerful he is; that once one is a public man, he will crave for real power because he no longer belongs to himself, he belongs to the public; and that being unknown is the first condition of real power. In the passage the general is trying to explain to Endymion the concept that becoming more famous makes one also become less powerful. The famous people of the world are subjected to the view and opinion of the public. As the general says, "A public man is responsible, and a responsible man is a slave." When the general refers to public men being responsible, he is referring to how the public man is no longer allowed to be a free thinker and that he is now responsible for everyone else. In addition to becoming less powerful, becoming a public man also makes one no longer belong to himself. Once a man is in the public eye, he quickly sees that he really does have no power. He is influenced by those around him. The more famous a man is, the more power he craves because once he becomes such a know spectacle, he believes that he is entitled to more power. We do this because we are human, and we are power hungry. It has been proven, though, that the more in the spotlight one becomes the less powerful they are. We see this in our everyday society. Politicians and leaders all go into the spotlight thinking they will keep their values and beliefs, and slowly the more fame they gain, the less powerful they really are. They become society's puppets.

Also being unknown is the first condition in having real power and not falling victim to no longer being true to oneself. The general tells Endymion that the private people are the ones that truly rule the world. In the tabloids in our world, great discoveries and policies are always made by men and women which no one knows. These are the people that keep to themselves and their work, and when it is time they tell their discoveries to the famous people in the public eye and then they disappear back into their little corners of the Earth. They are not intrigued by fame nor power and it is because they are not intrigued that makes them so powerful. Some people can handle fame and power simultaneously for a short period of time, but as soon as they start craving more of one of those two, that is their downfall. The general tell Endymion to not be upset if he is unknown because once he does become famous he will mourn for those times when he was a nobody. Fame and power are two rare items; they are rare in which they cannot both exist in the same person. A person cannot have fame and true power, and a person with true power, does not bother himself with fame. No one should be dismayed if he is not known by the world because he is the one who holds the world in the palm of his hand. These are the free thinkers of the world because those who are famous are far from free.

Scores and Annotations

Content/Style		Conventions	
Content	4	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

CONTENT: 4 points

The student demonstrates consistent control in the Content dimension. The essay has an interesting central idea that presents the complex “hand-in-hand” relationship between power and fame. The evidence from the passage is well chosen and well integrated: “As the general says, ‘A public man is responsible, and a responsible man is a slave.’” “The general tells Endymion that the private people are the ones that truly rule the world.” The writer elaborates upon the text with focused and relevant support. For example, the student writes, “We do this because we are human, and we are power hungry.” This idea is further extended by the explanation of politicians’ struggles with fame and power: “We see this in our everyday society.” A strong introduction and conclusion further contribute to an essay that is both complete and cohesive.

STYLE: 4 points

The student also demonstrates consistent control in the Style dimension. The sentences are fluent and interesting: “Politicians and leaders all go into the spotlight thinking they will keep their values and beliefs, and slowly the more fame they gain, the less powerful they really are.” The phrasing is effective (“society’s puppets,” “disappear back into their little corners of the Earth”), and the vocabulary is impressive (“craving,” “subjected,” “intrigued,” “dismayed”). The reader is engaged by the compelling voice of the writer.

CONVENTIONS: 4 points

The student maintains reasonable control of the conventions. Sentence construction is acceptable with the writer including compound/complex sentences successfully executed. There are some usage errors such as “men and women which,” and “they are rare in which” and “The general tell Endymion,” but not enough to be a pattern, especially given the length of the essay. A few minor mechanics and spelling errors do not indicate a pattern, nor do they get in the way of fluent reading.

Student Response #2

According to this passage, fame and real power cannot truly coexist. The baron claims that the more famous one is, the less real power he has. The baron advised the young man that later he would long for real power and feel regret for having become a public man.

When one is famous, it places responsibilities on that person. He may not act without his actions being scrutinized by everyone around him. The president of the United States has immense power, and also a kind of fame, but he must carefully consider how the public will react before he exercises that power. If he offends the public, he is susceptible to becoming unpopular and that can result in the loss of his office. This reinforces what the baron said: “A public man is responsible, and a responsible man is a slave.” The president is essentially a slave to the public, because his livelihood depends on their positive opinion of him.

The software tycoon Bill Gates is also a famous and powerful man, but he has chosen a more private life. People in the private sector are normally scrutinized only when a scandal arises, as opposed to the president and other public officials, who can hardly leave their own homes without television cameras aimed at them. Men in the private life are much more free to exercise their power, because they are not constrained by public opinion like public men are. The public opinion is more lenient with private men such as Bill Gates than it is with the officials they elected. The public will look for someone or something to blame their hardships on, and they most often blame the government and its public officials since they are ostensibly in charge of the country.

The baron also claimed that private life governs the world. This is true because the government depends on the private sector. If Boeing decides to refuse to produce B-2 bombers, then the government has no power to force them to produce it and must find another company to produce the stealth aircraft it uses. The government is dependent on the private sector to supply it with the products it needs to run.

The baron is correct in his claim that fame and power cannot coexist and that the private life governs the world. Without the private life, public men would have no livelihood.

Scores and Annotations

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

CONTENT: 3 points

The student demonstrates reasonable control in the Content dimension. The essay has a general focus organized around the central idea that “fame and real power cannot truly coexist.” The student includes sufficient evidence from the passage to support a score of 3, and there is adequate extension and development of ideas. For example, the student mentions an important line from the passage: “A public man is responsible, and a responsible man is a slave.” This idea is further extended with a comparison between the president, a very public figure, and Bill Gates, a public figure with a private life, but the support is uneven in the fourth paragraph where the student discusses how the private life governs the world. The mention of the B-2 bombers is awkward and moves away from the central idea and the passage information.

The organization of the essay is apparent with a progression of ideas, but the ending is not as strong as the rest of the essay. The final statement, “Without the private life, public men would have no livelihood,” lacks relevance to the text itself. A more text-focused response and a stronger conclusion would improve the essay.

STYLE: 4 points

The student demonstrates consistent control in the Style dimension. The writer engages the reader with impressive vocabulary, such as “coexist,” “susceptible,” “scrutinized,” and “ostensibly.” The sentences show variety and flow easily from one to the next: “When one is famous, it places responsibilities on that person. He may not act without his actions being scrutinized by everyone around him. The president of the United States has immense power, and also a kind of fame, but he must carefully consider how the public will react before he exercises that power.” This mix of shorter and longer sentences creates a fluid reading. The voice of the writer is compelling.

CONVENTIONS: 4 points

With the exception of some unnecessary commas, this student maintains consistent control of all the Conventions. Sentences are well constructed; there are no usage or spelling errors and only minor mechanics flaws.

Student Response #3

Benjamin Disreali's novel 'Endymion,' discusses how fame and power are connected in a negative relationship. In it, Endymion seems to think that, with fame, one receives more power; however, Baron Sergius informs him how in fact, "the more you are talked about, the less powerful you are." While this may or may not be true, the novel's lessons are based around this statement.

According to the baron, popularity has a negative effect on one's control over the people. The baron may have thought this because he is unknown by many but can convince those in power to do as he wishes in many circumstances. Also, Baron Sergius states that when Endymion has "succeeded in life according to [his] views... [he] will, some day, sigh for real power, and denounce the time when [he] became a public man." This shows even more the thoughts of this man, which are that one does not succeed by being popular, but by being, for the most part, anonymous.

In summation, 'Endymion' is a novel that almost goes against the grain when it comes to morals. Where most writers would have a theme that tells people to have the majority on your side in order to be a powerful and successful person, Disreali does the exact opposite by declaring to the reader that one should remain secluded in terms of politics because those who do not "become a public man," as the baron stated are the ones who have the most control over what happens to a nation.

Scores and Annotations

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	1
Style	3	Mechanics	1
		Spelling	1

CONTENT: 3 points

The student demonstrates reasonable control in the Content dimension. While the introduction is weak, the response is generally focused on the idea that “fame and power are connected in a negative relationship.” It is clear that the student understands the passage and provides adequate analysis and development of ideas from the passage. For example, the student writes, “The baron ... is unknown by many but can convince those in power to do as he wishes.” There is some unevenness in the development of the student’s own ideas. Although the writer has some interesting ideas, especially at the end when he mentions going “against the grain when it comes to morals,” these ideas are not fully developed, which is necessary to receive a higher score. While the essay does not give a sense of wholeness, the organizational strategy is apparent.

STYLE: 3 points

The student also demonstrates reasonable control in the Style dimension. The word choice is appropriate to the task and includes some interesting words and phrases, such as “secluded” and “goes against the grain.” There is definitely sophistication in the different types of sentences, but there could be more variety. Many of the sentences are similar in length. A few short sentences to add emphasis would have created more fluidity. While not compelling, the writer’s voice is apparent.

CONVENTIONS: 4 points

There is an unclear antecedent in the second sentence and some minor mechanics and spelling errors; otherwise, the writer maintains adequate control of the conventions.

Louisiana Believes

Student Response #4

Power and fame: both play a vital role in order to become a ruler. In the passage, “Endymion,” the baron explains what power has to do with fame. He quotes, “It is the private life that governs the world.” In translation, one must have less fame in order to govern successfully. By having a private life, with as less notoriety as possible, one can become a just ruler.

Another quote in which the baron says is, “A public man is responsible, and a responsible man is a slave.” A ruler who has a great notoriety among his people will be asked to do certain tasks among his “friends.” For example, two childhood friends now grow up, one of them becoming the king. The other becomes a peasant. The peasant begs for the king, his childhood friend to give him money to feed his family and livestock. The king does so, although the money could have been used for governing use, like supporting the army.

Power and fame relating to governing are like constructing a one-sided house. Think of power as the important materials, or brick for the house. By using this, one can have a sturdy home. However, when fame is added into the weak materials halfway through the construction of the house, say wood for example, then this will cause problems with the sturdiness of the house. A house made of half of a strong material and half of a weak material will not be well supported. However, by using 90% or greater of the power/stone, the house will be able to maintain average support.

Furthermore, power and fame are one-sided requirements to rule. By having a life as a well-known ruler, one’s needs and priorities are pushed aside for lesser concerns. By becoming a ruler with a private life, one’s priorities are correct. Power with fame makes a poor ruler. But, power without fame, makes an organized ruler.

Louisiana Believes

Scores and Annotations

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	0
Style	3	Mechanics	1
		Spelling	1

CONTENT: 2 points

The student demonstrates inconsistent control in the Content dimension. The central idea is vague, as the student writes, “One must have less fame in order to govern successfully. By having a private life, with as less notoriety as possible, one can become a just ruler.” These statements do not show a clear understanding of the passage. The response keeps referring to how to become a “just ruler” instead of focusing on the task, the relationship between power and fame. This shows a partial understanding of the task. Even when the writer uses evidence from the passage, it is unexplained. For example, the student writes, “A public man is responsible, and a responsible man is a slave,” but there is no development of that idea and no connection to the central idea. In terms of organization, the writer digresses from the original assertions and shows inconsistent development. For instance, the writer begins discussing “childhood friends” and “important materials” for a house, ideas that are not text-based.

STYLE: 3 points

The student does demonstrate reasonable control in the Style dimension. The writer employs some interesting vocabulary, such as “notoriety” and “sturdiness.” There is some imagery when the writer contrasts the “two childhood friends.” The sentences are mostly varied, although the digression into a discussion of building materials reduces the fluidity of the response. While not compelling, there is evidence of the student’s voice in the response. The essay has some strengths and weaknesses, but the weaknesses do not outweigh the strengths when it comes to the Style dimension.

CONVENTIONS: 3 points

Several different usage errors resulted in the loss of a point in that dimension. They include “with as less notoriety as possible” and “For example, two childhood friends now grow up, one of them becoming the king.” There are additional awkward constructions that break the fluency of the writing, for instance, “Another quote in which the baron says is, . . .” and “The king does so, although the money could have payed for governing use, like supporting the army.”

Louisiana Believes

Student Response #5

There are two things that rule the world, power and fame. Power is different from fame in many ways. Fame is also different from power in several ways. They are both different in some ways, but both are a big part of our biosphere. But, they both have similar features.

Power is an overwhelming feature. Rulers/Leaders of a country usually have all the power in their area. They always get what they want. In the story, Endymion wanted power. He wanted to be irresistible. Power differs from fame because power is a demanding term. Many people with power are very demanding and selfish. They always want to have more. Power is not always a good thing. Many people with power are disliked. For instance; In the story the baron was telling Endymion that “the world talks much of powerful sovereigns and great ministers...” then the baron goes on to say that “...the more you are talked about the less powerful you are.”

Fame is an influential term. Many people with fame usually influence their followers to follow their every lead. But fame is very different from power. Fame is not demanding like power. Most people that have fame are usually looked upon as gods or famous characters. In the story Endymion already has fame because the baron was speaking about how Endymion would have difficulty in avoiding public life. Fame is not always about money and power, it could be about what the person or thing has done in their past or future. Power and fame are also similar in some ways. They both control planet Earth. Our world is governed by power and fame. Many of our leaders have a lot of power. Most of our superstars are famous and contain fame. Either way, they both influence us to do something. No matter if it is by demanding it or persuading us to do it. We are controlled by these two simple aspects of life.

Our world is a complicated thing. We are controlled by these two things. Power and fame are very influencing. They control our every movement and saying. Even though both can be used in a bad way. They are both similar in many ways. They hardly differ from each other. But they do have their differences.

Louisiana Believes

Scores and Annotations

Content/Style		Conventions	
Content	2	Sentence Formation	0
		Usage	0
Style	2	Mechanics	1
		Spelling	0

CONTENT: 2 points

The student demonstrates inconsistent control in the Content dimension. The focus is vague and somewhat contradictory. For instance, the student writes, “Power is different from fame in many ways. Fame is also different from power in several ways.” These vague statements fail to establish a focus for the essay. Evidence from the passage is incorporated, but it shows gaps in thinking. For example, the student writes, “Power is not always a good thing. Many people with power are disliked. For instance; In the story the baron was telling Endymion that ‘the world talks much of powerful sovereigns and great ministers.’” This quote does not support the assertion that power is not always good. While there is an attempt at organization, the introduction and conclusion are weak and unrelated to the text. For example, the introduction states, “[Power and fame] are a big part of our biosphere.” The conclusion states, “[Power and fame] are both similar in many ways. They hardly differ from each other.” The writing could benefit from better planning so that the many ideas could be refocused and organized in a purposeful way.

STYLE: 2 points

The student also demonstrates inconsistent control in the Style dimension. While there are some interesting words, such as “demanding” and “influential,” they are used in an awkward manner: “demanding term” and “influential term.” This misuse of language is a dominant feature of this essay: “Most of our superstars are famous and contain fame. . . . Power and fame are very influencing.” The repetitive language also weakens the essay, especially in the overuse of “different” and “similar.” The sentences almost all start the same way, subject–verb, and are the same length, which creates a choppy reading. The voice is weak as a result of the problems the student has in controlling the language and the flow of the essay.

CONVENTIONS: 1 point

The writer struggled to maintain control of many of the conventions and the result is an essay that is difficult to read. Errors include a fragment, a run-on sentence, several usage errors, such as *there* for *their*. Spelling errors (of below grade-level words such as *their*, *a lot*, *controll* and *biopohere*) indicate lack of careful proofreading.

Louisiana Believes

Student Response #6

What is power , what is fame. There all kinds of examples of power and fame. People dont realize how this can affect you. Power and fame are too deadly combos. Power is boss in charge of everything . Fame is the populiar thing meaning attention is always on you no matter what . But one thing of all of this is that you dont know how this can hurt you . Yeah you may have success and be happy but that leads to problems. One example of this is the passage From ENDYMION was about a man who was prime minister of england for 2 years and he meets a man who is weathy and powerful. The man was trying to tell him that its always better sometimes to be in public eye instead of the weathy or powerful eye. Because when reading the passage the man a point that the more your talked about the less powerful you are or the more people read about you the less famous you are . The relationship with power and fame are very tricky but there one common thing. The power and the fame is going to run out.

Louisiana Believes

Scores and Annotations

Content/Style		Conventions	
Content	1	Sentence Formation	1
		Usage	0
Style	1	Mechanics	0
		Spelling	1

CONTENT: 1 point

The student demonstrates little or no control in the Content dimension. The central idea of the essay is unclear. For example, the student writes, “There all kinds of examples of power and fame.” Meanwhile, the student’s interpretation of the passage is incorrect, as demonstrated in the following statement: “The man was trying to tell him that its always better sometimes to be in public eye instead of the weathy or powerful eye.” The assertions are general and somewhat irrelevant. For example, the student writes, “Yeah you may have success and be happy but that leads to problems.” In terms of organization, it is difficult for the reader to follow the progression of ideas due to a lack of transitions and little development of an introduction or conclusion.

STYLE: 1 point

The student also demonstrates little or no control in the Style dimension. The vocabulary choices are pretty simple (mostly “be” verbs), and sometimes rather informal (“Yeah”). The weakest part of the essay is the construction of sentences, which is awkward: “But one thing of all of this is that you dont know how this can hurt you” or “The man was trying to tell him that its always better sometimes . . .” Overall, the response is confusing and difficult to read.

CONVENTIONS: 2 points

This writer struggles to maintain control of usage and mechanics. Numerous omitted words impede fluid reading. Wrong words are used (“too,” “its,” “your”), and there are agreement issues. An unclear antecedent early in the response sets up confusion. The very first “sentence” lacks a question mark. Most of the compound sentences are missing commas before their coordinating conjunctions and simple contractions are missing apostrophes.

SESSIONS 2 AND 3: MULTIPLE-CHOICE QUESTIONS

Sessions 2 and 3 of the English II EOC test include passage-based reading and vocabulary questions, plus a set of discrete questions that address research skills and another set that addresses language. Included in this section are multiple-choice items selected to illustrate the type of skills and knowledge students need in order to demonstrate understanding of these three areas (Reading, Research, and Language). The following information is included for each item:

- the reading passage the item references (if applicable)
- the ELA Louisiana Student Standard(s) each item measures
- the correct answer
- commentary on the skills and knowledge measured by the item

Reading Passage Set

The Reading portions of Sessions 2 and 3 are designed to measure reading comprehension with a focus on analysis. The passage-based questions on the test help determine the student's ability to

- analyze the development of a theme or central idea;
- analyze the author's choices concerning characterization, word choice, structure, and purpose; and
- provide relevant and thorough textual evidence to support analysis of a text.

Four reading passages or passage sets will appear in these two sessions. The passages will represent a diverse range of literary and informational texts:

- short story excerpt
- novel excerpt
- drama excerpt
- pair of poems
- nonfiction excerpt

The passage set that follows represents a typical set that might appear on the English II EOC test.

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Sample Reading Passage

Jean-Baptiste Poquelin (1622–1673), better known by his stage name, Molière, was the author of numerous plays. Here, translated from French, is a scene from one of them.

from Scapin’s Tricks

by Molière

LEANDRE married without his father’s permission. Although his father does not yet know LEANDRE is married, he is suspicious. To watch his son’s reaction, LEANDRE’s father hints that he has heard “something” from LEANDRE’s servant, SCAPIN. LEANDRE seeks SCAPIN out to punish him, believing that SCAPIN has revealed the secret marriage, even though SCAPIN hasn’t.

Enter OCTAVE (a close friend of LEANDRE) with SCAPIN on one side, LEANDRE on the other.

LEANDRE: Aha! Here you are, you rascal!

SCAPIN: Sir, your servant, you do me too much honor.

LEANDRE: *(drawing his sword)* You are setting me at defiance, I believe . . . Ah! I will teach you how....

SCAPIN: *(falling on his knees)* Sir!

OCTAVE: *(stepping between them)* Oh! Léandre! 5

LEANDRE: No, Octave, do not hold me back.

SCAPIN: Sir!

OCTAVE: For mercy’s sake!

LEANDRE: *(trying to strike at SCAPIN)* Leave me to wreak my anger upon him.

OCTAVE: In the name of our friendship, Léandre, do not strike him. 10

SCAPIN: What have I done to you, sir?

LEANDRE: What you have done? You scoundrel!

OCTAVE: *(restraining LEANDRE)* Gently, gently.

LEANDRE: No, Octave, I will have him confess here on the spot the perfidy of which he is guilty. Yes, scoundrel, I know the trick you have played me; I have just been told of it. You did not think the secret would be revealed to me, did you? But I will have you confess it with your own lips, or I will run you through and through with my sword.

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SCAPIN: Oh, sir, could you really be so cruel as that? 15

LEANDRE: Speak, I say.

SCAPIN: I have done something against you, sir?

LEANDRE: Yes, scoundrel! And your conscience must tell you only too well what it is.

SCAPIN: I assure you that I do not know what you mean.

LEANDRE: (*going toward SCAPIN to strike him*) You do not know? 20

OCTAVE: (*restraining LEANDRE*) Léandre!

SCAPIN: Well, sir, since you will have it, I confess that I drank with some of my friends that small cask¹ of Spanish wine you received as a present some days ago, and that it was I who made that opening in the cask, and spilled some water on the ground around it, to make you believe that all the wine had leaked out.

LEANDRE: What! Scoundrel, it was you who drank my Spanish wine, and who suffered me to scold the servant so much, because I thought it was she who had played me that trick?

SCAPIN: Yes, sir; I am very sorry, sir.

LEANDRE: I am glad to know this. But this is not what I am about now. 25

SCAPIN: It is not that, sir?

LEANDRE: No; it is something else, for which I care much more, and I will have you tell it me.

SCAPIN: I do not remember, sir, that I ever did anything else.

LEANDRE: (*trying to strike*) Will you speak?

SCAPIN: Oh! 30

OCTAVE: (*restraining LEANDRE*) Gently.

SCAPIN: Yes, sir; it is true that three weeks ago, when you sent me in the evening to take a small watch to the woman you love, and I came back, my clothes spattered with mud and my face covered with blood, I told you that I had been attacked by robbers who had beaten me soundly and had stolen the watch from me. It is true that I told a lie. It was I who kept the watch, sir.

¹ wooden barrel

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LEANDRE: It was you who stole the watch?

SCAPIN: Yes, sir, in order to know the time.

LEANDRE: Oh, you are telling me fine things; I have indeed a very faithful servant! 35
But it is not this that I want to know of you.

SCAPIN: It is not this?

LEANDRE: No, infamous wretch! It is something else that I want you to confess.

SCAPIN: Mercy on me!

LEANDRE: Speak at once; I will not be put off.

SCAPIN: Sir, I have done nothing else. 40

LEANDRE: (*trying to strike*) Nothing else?

OCTAVE: (*between them*) Oh! I beg you—

SCAPIN: Well, sir, you remember that ghost that six months ago cudged^[2] you soundly, and almost made you break your neck down a cellar, where you fell whilst running away?

LEANDRE: Well?

SCAPIN: It was I, sir, who was playing the ghost. 45

LEANDRE: It was you, wretch, who were playing the ghost?

SCAPIN: Only to frighten you a little, and to cure you of the habit of making us go out every night as you did.

LEANDRE: I will remember in proper time and place all I have just heard. But I'll have you speak about the present matter, and tell me what it is you said to my father.

SCAPIN: What I said to your father?

LEANDRE: Yes, scoundrel, to my father! 50

SCAPIN: Why, I have not seen him since his return!

² to beat with a stick

Louisiana Believes

LEANDRE: You have not seen him?

SCAPIN: No, sir.

LEANDRE: Is that the truth?

SCAPIN: The perfect truth, and he shall tell you so himself.

55

LEANDRE: And yet it was he himself who told me.

SCAPIN: With your permission, sir, he did not tell you the truth.

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Reading Items and Annotations

Sample Reading Item #1

Anchor Standard: Vocabulary Acquisition and Use

Louisiana Student Standard L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Which example of irony **best** captures a central idea in this scene?

- A. Though angered by Scapin’s lying trickery, Léandre lies to his own father.
- B. Though Scapin lies to his master, he also admits that he stole a valuable watch.
- C. Though servants are generally trusted, Léandre does not trust Scapin at all.
- D. Though innocent of what his master suspects, Scapin confesses to other deeds.

Correct Answer: D

This item requires students to demonstrate understanding of word relationships and nuances in order to distinguish the ironic distance between what is directly stated in the text and what is really meant.

Option A is an irony that is implied but not developed in this scene; it may be more fully explored in later scenes. Option B does not rise to the level of irony, as Scapin only admits to his lies and bad behavior under the threat of violence. There is evidence in the scene that contradicts both sides of the assertion in Option C.

Option D is correct. The main point of this scene—and the source of its humor—is the ironic contrast between Léandre’s false accusation and the ill deeds that Scapin is actually guilty of.

Louisiana Believes

Sample Reading Item #2

Anchor Standard: Reading Literature, Craft and Structure

Louisiana Student Standard RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Throughout the scene, Léandre calls Scapin names such as “rascal,” “scoundrel,” and “wretch.” By repeatedly calling him such names, Léandre makes it clear that he believes Scapin to be a

- A. beggar.
- B. clown.
- C. slob.
- D. villain.

Correct Answer: D

This item requires students to recognize the connotative meaning and cumulative impact of a series of related word choices.

Options A and C could conceivably be implied by Léandre’s repeated use of the word “wretch,” but are unrelated to the meaning of the other two names he calls Scapin. A connection between Option B and “rascal” might also be inferred, but no such connection can be drawn to the other two names.

Option D is the correct answer. “Villain” shares significant connotative associations with all three of the names that Léandre calls Scapin.

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Sample Reading Item #3

Anchor Standard: Reading Literature, Craft and Structure

Louisiana Student Standard RL.9-10.5: Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Rather than accusing Scapin directly in this scene, Léandre insists that his servant confess what he has done. What is **most likely** the author’s reason for staging the scene in this way?

- A. to create suspicion about Léandre’s motivations
- B. to magnify the audience’s outrage at Léandre’s treatment of Scapin
- C. to allow the audience time to figure out who is lying
- D. to increase the opportunity for humorous and surprising revelations

Correct Answer: D

This item requires students to analyze the author’s dramatic and rhetorical purposes for structuring the text in a particular way.

There is no textual evidence for Option A; Léandre’s motivation—to find out who has betrayed his secret to his father—seems perfectly clear. Option B is also not supported by the text; though the audience may feel that Léandre’s treatment of Scapin is both a little cruel and a little hypocritical, Scapin is clearly in the wrong and therefore not worthy of much sympathy. Option C is also incorrect. The audience needs no time to figure out who is lying; it is immediately apparent in this scene that **both** Léandre and Scapin have been caught lying.

The correct answer is D. By having Léandre withhold the specifics of his accusation and insist that Scapin confess his misdeeds, Molière structures the scene for maximum surprise and humorous effect.

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Sample Reading Item #4

Anchor Standard: Reading Literature, Key Ideas and Details

Louisiana Student Standard RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

As Léandre interacts with Scapin in this scene, what does he learn about Scapin's character that contrasts **most strongly** with his understanding of a good servant's behavior?

- A. Scapin is willing to let someone else take the blame for his actions.
- B. Scapin sees nothing wrong with stealing from his master.
- C. Scapin is capable of physically assaulting his master.
- D. Scapin is unable to distinguish right from wrong.

Correct Answer: C

This item requires students to analyze how the interaction of characters in the scene reveals aspects of the characters' inner natures and motivations and thereby advance the plot.

Option A describes a revelation about Scapin that is so common to human nature that it is unlikely to surprise Léandre. Options B and D are contradicted by the text; Scapin appears to understand that his behavior is wrong and worthy of being punished, but he is too weak to resist the temptations of wine and gold.

Option C is correct. The socially determined power dynamic between Léandre and Scapin is so one-sided that the revelation that Scapin has plotted and carried out a physical assault of his master is likely to be truly shocking to Léandre, and a class betrayal he cannot forgive.

Louisiana Believes

Sample Reading Item #5

Anchor Standard: Reading Literature, Key Ideas and Details

Louisiana Student Standard RL.9-10.1: Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Louisiana Student Standard RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

What detail from this scene suggests that Léandre has previously entrusted Scapin with his secrets?

- A. Léandre believes Scapin's faithful nature will force him to tell the truth.
- B. Léandre allowed Scapin and his friends free access to the wine.
- C. Léandre asked Scapin to take a gift to the woman he loves.
- D. Léandre told Scapin to lie to his father about the ghost.

Correct Answer: C

This item requires students to identify specific textual evidence that supports an inference about the interaction between two characters, Léandre and Scapin.

Option A is clearly contradicted by Léandre's accusations and actions in the scene; he attacks Scapin because he believes that Scapin has betrayed his trust, and uses the threat of physical violence to coerce Scapin's confession. There is no evidence in the text to suggest that either Option B or D is true; in fact, details contradict both ideas.

Option C is the correct answer. The fact that Léandre has employed Scapin as a messenger to the woman he loves suggests that Léandre has previously trusted Scapin to keep his secrets.

Louisiana Believes

Sample Reading Item #6

Anchor Standard: Reading Literature, Craft and Structure

Louisiana Student Standard RL.9-10.6: Analyze a particular point of view or cultural experience reflected in works of literature, drawing on a wide reading of world literature.

Which fact about the social customs of this time does Léandre’s treatment of Scapin **most** clearly reveal?

- A. Dishonesty was considered worse than criminal activity.
- B. Wealthy people could treat their servants harshly.
- C. Confession of crimes could lead to lighter punishment.
- D. The wealthy expected to be robbed by their servants.

Correct Answer: B

This item requires students to analyze how a specific cultural reality or experience is reflected in a piece of literature.

Option A is not supported by the text; Scapin has lied about many things, but his crimes to his master’s person and property are clearly more serious than his dishonesty. Though Scapin’s punishment is deferred in this scene, there is no suggestion that the punishment will be reduced because he has “freely” confessed his crimes (Option C). That wealthy masters assumed that their servants would be faithful is implied in Léandre’s outraged interrogation of Scapin, thereby contradicting Option D.

Option B is the correct answer. Though Octave works hard to shield Scapin from Léandre’s sword and fists, Léandre clearly feels it is within his rights to discipline Scapin as severely as he likes.

Research Items and Annotations

In this section of the test, students will answer multiple-choice questions that measure the following research skills:

- Researching to answer a question or solve a problem
- Narrowing or broadening of a topic of inquiry
- Synthesizing multiple sources on a subject
- Gathering relevant information
- Assessing the strengths and limitations of a source
- Integrating information from sources
- Following a standard citation format

The two items that follow represent the type of items that might appear in this section of the English II EOC test.

Louisiana Believes

Sample Research Item #1

Anchor Standard: Writing, Research to Build and Present Knowledge

Louisiana Student Standard W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Jerome is writing an essay about the history of the Panama Canal and has collected many sources. Which of the following is **least** important to include in his essay?

- A. a chart of the tolls that boats are charged to use the canal
- B. a summary of the treaty that gave Panama control of the canal
- C. a description of the equipment that was used to build the canal
- D. a map of the locks, lakes, and channels that make up the canal

Correct Answer: A

This item requires students to recognize how to narrow the inquiry and choose source materials that are most appropriate to a given research topic.

Options B, C, and D all capture critical aspects of the history of the Panama Canal. Option B is a key piece of the political history of the Panama Canal. Option C presents information about what was required to build the canal. Option D includes specific information about what makes up the Panama Canal.

Option A is the correct answer. While it is interesting information that is clearly related to the current operation of the canal, it is not essential to the student's research topic.

Louisiana Believes

Sample Research Item #2

Anchor Standard: Writing, Research to Build and Present Knowledge

Louisiana Student Standard W.9-10.8: Gather relevant information from multiple authoritative sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and overreliance on any one source and following a standard format for citation.

Marcus is doing research to compare the fuel efficiency of different types of automobiles. Here are the first four results from his Internet keyword search.

Engine efficiency – Wikipedia, the free encyclopedia

Engine efficiency of thermal engines is the relationship between the total energy contained in the fuel, and the amount of energy used to perform useful work.

en.wikipedia.org/wiki/Engine_efficiency

Fuel Economy: Where the Energy Goes

Only about 14%–26% of the energy from the fuel you put in your tank gets used to move your car. Therefore, the potential to improve fuel efficiency with advanced technologies is enormous.

www.fueleconomy.gov/feg/atv.shtml

Comparison of Specs on Cars | eHow – eHow | How to Videos . . .

Comparison of Specs on Cars. Comparing two or more cars can be a challenge even for an experienced auto technician or seasoned car critic. Automakers boast about...

www.ehow.com/Cars/Buying-a-car/Comparing-cars

Find and Compare Cars – Fuel Economy

Learn about vehicles and technologies that are pushing the fuel efficiency envelope . . . Engine Technologies...

ww.fueleconomy.gov/feg/findacar.shtml

Which Web site would provide the most useful information for Marcus's essay?

- A. en.wikipedia.org/wiki/Engine_efficiency
- B. www.fueleconomy.gov/feg/atv.shtml
- C. www.ehow.com/Cars/Buying-a-car/Comparing-Cars
- D. www.fueleconomy.gov/feg/findacar.shtml

Correct Answer: D

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This item requires students to analyze a set of Internet search results and assess the potential usefulness of the sites returned by the search for answering a given research question.

Options A, B, and C are all potential sources of background information about engine efficiency and the fuel economy of automobiles, but they are not directly applicable to the intended focus of the student's essay. Option A is likely to provide a fairly technical discussion of the physics that determine the efficiency of different types of engines. Option B is likely to focus on how the energy generated by an automobile engine is used for purposes other than simply moving the car forward, and how to reduce those power requirements to make engines more efficient. Option C is likely to offer a comparison of many automobile features, not just fuel efficiency.

Option D is the correct answer. This site promises to compare the fuel efficiency of different types of automobiles and new engine technologies, which is the intended focus of the student's essay.

Language Items and Annotations

This part of the English II EOC test measures the application of grammar and usage skills through multiple-choice questions that ask students to revise sentences with possible errors or to identify the errors in short passages. Students advancing through the grades are expected to meet grade-specific language standards as well as retain or further develop skills and understandings mastered in preceding grades.

The two items that follow represent the type of items that might appear in this section of the English II EOC test.

Louisiana Believes

Sample Language Item #1

Anchor Standard: Language, Conventions of Standard English

Louisiana Student Standard L.9-10.1a: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.

Read this paragraph from a student’s biographical report on basketball coach John Wooden.

John Wooden was the most successful coach in college basketball history. His teams won ten national championships, including seven in a row. He was revered by his players, who remembered him not only for his mastery of basketball strategies but also for his inspirational messages about how to be successful in life. In assembling his basketball teams, Wooden looked for players who worked hard, with good character, and willing to place team goals ahead of individual glory.

What is the **correct** way to revise the underlined sentence?

- A. No change.
- B. In assembling his basketball teams, Wooden looked for players with hard work, good character, and team goals ahead of individual glory.
- C. In assembling his basketball teams, Wooden looked for players who worked hard, had good character, and were willing to place team goals ahead of individual glory.
- D. In assembling his basketball teams, Wooden looked for players willing to work hard, who had good character, and placed team goals ahead of individual glory.

Correct Answer: C

This item requires students to recognize a parallel structure error and identify how to correct the error. The underlined sentence contains non-parallel elements—a relative clause (“who worked hard”), a prepositional phrase (“with good character”), and a participle phrase (“willing to place team goals ahead of individual glory”)—all joined by the conjunction “and” and all modifying the noun “players.”

Option A is incorrect because the underlined sentence does contain an error. Option B offers a series of objects for the preposition “with,” but the last part introduces an awkward construction: “team goals ahead of individual glory.” Option D replaces the original non-parallel series with a different non-parallel series.

Option C is the correct answer. It provides a series of past-tense verb phrases that all serve as predicates for the relative clause that starts with “who.”

Louisiana Believes

Sample Language Item #2

Anchor Standard: Language, Conventions of Standard English

Louisiana Student Standard L.9-10.2b: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- b. Use a colon to introduce a list or quotation.

Which sentence is punctuated correctly?

- A. To get into that college, you will need to take the following classes:
four years of English, three years of math, three years of social studies,
and three years of science.
- B. To get into that college, you will need to take the following classes;
four years of English, three years of math, three years of social studies,
and three years of science.
- C. To get into that college, you will need to take the following classes.
Four years of English, three years of math, three years of social
studies, and three years of science.
- D. To get into that college, you will need to take the following classes,
four years of English, three years of math, three years of social studies,
and three years of science.

Correct Answer: A

This item requires students to recognize the correct punctuation when introducing a list.

Option B uses a semicolon instead of a colon to introduce the list. Option C puts a period between the introductory clause and the list, which creates a sentence fragment. Option D uses a comma instead of a colon, so it is not clear what is being introduced.

Option A is correct. It introduces the list with a colon.