



Louisiana Believes

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

INTRODUCTION

The design and administration of the EOC English III test remains the same as it has been in previous administrations. The EOC English III test will continue to be administered to students who began high school before the 2017–2018 school year, although it will become a district-administered test starting in the 2019–2020 school year. For additional information about the high school assessment program, see the [2017–2018 High School Assessment Frequently Asked Questions](#).

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 EOC English III 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 EOC English III test. The sample student work is included not only to help prepare students for the writing session of the EOC English III 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](#).

EOC ENGLISH III TEST ADMINISTRATION

The EOC English III 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 language and research skills. Additional information about the structure of the test and the online test system can be found in the [Assessment Guide for EOC English III](#).

The information that follows provides information by session and includes the following:

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

SESSION 1: WRITING

Session 1 of the EOC English III test requires students to read two informational sources on a topic and write an essay that takes a position on the topic and uses evidence from **both** sources to develop the response. The following section provides scoring information and sample work for two English III 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 III Scoring Dimensions and [Writing Rubrics](#)

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

ENGLISH III CONTENT RUBRIC

CONTENT: Position, Development, and Organization				
Key Questions: <i>Does the writer present a clear position and share insightful information related to the given task? Does the writer’s use of the sources strengthen the position and show an understanding of both sources? Does the organizational structure enhance the writer’s ideas and make the essay easier to read?</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.
A response in which there is evidence from only one of the two sources can receive no higher than a score of 2 in Content. A score of “3” or “4” cannot be assigned unless there is evidence from both sources.				
POSITION	<ul style="list-style-type: none"> The writer’s position is sharply focused. 	<ul style="list-style-type: none"> The writer’s position is clear and generally focused. 	<ul style="list-style-type: none"> The writer’s position is vague or superficial. 	<ul style="list-style-type: none"> The writer’s position is unclear or absent.
DEVELOPMENT/USE OF SOURCES	<ul style="list-style-type: none"> The development is thorough. Supporting ideas include details that are specific, relevant, and accurate. Well-chosen evidence from BOTH sources strengthens the writer’s position and shows a thorough understanding of the sources. Information from both sources has been skillfully integrated. (The writer is effective at handling information from the source that may conflict with his or her position.) 	<ul style="list-style-type: none"> The development is adequate but may be uneven. Supporting ideas include details that are, for the most part, relevant and accurate. Sufficient and appropriate evidence from BOTH sources is used to support the writer’s position and shows an understanding of the sources. The writer elaborates on the source information (does more than summarize the sources). 	<ul style="list-style-type: none"> The development is inadequate. Supporting ideas may be repetitive, list-like, or show gaps in thinking. There is evidence from only one source, or the response merely summarizes the sources, usually without explanation, or misrepresents the sources. 	<ul style="list-style-type: none"> The development is minimal. There are little or no supporting ideas, and details included are irrelevant and/or inaccurate. The connection between ideas may be confusing. There is no evidence from either source or the evidence shows a misunderstanding of the source(s). 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 may be a lack of adequate transitions. 	<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.

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 III 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"> The use of language is purposeful and reinforces the writer’s position. Word choice is precise, effective, and includes some striking words and phrases as appropriate to the task. 	<ul style="list-style-type: none"> The use of language is appropriate and communicates the writer’s position. Word choice is fitting; it includes some interesting words and phrases. 	<ul style="list-style-type: none"> The use of language is generic and does nothing to strengthen the writer’s position. Word choice is limited and/or repetitive. Many words are used incorrectly. 	<ul style="list-style-type: none"> Language is simple and/or may be inappropriate to the task. Word choice is basic; words are used incorrectly. 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 response 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 and/or inconsistent. 	<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 III Writer’s Checklist](#) and two complete writing tasks with annotated student responses.

English Language Arts Writer’s Checklist English III

As you write your essay, remember these important points.

Content:

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

Style:

- Use words that reinforce your position and 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 **both** sources carefully.
- ✓ Think about what you will write before you begin.
- ✓ As you read the sources, jot down notes that will help you create your essay. Include relevant information from **both** sources to support your central idea, your position.
- ✓ 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 **both** sources, and organization); style (word choice, expression of ideas, and sentence variety); and conventions of language (sentence formation, usage, mechanics, and spelling).

Writing Task #1

Sources

Here are two sources that present views on whether there should be a federal law against cyberbullying: the use of information and communication technologies to harm others in a deliberate, repeated, and hostile manner. Source 1 is from a 2008 proposed bill to amend Title 18 of the United States criminal code. Source 2 is a response to the bill.

As you read **both** sources, reflect on your own views about whether cyberbullying should be a federal crime.

Source 1—from the Megan Meier Cyberbullying Prevention Act (HR 6123)

In 2008, Ms. Linda T. Sanchez of the United States House of Representatives introduced a bill to amend Title 18 of the federal criminal code to impose criminal penalties on perpetrators of cyberbullying. Below are two sections of the bill: the findings on which the bill was based and the language the bill proposed be added to the United States code.

Sec. 2. FINDINGS

Congress finds the following:

- 1) Four out of five of United States children aged 2 to 17 live in a home where either they or their parents access the Internet.
- 2) Youth who create Internet content and use social networking sites are more likely to be targets of cyberbullying.
- 3) Electronic communications provide anonymity to the perpetrator and the potential for widespread public distribution, potentially making them severely dangerous and cruel to youth.
- 4) Online victimizations are associated with emotional distress and other psychological problems, including depression.
- 5) Cyberbullying can cause psychological harm, including depression; negatively impact academic performance, safety, and the well-being of children in school; force children to change schools; and in some cases lead to extreme violent behavior, including murder and suicide.
- 6) Sixty percent of mental health professionals who responded to the Survey of Internet Mental Health Issues report having treated at least one patient with a problematic Internet experience in the previous five years; 54 percent of these clients were 18 years of age or younger.

Sec. 3. CYBERBULLYING

(a) In General- Chapter 41 of title 18, United States Code, is amended by adding at the end the following:

Sec. 881. CYBERBULLYING

(a) Whoever transmits in interstate or foreign commerce any communication, with the intent to coerce, intimidate, harass, or cause substantial emotional distress to a person, using electronic means to support severe, repeated, and hostile behavior, shall be fined under this title or imprisoned not more than two years, or both....

Source 2—from the response to the Megan Meier Cyberbullying Prevention Act “Citizens Opposed to HR 6123”

The First Amendment states that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.” The Supreme Court has written that this freedom is “the matrix, the indispensable condition of nearly every other form of freedom.” Without it, other fundamental rights would wither and perish.

We consider the menace of cyberbullying to be of great relevance to “life, liberty, and pursuit of happiness,” especially for young persons. Cyberbullying is a grave matter that warrants thoughtful attention and a thoroughgoing solution. However, it is our belief that the proposed bill seeks to address the problem of cyberbullying in a wrongheaded and unproductive way. We feel that HR 6123 will not prove an effective means for combating cyberbullying, but that it will provide the means for the federal government to prosecute citizens for exercising their rights to freedom of speech in a variety of contexts and for a variety of purposes that have nothing to do with cyberbullying.

HR 6123 defines cyberbullying as “using electronic means to support severe, repeated, and hostile behavior.” However, it is unclear what “severe, repeated, and hostile behavior” means. If a news reporter writes a number of scathing articles criticizing the misconduct of an elected official, can that be considered repeated, hostile behavior? We think the language of the bill is too vague to protect citizens against such interpretations.

We should not waive our constitutional freedoms in order to stop cyberbullying, especially since the causes of cyberbullying cannot be stopped through legislation. Perpetrators and victims of cyberbullying often suffer from profound social, emotional, and psychological disturbances that can only be remedied through social, emotional, and psychological solutions. Proposing laws and attacking social networking sites are both weak approaches with negative results. Dr. Boyd, a fellow at the Berkman Center for Internet and Society at Harvard University, says, “There are lots of kids hurting badly online. And they’re hurting badly offline,

too. Because it's more visible online, people are blaming technology rather than trying to solve the underlying problems of the kids that are hurting." Like Dr. Boyd, we think the issue is better addressed through state and community programs.

Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying. Let us build on those efforts to stamp out cyberbullying at the source, not through censorship nor through the institution of an unconstitutional law.

Writing Prompt

1. After reading the sources, write a well-developed multiparagraph essay that discusses whether you think cyberbullying should become part of the United States criminal code. Use specific details from Source 1 **and** Source 2 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 EOC English III 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 EOC English III test, the use of formal parenthetical citations (source/author and page number) is not required. However, students should clearly identify information that comes from the sources. This can be done by introducing the evidence (whether a direct quote or paraphrased details) or citing the source after presenting the evidence.
- Students may certainly quote directly from the sources to support their ideas; however, students should be taught to select evidence carefully. Copying large portions of a source 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 sources, it is important for students to explain the text evidence included in their essay so they can establish a clear connection between the source information and the development of their own ideas.

Student Response #1

The United States, for whatever reason, tends to respond to threats of all kinds in a very reactionary way. If legislators can provide a bill that can guarantee safety from some sort of new threat, the general public will follow along, regardless of the consequences. One of the more recent examples of this attitude is the USA PATRIOT Act, passed some months after the attacks of September 11th. Politicians sold it as a guarantee of safety, and we bought it. Among the most dangerous political habits a nation can have is the habit of trading freedom for security. Cyberbullying is a new kind of threat, unique to this generation, and we're not quite sure what to do about it. However, legislation against cyberbullying is bound not only to be dangerous to individual freedom, but is also bound to be ineffective. Source 2 makes an excellent point regarding the danger that this bill poses to our constitutional rights. The vagueness of the bill is among its most dangerous qualities, not to mention the difficulty in enforcing such a bill. Quotes, excerpts, and chats could be taken out of context or, as source 2 mentioned, have nothing at all to do with cyberbullying. Looking at source one reveals another, equally vague, mandate. One could be prosecuted for causing severe emotional stress to a person. How does one define severe emotional stress? And one of the most pertinent questions at this point is: doesn't this justify the same suppression outside of the internet? It may not be in this bill, but the idea that we should prosecute people who allegedly say things that others find emotionally stressful is rather scary. If cyberbullying can cause severe emotional distress, violence, depression, etc., then it follows that face-to-face bullying would do the same thing. There is no reason why liberties on the internet should be restricted. Especially in the case of children, parents can actually have a degree of control over the people that their children interact with, whereas schoolyard bullies, or whatever other bullies occur in the physical realm, are much more difficult to shelter children from. That comparison between offline and online bullies begins to make a very convincing point regarding how ineffective a bill such as HR 6123 would be. If we can see that outlawing bullying offline would be both impossible and the wrong approach, then we can bring the same logic to the idea of cyberbullying. Cyberbullying is not something that can simply be stopped by outlawing it. Source 2 quotes a Dr. Boyd from Harvard who points out that simply outlawing cyberbullying ignores the underlying problems that cause cyberbullying. Outlawing cyberbullying would be a bit like playing whack-a-mole: every instance where we provide a "solution" would only cause an issue somewhere else. Bullying is not a problem that we can legislate ourselves out of. To stop bullying, we will have to rally parents, teachers, lawmakers, and more to help, to treat both the victim and the bully, and to take concrete steps towards a bully-free world.

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 writer’s purpose is sharply focused: “Legislation against cyberbullying is bound not only to be dangerous to individual freedom, but is also bound to be ineffective.” The writer skillfully integrates information from both sources to support his or her assertions. For example, the student states, “Source 2 makes an excellent point regarding the danger that this bill poses to our constitutional rights.” The writer’s use of the source that conflicts with his or her position is also well integrated, even used to the writer’s advantage when he or she states, “If cyberbullying can cause severe emotional distress, violence, depression, etc., then it follows that face-to-face bullying would do the same thing.” The writer elaborates on the sources in a way that exhibits insight and skill. This is especially evident in the writer’s discussion of “offline and online bullies.” The strong introduction and conclusion provide a sense of wholeness. The essay ends with a strong, relevant statement: “To stop bullying, we will have to rally parents, teachers, lawmakers, and more to help, to treat both the victim and the bully, and to take concrete steps towards a bully-free world.”

STYLE: 4 points

The student also demonstrates consistent control in the Style dimension. Persuasive and specific vocabulary (e.g., “reactionary,” “pertinent,” “suppression”) and impressive images (“a bit like playing whack-a-mole”) reinforce the writer’s position. The sentences vary in construction and flow easily from beginning to end. The use of emphatic sentences is very compelling: “There is no reason why liberties on the internet should be restricted.” The use of thought-provoking questions is another strength of the essay. The writer asks questions such as, “How does one define emotional stress?” and “Doesn’t this justify the same suppression outside of the internet?” Consequently, the writer’s voice is distinct, compelling, and engaging.

CONVENTIONS: 4 points

The student demonstrates consistent control of Conventions. Sentences are well constructed, and there are no patterns of errors in usage, mechanics, or spelling.

Student Response #2

Cyberbullying is a new age approach to an age old problem. It is defined as the use of information and communication technologies to harm others in a deliberate, repeated, and hostile manner. As time progresses, the means of bullying has progressed. Yes, cyberbullying should become a part of the United States criminal code because cyberbullying is dangerous, widespread, and extremely relevant in America today. The justice system needs to protect victims in all ways, online and offline. People on either side of the argumentative fence can agree on one thing; cyberbullying is dangerous. Congress finds that cyberbullying can cause psychological harm, negatively impact academic performance, and even lead to murder or suicide (source 1). Even critics of the cyberbullying criminal code ammendments claim that perpetrators and victims of cyberbullying often suffer from profound social, emotional, and physchological disturbances (source 2). There are multitudes of news reports and special editorials showcasing the harm that cyberbullying already has inflicted. Though it is too late for these victims, there is still hope for preventing similar problems from happening in the future. If national action is not taken, these heinous crimes will continue to endanger America’s people and youth.

In the twenty first century, is it unusual to cross paths with anyone over the age of twelve who does not have a laptop, smart phone, tablet, or other form of internet-capable device. The internet is both great and horrifying because it truly does connect the entire nation. Four out of five of United States children aged 2 to 17 live in a home where either they or their parents access the Internet (source 1). Cyberbullying will never be a contained problem. The internet is nationwide, therefore the laws protecting people from the internet need to ba nationwide. Cyberbullying, no matter if it happens in Louisiana, New York, Alabama, or California must be punishable by the same laws. Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying (source 2). The crime is the same, no matter the place or the time.

Sadly, the problem of cyberbullying is not going to go away on its own. This is a real, relevant issue that begs to be addressed in the justice system. Everyday people are faced with the horrors of being mistreated and abused by means of technology. Sixty percent of mental health professionals who responded to the Survey of Internet Mental Health Issues report having treated at least one patient with a problematic Internet experience in the previous five years; 54 percent of these clients were 18 years of age or younger (source 1). Over a short amount of time, cyberbullying has exploded into one of the nation’s most talked about and debated hot topics. Moreover, cyberbullying has wedged its way into one of the most dangerous, realistic threats facing young people today. Critics of the Megan Meier Cyberbullying Prevention Act (Citizens Opposed to HR 6123) consider the menace of cyberbullying to be of great relevance to ‘life, liberty, and pursuit of happiness’, especially for young persons (source 2).

It is the duty of Congress and the Supreme Courts to have the means to punish those responsible for committing wrongdoings in this country. Calling cyberbullying a “wrongdoing” is an understatement; cyberbullying is dangerous, widespread, and extremely real. By allowing cyberbullying to become part of the United States criminal code, the people of America can rest peacefully knowing that they are protected and safe

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, but takes a different approach than the student who wrote the previous high-scoring essay. The first essay is more concise and easily integrates the sources and the writer’s opinions. In this essay, the approach relies on a more obvious organizational strategy presented early in the position statement: “Yes, cyberbullying should become a part of the United States criminal code because cyberbullying is dangerous, widespread, and extremely relevant in America today.” This writer embraces the statistical information, which few students were able to do successfully. This is especially important when taking the position presented in the first source since it relies on so many statistics. This “piling up” of statistics adds to the persuasiveness of the writer’s position. The writer also approaches the conflicting source differently; instead of acknowledging the opposite opinion, he or she carefully chooses only the information from source 2 that supports his or her position: “Indeed, all fifty states have existing harassment statutes that deal with the problem of cyberbullying (source 2).” The essay progresses logically, moving through the three points presented in the position statement and ends with a strong emphatic statement: “By allowing cyberbullying to become part of the United States criminal code, the people of America can rest peacefully knowing that they are protected and safe.”

STYLE: 4 points

The student also demonstrates consistent control in the Style dimension. The writer’s word choice and phrasing are purposeful and reinforce the writer’s position. Word choices, including “multitudes,” “inflicted,” and “internet-capable devices,” add sophistication to the essay. Careful crafting is apparent in the sentence structure: “Calling cyberbullying a ‘wrongdoing’ is an understatement; cyberbullying is dangerous, widespread, and extremely real.” This example also shows that the writer’s voice is not only present, but compelling.

CONVENTIONS: 4 points

The writer maintains consistent control of the conventions. There are a couple of minor mechanics errors (a missing comma in one sentence and a missing period at the very end), but there is clearly no pattern of errors. The one misspelling (*ba* for *be*) is more likely a typing error.

Student Response #3

One thing that I believe describes being human is to help each and to protect the misfortunate. Many others believe this too because if they did not, then there would be no wheelchairs, prosthetics, eye glasses, hearing aids, or any programs that give aid to others. If we followed the saying “survival of the fittest”, then none of these things would exist. As an intelligent species, one of the first things we began to invent were devices that would help people with problems and handicaps and allow the weak to continue and not just the “fittest”. With this in mind, would it not make sense to try and stop cyberbullying as much as we can?

The act of bullying has always been around, but with the rise of the internet and increases in computer technology, children can bully each other much easier with cyberbullying. Also, as stated in section 2 of the Cyberbullying Prevention Act (HR 6123), these new methods of communications provides anonymity to anyone, and this can lead to bullying that is much more cruel and dangerous. Cyberbullying can be just as destructive as regular bullying. It may not be as physical as bullying, but sometimes the psychological repercussions are far worse. In section two of the HR 6123, it talks about how cyberbullying can cause depression, affect their academic performance, and even lead to murder or suicide. The fact that our children can cause their peers to kill themselves or drive them to kill others should be enough to make anyone want to stop cyberbullying.

If cyberbullying were to become part of the United States criminal code, then it would allow for their to be more repercussion for it, and this should make there be less cases of cyberbullying. Even with protecting our children, we do need to be carefull and try not to leave loopholes. We should make cyberbullying a part of the United States criminal code without a doubt, but we would need to make HR 6123 more specific than it is. As said in second paragraph of the response to HR 6123, the act is not specific enough to be very effective and productive, and it may also be used in the wrong way and to prosecute citizens who have not done anything like cyberbullying.

Cyberbullying is wrong and we need to do all we can to stop it, but I would not want to cause more harm in the attemp to stop it. It should be part of the criminal code and we should fine people who do cyberbully, but the act should be specific enough to not allow anyone to abuse it. So if we can just revise HR 6123 to the point were it is without loopholes and does not seem like it can be abused, then we should pass it then, but not before then because it may just cause more problems than it is able to fix.

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. The writer’s position is clear, but not fully explained until later in the essay: “It should be part of the criminal code and we should fine people who do cyberbully, but the act should be specific enough to not allow anyone to abuse it.” This more nuanced position is interesting but needs more development throughout the essay. There is sufficient evidence from Source 1 to support the first part of the position, the seriousness of cyberbullying, but the handling of the second source is uneven. For instance, the writer mentions a line from Source 2, “the act is not specific enough to be very effective and productive,” but doesn’t follow up with an extension of that idea. At times, the writer struggles with how to introduce the evidence: “Also, as stated in section 2 of the Cyberbullying Prevention Act (HR 6123) . . . As said in second paragraph of the response to HR 6123.” An organizational strategy is apparent, but the conclusion is not as interesting as the introduction. This writer would benefit from more careful planning, which could consider a more balanced approach to the two parts of the student’s position.

STYLE: 3 points

The student also demonstrates reasonable control in the Style dimension. The language is appropriate, including some interesting words: *repercussions*, *psychological*, and *anonymity*. To receive a higher score, the essay needs to include more precise language that would more clearly express the writer’s position. The sentences are generally varied in length and structure. The writer’s voice is present, particularly in the introduction where the student writes, “As an intelligent species, one of the first things we began to invent were devices that would help people with problems and handicaps and allow the weak to continue and not just the ‘fittest’.” Extending this compelling use of voice throughout the essay would improve the response.

CONVENTIONS: 4 points

This writer maintains reasonable control of all four areas, despite a few misspelled words and some usage issues. Even though there are a couple of agreement errors and the student uses *their* for *there* and *were* for *where*, there is not a pattern of errors, especially given the length of the response.

Student Response #4

Cyber bullying is a very pivotal issue in America today. It is a very big issue because of the people it affects. Most of the people affected by cyber bullying are eighteen or younger. There are two completely different views on cyber bullying, some people believe that cyber bullying falls under the category of freedom of speech and that can not be taken away because its a right. Others believe that cyber bullying is not freedom of speech because its directed in a harmful way to another human being and that people should not be treated like that. I believe that cyber bullying should not be allowed and that severe cases of it should be part of the criminal code. I believe this for two reasons, cyber bullying can destroy the mental state of young people who have been exposed to it long enough and also, that if people think they can get away with this kind of stuff online they may try to do it in person.

Cyber bullying can really be harmful to young children. As I saw in source two the statistics show that fifty four percent of people that are being cyber bullied are under eighteen. This is a very dangerous number because, for example, if a twelve year old goes through a really stressful period of being cyber bullied it could ruine his or her life. That person could become depressed, they could start to fear for thier safety, thier grades could start to drop, or they could even become suicidal. We also have to think long term, that innocent twelve year old may never recover. They may start getting into gangs because gangs are always saying that they will “protect you if you join”. So, because of that one act of cyber bullying we now have a new gang member walking the streets.

People seem to always try and test what they can push the limits of the law to. Heres an example, a person decides he is going to bully someone online one day and then gets away with it. Once he gets away with it a few more times he starts to do it in person and he gets away with that as well. He likes the feeling of defying the law so much that he makes a plan to rob a store and kill the clerk just to try to get away with it. Now because he got away with cyber bullying it set off a chain reaction and led to a plan for murder.

In conclusion, I think that cases of cyber bullying should be in the United States criminal code. I believe that I gave you the reader enough reasons also look into stopping cyber bullying. I hope that the two scenerios I gave you are enough to put you against cyber bullying.

Scores and Annotations

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

CONTENT: 2 points

The student demonstrates inconsistent control in the Content dimension. Instead of focusing on the issue of cyberbullying being a part of the criminal code, the essay focuses on why people should be against cyberbullying. The student finally states a position near the end of the essay, “I believe that cyber bullying should not be allowed and that severe cases of it should be part of the criminal code.” However, the support is superficial and little of it is text-based: “I believe this for two reasons, cyber bullying can destroy the mental state of young people who have been exposed to it long enough and also, that if people think they can get away with this kind of stuff online they may try to do it in person.” The student references a source and even attempts to use the statistics, but misrepresents the information: “As I saw in source two the statistics show that fifty four percent of people that are being cyber bullied are under eighteen.” Digressions from the core issue also hinder the success of the essay. For instance, the student veers into gang activity and robbery as potential outcomes of cyberbullying. This essay represents a common trap that students fall into when responding to a popular issue; they get stuck on their emotional response to the topic and do not stay focused on the task.

STYLE: 3 Points

The style of this essay is better than the content. There are some interesting words and phrases: “directed in a harmful way,” “that innocent twelve year old may never recover,” and “the feeling of defying the law.” The sentences show variety and flow well from one to the next. For instance, this sentence shows complexity and fluency: “That person could become depressed, they could start to fear for thier safety, thier grades could start to drop, or they could even become suicidal.” The student’s passion for the issue adds to the voice of the essay. Overall, the student demonstrates reasonable control in the Style dimension.

CONVENTIONS: 2 points

This writer demonstrates inconsistent control in sentence formation and mechanics. There are spliced-together sentences throughout the essay: “There are two completely different views on cyber bullying, some people believe that cyber bullying falls under the category of freedom of speech....” In the area of mechanics, the writer omits apostrophes in contractions, fails to use commas after introductory clauses, and incorrectly places a period after closed quotation marks. Although several words are misspelled (*speach*, *ruine*, *their*), there is no pattern of errors.

Student Response #5

After reading Sources 1 and 2, cyberbullying should become part of the United States criminal code. Both of the sources gave a good reason why cyberbullying should be in the United States criminal code. Cyberbullying is wrong, and should be a crime. There's consequences for regular bullying, so why not for cyberbullying?

Source 1 gave many good reasons why cyberbullying should be a criminal code in the United States. In section 2 of source 1, and number 2 in the facts part, it states that if the youth has internet access and use social networks are more likely to get cyberbullying. I agree completely, because the young can't stand up for themselves yet. Another example I found in source 1 was, in the facts part again, but instead it was number 5. That fact states that cyberbullying can cause psychological harm. This fact, I think is the most important fact. People or children take there lives because of someone cyberbullying them.

Source 2 gave many good reasons why cyberbullying should be a criminal code in the United States. In source 2 in the last parargraph it states that in every 50 states there was a report of cyberbullying. Its not just a couple of states dealing with people cyberbullying, it's everyone and the problem isn't decreasing it's increasing. Another reason why cyberbullying should be a criminal code is because in paragraph 4, which states how people aren;t doing anything about crberbullying because they are blaming the internet and not the people behind the keyboard. Which is correct, the reason why the internet is a bad place for kids, is not becuase of the internet it self, but because of the people who had made it that away.

Cyberbullying is wrong in any way you look at it. It needs to be stopped sooner then later. People are hurting and dying, because of other people rash words. Cyberbullying should be one of the United States criminal code to protect poeple and there lives. It will make our home a better and safer place to live in.

Scores and Annotations

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

CONTENT: 2 points

The student demonstrates inconsistent control in the Content dimension. The student does present a position, but it is vague given the task, which is to discuss “whether you think cyberbullying should become part of the United States criminal code.” The student did the opposite of what many other students did and focused only on the sources. Unfortunately, the essay then becomes just a summary of the sources, and not always an accurate summary. For example, the writer says, “Source 2 gave many good reasons why cyberbullying should be a criminal code,” but Source 2 rejects that idea. Even though the student is careful to reference the sources, the use of those sources is very awkward: “Another example I found in source 1 was, in the facts part again, but instead it was number 5.” The details are not carefully chosen, and there is very little development. The student makes some attempt at organization, but the weaknesses outweigh the strengths in this essay. To address some of the weaknesses, the writer should focus on how to better develop the ideas presented by the text evidence.

STYLE: 2 points

The student also demonstrates inconsistent control in the Style dimension. The word choice is generic and simple, with statements such as “people are hurting and dying,” “a bad place for kids,” and “is wrong any way you look at it.” In addition, many of the sentences are awkward and rambling: “Another reason why cyberbullying should be a criminal code is because in paragraph 4, which states how people aren;t doing anything about cyberbullying because they are blaming the internet and not the people behind the keyboard.” These problems create a weak voice and a somewhat monotonous reading.

CONVENTIONS: 2 points

This writer demonstrates inconsistent control in the Conventions dimension. There are numerous sentence formation errors, ranging from awkward syntax to comma splices and misplaced modifiers. In the area of usage, there are subject-verb agreement errors: “There’s consequences for regular bullying” and “. . . it states that if the youth has internet access and use social networks are more likely to get cyberbullying.” This last example also has an omitted word or idea, which is another usage error, along with the use of *then* for *than*, *people* for *people’s*, and *there* for *their*. A few mechanics errors and some misspellings do not suggest a pattern of errors in those areas.

Student Response #6

Cyberbullying, although a growing problem in the United States, should not be considered a crime on a federal level if even on a state level. Due to the nature of the crime, cyberbullying occurs mostly within an age group of minors which would make persecution of the crime virtually impossible. Furthermore, the federal justice system is already over flooded due to the violent crimes already occurring.

Although the severity of the crime varies case by case, as a generality cyberbullying can be viewed as a rather non-violent crime. Cases resulting in suicide or murder should be viewed differently and would most likely break harassment laws. Cyberbullying between peers should not be accepted within schools and parents should do their best to make sure their children are protected at home on the internet, but children will always undoubtedly be bullied in one form or another unless they are taught otherwise; therefore, it is necessary for our society that parents be sure to share with their children the importance of being kind and courteous to people and to treat all people the same. Persecution of a crime committed mostly by minors would be impossible. Committing minors to federal prisons or, in turn, spending tax dollars to build federal prisons for minors sounds absurd. The jurisdiction for “crimes” such as bullying, cyberbullying, etc. should be left for parents and teachers and the surrounding adults in a child's life. Not the police. As mentioned before, severe cases should be viewed not as cyberbullying but as harassment. The problem needs to be addressed, but the solution does not lie in federal prosecution. The solution to cyberbullying is educating children on the effects of their actions and properly showing them how to do the right thing.

Scores and Annotations

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

CONTENT: 1 point

This essay, although well-written, does not address the task of using specific details from both sources, which means that it cannot receive a score higher than a 1. It seems to allude to the sources at times, but without more specific references, it is not clear whether those details are the student’s ideas or come from the sources. Because writing prompts focus on evidence-based writing, it is essential that students use specific references to the sources. Though the student’s personal ideas are well-developed, a critical element of the task— citing evidence from the reading passages— is missing, which results in a score of 1 in Content.

STYLE: 3 Points

The student, however, demonstrates reasonable control in the Style dimension. Vocabulary such as “committing” and “jurisdiction” is appropriate to the task. The sentences are varied and flow smoothly from one to the next. The writer’s voice is present and well-defined, particularly in sentences such as the following: “Committing minors to federal prisons or, in turn, spending tax dollars to build federal prisons for minors sounds absurd.”

CONVENTIONS: 4 Points

The student demonstrates reasonable control of conventions. The writer includes a fragment, but it looks intentional for effect. There are a few mistakes: a missing apostrophe (“a childs life”), an omitted comma in a compound sentence, and a misspelling of the word *occurring*. Although there are some usage issues (*persecution* for *prosecution* and awkward use of *overflowed* and *generality*), overall, the essay does not demonstrate a pattern of errors in any of the language features.

Writing Task #2

Sources

As you read both sources, reflect on your own views about social networking websites.

Source 1—from the essay “Social Networking Sites and the Culture of Isolation,” written in 2010

A *social networking* site is typically defined as a website that enables individuals with common interests or social ties to form relationships or build networks with other users of the same site through email, instant messaging, and other integrated communication. The popularity of social networking sites such as Facebook, MySpace, LinkedIn, and Twitter has surged in recent years. Many people from all over the world have taken part in this social-technology trend. In 2009, people tripled the time they spent on social networking sites compared with 2008. A 2009 study by The Nielsen Company indicated social networks and blogging sites accounted for 17% of total time spent on the Internet. Nonetheless, there is reason to be concerned about the growing impact of social media use on our society and culture.

Social networking is an unfortunate term since the data actually indicates that social networking sites weaken our social lives and keep us from authentic human interaction by providing showy yet shallow communication alternatives. In an online poll, Joe Thomas of the Yahoo! Contributor Network found “social networking has led to a reduction in face time between friends, as users perceive themselves to be socially connected despite the absence of personal encounters.” Thomas concluded, “The news feed feature on Facebook and Twitter keeps users aware of the recent activities of close friends and family, in many cases eliminating the motivation for deeper interaction.” Indeed, a 2010 Stanford University study, “How the Internet is Changing Daily Life,” shows a negative correlation^[1] between time spent on social networking sites and time in offline social activities.

The cultural shift from face-to-face human interaction to online social communication has serious consequences for individuals and the quality of their interpersonal relationships. A study found that nearly 70% of college students have read posts from someone close to them that seemed like a cry for emotional help, and while most students offered support in some way, fewer than half made a personal visit. Furthermore, while 84% of students say they prefer to resolve conflicts with friends in person, nearly 70% report that they have had arguments exclusively via text messages (*Katonda News Network*). As a result, responsible, empathetic communication is a casualty of social media, as illustrated by the increasing incidences of cyber bullying and cyber ranting.

^[1] A relationship between two variables in which one variable increases as the other decreases, and vice versa.

Source 2—an article from the magazine *TechTalk*, “Study Redeems Social Networking,” written in 2011

Much has been made lately of the assertion that social networking sites (SNS) discourage social interaction and deteriorate interpersonal relationships. However, according to a new study by the Pew Internet and American Life Project, the SNS skeptics may be wrong. By exploring the links between use of SNS technologies and the social traits of tolerance, social support, and civic engagement, the study attempted to test the hypothesis that technology causes people to hole up in their pajamas and lose their ability to interact effectively when communicating in person.

The study redeems the value of Facebook by indicating its users are more than 43% as likely as other Internet users to respond affirmatively to the question, “I feel that most people can be trusted.” The study also found that Facebook users are significantly more likely to attend a political rally and to state an intention to vote than other Internet users. Additionally, Facebook users are more likely to volunteer for local organizations or visit parks and cafés. Facebook users were also found to receive more emotional support, companionship, and instrumental aid (help doing something) than other Internet users. The study concluded that Facebook users have an average of 9% more close personal confidants than other Internet users.

What’s more, as use of SNS has increased, the average number of Americans with close personal confidants has also gone up, from 1.93 close personal confidants in 2008 to 2.16 in 2011. This finding stands in direct opposition to the prevailing wisdom that SNS lead to superficial and fewer deep relationships among users.

Writing Prompt

1. After reading the sources, write a well-developed multiparagraph essay that discusses how you think social networking websites have affected the quality of people’s social lives. Use specific details from Source 1 **and** Source 2 to support your response.

Student Response #1

Today's world is universal and inner-connected. As the world grows, the method in which we communicate is expanded. International calling, emails, instant messaging; those are some of the incarnations to name a few, however, with the massive rise of the internet, much more than that is possible. The most recent of these "communication catalyst" are social networking websites. Social networking sites are disgned to connect users to other people and various social parties, while at the same time, stimulate poeple's awarness of current events, thus improving their quality of life. While social networking has succeeded in some of those efforts, it has also similarly affected people's social lives in a negative light.

Social networking sites such as Facebook and Twitter has allowed people to form new friendships and develop existing friendships through the ease and swiftness of chatting options. At the press of a button, you can be informed on family relations or the current news. With the popularitiy surging in recent years, social networking provides a sure-fire way to contact someone. According to the magazine article "Study Redeems Social Networking", "Facebook users are significantly more likely to attend a political rally...volunteer for local organizations" and are "also found to receive more emotional support...than other internet users."(Source 2). This increased relationship to the social and political world improves the quality of people's social life and are owed in part to the increase of social networking.

While the use of social netwroking websites have demonstrated great potential in connecting people to each other and the world around them, it efforts are hindered when considering the adverse effects. As people spend more time on these social networking sites, there arises a strong "absence of personal encounters."(Source 1). Social networks are typically designed to enable users to build relationships on a deeper, personal level. However, computers are incapable of feeling emotions; a text message or chat cannot capture the essence of a laugh or voice. These social networks do not measure empathy or sarcasm, anger or passion while they are simutaneously "eliminating the motivation for deeper interaction"(Source 1). Relationships without feelings, information without emotions, it is all a dangerous correlation. "A negative correlation"(Source 1). Instead of carryout out its planned role, social networking websites decrease the quality of people's lives as it can create a void between face-to-face interaction and produce negative results such as cyber bullying and onllne arguments.

Social networking websites are designed for a certain purose - a purpose in which it half-heartily fulfills. While social networking sites have affected the quality of people's social lives for the better, uniting a wide network of friends with the political and social world and providing a fast and reliable form of communication that is conducive to the growing population, it has failed to stimulate true, deep relatinships between people. In turn, they ruin the quality of people's social lives; becoming the accepted and natural form of communication and weakening the real, direct impact of voice and conversation. The loss of tangible relationship is the opportunity cost of it all, and that happens to be a cost too great.

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 of the Content dimension. The central idea is clear and logically elaborated over several paragraphs. Although there is not a lot of evidence from the sources, the details are well-chosen and relevant (such as the quotes in the second paragraph that support the pro-social network argument), and the student does a good job of analyzing and balancing the opposing arguments to come up with a unique and personal conclusion. The student quotes mostly from the first source (“absence of personal encounters,” “eliminating the motivation for deeper connections,” and “negative correlation”), which makes sense given the position the student takes in the essay. The response is well organized, with a fairly strong introduction, transitions between body paragraphs (“While the use...”), and a thoughtful conclusion that both restates the main points of the two articles and clearly articulates the student’s position.

STYLE: 4 points

The student demonstrates consistent control of the Style dimension. Sentences vary in length and structure, and quotes from the sources are skillfully inserted into running text. The overall vocabulary level is impressive. The essay not only includes some striking words (“catalyst,” “tangible”), it also has some vivid imagery (“...a text message or chat cannot capture the essence of a laugh or voice”). There is an occasional misused word (“half-heartily”), but the essay’s style is strong enough to overlook such lapses. The student’s voice is clear and engaging; there is a strong sense of an intelligent mind grappling with complex ideas.

CONVENTIONS: 4 points

The student demonstrates consistent control of Conventions. With the exception of a couple of comma splices and a sentence fragment, most sentences are well constructed and structured in a variety of ways. There are a few agreement errors (“sites...has”, “people’s social life”) and some word choice errors (“inner-connected”, “incarnations”) that suggest the student is reaching for vocabulary that hasn’t quite been mastered; overall, however, the response shows acceptable control of usage. The student has good control of punctuation and capitalization rules, particularly given the length and complexity of sentences. There are quite a few misspelled words—enough to make this a borderline score. However, the misspellings appear to be careless typos rather than a pattern of spelling errors.

Student Response #2

Several weeks ago, I watched a commercial that kept me thinking. It wasn't the purpose, which was to sell cars, but the content of the advertisement that was provoking. In the commercial, a college girl was complaining that she set up a facebook up for her parents and after several weeks, they only gained 9 friends. She muttered that they had no life while the commercial shifts to show her parents mountain biking with their friends in the wild. The commercial concluded with the college girl sitting alone in a large room, staring at puppies on facebook, stating, "this is living".

Of course, this commercial is just a screenplay to promote the vehicle that brought the parents to the Wild, but in real life, like the commercial, social networking isn't exactly "living". The fact that the creators of the commercial played on this idea indicates that many people believe that social networking does not improve the quality of life. Social networking does help people connect more easily, but in another sense it also isolates people.

By interacting via social networks, people spend less time actually interacting face to face with other people. According to Joe Thomas of the Yahoo! Contributor Network, "The news feed feature on Facebook and Twitter keeps users aware of the recent activities of close friends and family, in many cases eliminating the motivation for deeper interaction" (Social Networking Sites). These people believe that just internet, impersonal interactions is enough to sustain a great social life. However, in a study involving college students, 84% prefer to resolve conflicts in person (Social Networking Sites). A online confrontation may just as well worsen the relationship.

Because social networking is so impersonal, it is easy for cyberbullying to occur. People easily insult their friends without giving it a second thought. This ruins many relationships that decrease the quality of people's social lives.

Though social networks are becoming more and more predominant, not everyone will have an account at a site. Because most interactions nowadays occur on such sites, many non-users are left out of the loop. As social networks become even more important, the quality of the non-users' social lives will decrease even more.

Social networking, however, does facilitate communication between people, but communication through the internet is more impersonal than in person communication. There seems to be a positive correlation between Social Networking Users and positive personalities, i.e. volunteering (Study Redeems), but correlation does not imply causation. It may be that people with positive personalities are more likely to use Social Media because they can connect more easily with others.

An personal (face to face) relationship can never be replaced by an online one. Social Networking debilitates the quality of people's social lives.

Scores and Annotations

Content/Style		Conventions	
Content	3	Sentence Formation	1
		Usage	0
Style	4	Mechanics	0
		Spelling	1

CONTENT: 3 points

The student demonstrates reasonable control of the Content dimension. The central idea is fairly clear, but the supporting evidence is more repetitive than cumulative. The student brings in a few details and quotes from both sources, but there is some unevenness in the analysis of the sources. The essay starts off really well, with an excellent first paragraph that establishes the main arguments by recounting a thematically appropriate television commercial. However, the organization breaks down when the essay discusses cyberbullying and social network non-users. By placing (and only partly refuting) the counterargument near the end of the essay (“Social networking, however, does facilitate communication between people...”), the student weakens the impact of the strong position taken in the final two sentences.

STYLE: 4 points

The student demonstrates consistent control of the Style dimension. Sentences flow well, with a nice balance of compound and complex structures. Word choices are striking—*provoking*, *predominant*, *debilitates*—and there are some impressive phrases, such as “correlation does not imply causation.” The student’s voice is clear and conversational, evident most in the introduction, which creates an engaging tone throughout the essay.

CONVENTIONS: 2 points

The student demonstrates inconsistent control of Conventions. Sentences are well constructed throughout the essay. However, there are enough errors in usage—agreement errors (“interactions is”), verb shifts (“muttered...shifts”), and two article errors (“A online” and “An personal”)—to suggest some lack of control of this dimension. There is also a pattern of capitalization errors: the initial word of a sentence and the proper noun “facebook” are not capitalized, while the common nouns “Wild,” “Social Networking Users,” and “Social Media” are capitalized. There are a few misspelled words, but not enough to suggest a pattern, especially given the length of the response.

Student Response #3

Today majority of teens are actively involved in social networking websites. Some of these websites include Facebook and Twitter. Just a few years ago, social networking was not nearly as popular as it is today. In many ways, social networking websites have affected the quality of people's lives.

There are several ways, in which social networking has improved the quality of people's lives. Now, many people are connecting to long distance friends. The reason for this is because communication is much easier compared to several years ago, before the growth of social networking websites. According to the TechTalk article, people of closer relationships because of social networking. This is because it is easier to communicate with friends. Friends can now stay up to date with each other, because all they have to do is check their social networking pages. By looking at their pages, they can learn who their friends are, and what they are interested in. Another positive aspect of social networking is that now people are becoming more active in their communities. According to the Tech Talk article, "Facebook users are more likely to volunteer for local organizations." This is because many people want to be involved in their friends' lives. If their friends want to participate in community activities, then other people are more likely to as well. This is also true because information is spread around more quickly, than before social networking. It is easy to post information about upcoming events. As a result, people can easily respond and show up for events, and fun activities.

Although social networking does improve the quality of life in some ways, it also has some negative effects. According to the essay in source one, people are less likely to engage in face to face conversations. Many people find it easier to quickly comment on a person's wall, than to personally talk to them. Source one also claims that many people would rather resolve conflicts in person, but seventy percent say that the conflicts began with a text message. Another serious concern with social networking, is that a new type of bullying has evolved, called cyber bullying. Now more than ever, people are being bullied through these social networking websites. This is because, it is easier to write mean things online. Most people would not say these things to their faces. It has become easier to bully people through the internet interaction.

In some ways, social networks are making a positive difference in people's lives, but some ways are negatively affecting the quality of people's lives. Social networking is bringing people closer together, but it is also tearing relationships apart. Social networking is changing the quality of people's lives, and will continue to do so for many years to come.

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 essay contains a clear central idea, one that explains how social networking sites are both positive and negative. While this essay is fairly general, it does include adequate evidence from each source and does a good job of incorporating the quotes (“According to the essay in source one...”, “Source one also claims...”). A key strength of this essay can be found in the explanations that follow the quotes, which show the student’s understanding of the sources (“This is because many people want to be involved in their friends’ lives...”). Although the wording may be a bit repetitive (“This is because”), the explanations in the essay illustrate how students can go beyond summary and provide the elaboration required for the higher score points.

STYLE: 3 points

The student demonstrates reasonable control of the Style dimension. Even though the word choice is not especially striking, it is appropriate to the task and communicates the writer’s position. There are some interesting sentences, such as “Social networking is bringing people together, but it is also tearing relationships apart.” The sentences are generally varied, and the student’s voice is apparent although not engaging enough to merit a higher style score.

CONVENTIONS: 3 points

The student demonstrates acceptable control of Conventions. There are no serious patterns of usage errors or errors in mechanics or spelling. However, the essay does show unacceptable control of sentence formation. Throughout the essay the student interrupts the flow of the sentences with unnecessary commas (“There are several ways, in which social networking...”, “Another serious concern with social networking, is that a new type of bullying has evolved...”, “This is because, it is easier to write mean things online”) that suggest some lack of understanding of sentence structure.

Student Response #4

In recent years, the number of people using social networking sites has skyrocketed. More and more people everyday log in to Facebook and Twitter so they can see what all of their friends are up to. The increased use of social networking is starting to affect the social skills of people by decreasing the time they spend face to face with peers, greatly impairing the amount of time they spend on social interaction offline, and making them more apathetic to human emotions and interaction.

Today, it is very easy to make a friend without ever even seeing their face. There are many ways to communicate through the internet that require no facetime at all. If someone wanted to know what their friends are doing, who they are with, and where they are, they just simply need to log on to Facebook and click on their profile. The fact that a person can see what is going on around them online makes them believe that they have a great social life when in fact they just have a great social networking life.

People waste more time on the internet than in any other area of their lives. They would rather just sit on the computer all day talking to their friends than go and meet them somewhere to hang out. Online games can even take the place of athletics and recreation for some people. When everything needed to have a sort of relationship with a person is right at your fingertips, then why go outside and talk to someone in person? Social networking can even affect schoolwork because people are so addicted to the sites that they will not log off to do pencil and paper work. These sites are affecting more than just social interactions that take place offline.

Then ability to effectively communicate with other human beings is also being hurt by the social networking sites. People are losing their ability to read human emotions and their personal relationships are suffering. It is much easier for people to have a conversation over text messages, Facebook chat, and subtweets today than it is to go meet someone and talk to them face to face. The ability to read human emotion is very hard when talking to someone over the internet and there has been an increase in incidents of cyberbullying because of it. In person, it is very easy to tell when and if someone is joking, but online there is no way to tell and people are getting hurt because of it. If one person makes a rude comment about someone on Facebook, either serious or joking, people can begin to chime in and since they can not see the person they are making fun of's face, they do not know when enough is enough.

Social networking is an easy way to create superficial relationships with other people but it is no way to form deep and meaningful personal relationships with others. Human interaction in today's day and age is seriously lacking and part of that could easily be linked to the increased use of social networking sites. If they were not around, people would still be having one on one conversations face to face with their friends instead of putting their life out there for everyone to see. Human compassion is also being directly affected by the decrease in personal relationships. Social networking is not evil though, it just needs to be used in moderation.

Scores and Annotations

Content/Style		Conventions	
Content	2	Sentence Formation	1
		Usage	1
Style	4	Mechanics	1
		Spelling	1

CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. This essay is an example of a good writer ignoring an essential element of the task: incorporation of the sources. It is clear that this student has a strong opinion about the topic, but instead of using the sources to argue for a particular position, the student focuses on his or her point of view and makes only occasional mention of source details that support that point of view. The essay seems to allude to the first source in a couple of places (mentioning the idea of “face to face” connections), but there are no clear references to the second source. Although this essay is thoughtful and easy to follow, it only partially addresses the task. The low content score should remind students to make sure that they do not ignore the sources, especially when they have strong opinions about the provided topic.

STYLE: 4 points

The student demonstrates consistent control of the Style dimension. It is obvious that this student is a very competent writer. While control of Content is lacking, the control of Style is clear, especially when the writer focuses on his or her most passionate beliefs (“The increased use of social networking is starting to affect the social skills of people by decreasing the time they spend face to face with peers, greatly impairing the amount of time they spend on social interaction offline, and making them more apathetic to human emotions and interaction”). There is very good flow to the writing, and the student uses a nice variety of sentence and making them more apathetic to human emotions and interaction”). There is very good flow to the writing, and the student uses a nice variety of sentence structures. With a few exceptions, word choices are effective and appropriate to the task. The student’s voice is clear and conversational, which makes the essay engaging.

CONVENTIONS: 4 points

The student demonstrates consistent control of Conventions. Sentences are well constructed and show an appropriate level of complexity. There are a few odd word choices, but usage overall is well controlled. Aside from one capitalization error, there are no significant mechanics problems in the essay. There are a couple of misspelled words, but no pattern of errors.

Student Response #5

Truthfully I don't think that social networking sites really affect anyone, or at least they shouldn't. From personal experience, I really only use my social networks whenever I am bored. They keep you entertained and actually help you get to know other people who really don't express themselves. in person. Sure there are some downfalls to this. Some people get themselves into bullying situations and others like to talk a big game, but no one should let those people affect themselves.

In source 1, It is discussed that social networking sites harm your actual social life. That may be true for some people, but not all. Honestly, some people rather stay indoors sometimes and surf the web. So? That doesn't mean that all of those people don't have a life of their own, now does it'? I find it quite judgemental. Or maybe stereotypical. If a person would really like to see the affect of a social networking site, they should personally undergo having one of their own and see how much their life would really change.

In source 2, the author somewhat favors social networking sites. Facebook to be exact. I agree with this source. Seeing other people post statuses and pictures of what they're doing really does make the person seeing the posts want to do something of the sort. Social networking sites don't discourage you from having a life. They encourage you to go out there and do something. It's as if some of these sites were purposely created for this reason. And maybe they were. I enjoy the idea of seeing what people are up to. It gives me an idea of doing something productive. And I very much enjoy the idea of people voicing and stating their opinions.

I find that life has been better since social networking sites have entered my life. In some ways it has been negative, but that's only if you let it happen that way. I've found myself doing more productive useful things with my time, connecting with long distance friends and family, and just a lot more entertained than I used to be. I'm thankful to those who have created social networking sites. And I'm sure I'm not the only one who feels this way, either.

Scores and Annotations

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

CONTENT: 2 points

The student demonstrates inconsistent control of the Content dimension. The student’s position is clear, but it’s not supported with evidence so much as restated in several different ways. The student pulls one broad idea from each of the articles but doesn’t attempt to engage with the larger arguments in either source. The student essentially ignores the sources and focuses on his or her feelings, which are clear but not very persuasive. This is especially evident in the second paragraph, where the student’s ideas come across as a rant rather than a successful argument. There is some basic organization, but no progression of ideas.

STYLE: 2 points

The student demonstrates inconsistent control of the Style dimension. There is good alternation of shorter and longer sentences and the writing flows pretty well overall. However, the phrasing often becomes too informal for this writing context (“Sure there are some downfalls to this.... So? That doesn’t mean that all of these people don’t have a life of their own, does it?”). The student’s voice is clear and conversational, but also rather defensive throughout, which weakens the student’s position.

CONVENTIONS: 2 points

The student demonstrates inconsistent control of Conventions. Most sentences are fairly well constructed, but there are two sentence fragments and one compound sentence that is missing a subject and predicate. The level of complexity is a little below grade level overall. There are several usage errors, including shifts in address (“whenever I am bored. They keep you entertained”), faulty agreement (“no one should let those people affect themselves”), and incorrect word choice (“see the affect of a social networking site”). There are a couple of punctuation errors, but mechanics are generally well controlled. Spelling is also well controlled, with only one misspelled word.

Student Response #6

Social networking websites have affected the quality of people's social lives because, it has a big impact on teenagers as they lose focus of the school work and it causes bad outcomes on their grades. Source 1 says that social networking has led to a reduction in facetime with friends, as users perceive themselves to be socially connected despite the absence of personal encounters.

The news feed feature on Facebook and Twitter keeps users aware of the recent activities of close friends and family, in many cases eliminating the motivation for deeper interaction. The social network is sometimes a good thing because you can get very useful information off the web.

The social network is sometimes a problem teens get into conflicts with other teens on the social network. The social network also has a lot of cyber bullying. Source 1 says that the cultural shift from face to face human interaction to online social communication has serious consequences for individuals and the quality of their interpersonal relationships. A study found that nearly 70% of college students offered support in some way, fewer than half made a personal visit.

This is some of the reasons that social networking has affected the quality of people's social lives.

Scores and Annotations

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

CONTENT: 1 point

The student demonstrates little control of the Content dimension. There is an attempt to establish a personal position in the first sentence, but rather than construct an argument for that position, the student largely copies or paraphrases details from the first source. The student doesn't reference the second source at all.

STYLE: 1 point

The student demonstrates little control of the Style dimension. Words are used incorrectly (“an” for “and”), and the awkward sentence structure makes the essay difficult to read. The only clearly phrased segments of the response are copied directly from Source 1.

CONVENTIONS: 1 point

The student demonstrates little control of Conventions. The sentences not copied from the source document contain a variety of syntax errors, agreement errors, and word formation errors. Several high-frequency words are misspelled. However, there are only a couple of punctuation and capitalization errors, earning a point for mechanics.

SESSIONS 2 AND 3: MULTIPLE-CHOICE QUESTIONS

Sessions 2 and 3 of the EOC English III test include passage-based reading and vocabulary questions, plus a set of discrete questions that address language and another set that addresses research skills. 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, Language, and Research). 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 and evaluation. The passage-based questions on the test help determine the student's ability to

- determine two or more themes or central ideas of a text and analyze their development;
- analyze the author's choices (structure, point of view, purpose, vocabulary, etc.), how they interact, and how they relate to the meaning of the text;
- analyze and evaluate the effectiveness of the author's arguments; and
- provide strong and thorough textual evidence to support analysis of a text.

Four reading passages (literary and informational), representing a range of American literature from the Colonial period through the early twentieth century, will appear in these two sessions. The reading sections emphasize a student's ability to show understanding of a text, not what a student knows about American literary periods, which means that answering the items does not require prior knowledge.

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

Sample Reading Passage

Here is an excerpt from an autobiography published in 1922. Although the author calls herself Mary in the passage, the full identity of the author is never revealed.

The Log-Cabin Lady: An Anonymous Autobiography

I was born in a log cabin. I came to my pioneer mother in one of Wisconsin's bitterest winters.

The first thing I remember is being grateful for windows. I was three years old. My mother had set me to play on a mattress carefully placed in the one ray of sunlight streaming through the one glass window of our log cabin. Baby as I was, I had ached in the agonizing cold of a pioneer winter. Lying there, warmed by that blessed sunshine, I was suddenly aware of wonder and joy and gratitude. It was gratitude for glass, which could keep out the biting cold and let in the warm sun.

My father was a schoolteacher from New England, where his family had taught the three Rs and the American Constitution since the days of Ben Franklin. My mother was the daughter of a hardworking Scotch immigrant. Father's family set store on ancestry. Mother's side was more practical.

The year before my birth, these two young people had started West in a prairie schooner to stake a homestead claim. Father's chest held a dictionary, Bancroft's *History of the United States*, several books of mathematics, *Plutarch's Lives*,^[1] a history of Massachusetts, a leather-bound file of Civil War records, Thackeray's *Vanity Fair*,^[2] Shakespeare in two volumes, and *The Legend of Sleepy Hollow*. My mother took a Bible.

5 I can still quote pages from every one of those books. Until I was fourteen, I saw no others, except a primer, homemade, to teach me my letters. Because *Vanity Fair* contained simpler words than the others, it was given me first, so at the age of seven I was spelling out pages of the immortal Becky.^[3] My mother did not approve, but father laughed and protested that the child might as well begin with good things.

After mother's eighth and last baby, she lay ill for a year. The care of the children fell principally on my young shoulders. One day I found her crying.

^[1] a collection of biographies of famous Greeks and Romans, originally written in Latin during the late first century

^[2] a satirical and very popular British novel, first published in 1848

^[3] Becky Sharp, the heroine of *Vanity Fair*

“Mary,” she said, with a tenderness that was rare, “if I die, you must take care of all your brothers and sisters. You will be the only woman within eighteen miles.”

I was ten years old.

10 That night and many other nights I lay awake, trembling at the possibility of being left the only woman within eighteen miles.

But mother did not die. I must have been a sturdy child, for, with the little help father and his homestead partner could spare, I kept that home going until she was strong again.

Every fall the shoemaker made his rounds through the country, reaching our place last, for beyond us lay only untamed forest and wild beasts.

His visit thrilled us more than the arrival of any king today. We had been cut off from the world for months. The shoemaker brought news from neighbors eighteen, forty, sixty, even a hundred and fifty miles away. Usually he brought a few newspapers too, treasured afterward for months. He remained a royal guest, for many days, until all the family was shod.

Up to my tenth birthday, we could not afford the newspaper subscription. But after that, times were a little better, and the *Boston Transcript* began to come at irregular intervals. It formed our only tie with civilization, except for the occasional purely personal letter from “back home.”

By the time I was fourteen, three tremendous events had marked my life: sunlight through a windowpane, the log-rolling on the river when father added two rooms to our cabin, and the night I thought mother would die and leave me the only woman within eighteen miles.

15 But there was a fourth event that was the most tremendous. One night father hurried in without even waiting to unload or water his horses. He handed my mother a letter. Our Great-Aunt Martha had willed father her household goods and personal belongings and a modest sum that to us was a fortune. Someone back East “awaited his instructions.” Many discussions followed, but in the end my mother gained her way. Great-Aunt Martha’s household goods were sold at auction. Father, however, insisted that her “personal belongings” be shipped to Wisconsin.

After a long, long wait, one day father and I rose at daybreak and rode thirty-six miles in a springless wagon, over ranchmen’s roads to the nearest express station, returning with a trunk and two packing cases. It was a solemn moment when the first box was opened. Then mother gave a cry of delight. Sheets and bedspreads edged with lace! Real linen pillowcases with crocheted edgings. Soft woolen blankets and bright handmade quilts.

Two heavy, lustrous tablecloths and two dozen napkins, one white set hemmed, and one red-and-white, bordered with a soft fringe.

What the world calls wealth has come to me in after years. Nothing ever equaled in my eyes the priceless value of Great-Aunt Martha's "personal belongings."

I was in a seventh heaven of delight. My father picked up the books and began to read, paying no attention to our exclamations over dresses and ribbons, the boxful of laces, or the little shell-covered case holding a few ornaments in gold and silver and jet.

We women did not stop until we had explored every corner of that trunk and the two packing boxes. Then I picked up a napkin.

20 "What are these for?" I asked curiously.

My father slammed his book shut. I had never seen such a look on his face.

"How old are you, Mary?" he demanded suddenly.

I told him that I was going on fifteen.

"And you never saw a table napkin?"

25 His tone was bitter and accusing. I didn't understand—how could I? Father began to talk, his words growing more and more bitter. Mother defended herself hotly. Today, I know that justice was on her side. But in that first adolescent self-consciousness, my sympathies were all with father. Mother had neglected us—she had not taught us to use table napkins! Becky Sharp used them. People in history used them.

From that time on, we used napkins and a tablecloth on Sundays.

Reading Items and Annotations

Sample Reading Item #1

Anchor Standard: Reading Informational Text, Key Ideas and Details

Louisiana Student Standard RL.11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

This excerpt is **best** summarized as

- A. a collection of anecdotes about pioneers.
- B. a young girl’s ideas about cultural values.
- C. a critique of nineteenth-century customs.
- D. a narrative of events in a young girl’s life.

Correct Answer: D

This item requires students to identify an objective summary of the text.

Option A is too broad; while the excerpt does depict pioneer life, it is focused solely on the experiences of a single pioneer family and on the coming of age of its narrator, so “a collection of anecdotes” is not an accurate description. Option B is too narrow; although some of the narrator’s ideas about cultural values are mentioned, that is not a primary focus of the excerpt. Option C is not supported by the passage: there is no explicit or implied critique of nineteenth-century customs evident in this excerpt.

Option D is the correct answer. The passage is clearly a recollection of events in Mary’s young life.

Sample Reading Item #2

Anchor Standard: Reading Informational Text, Craft and Structure

Louisiana Student Standard RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Read these sentences from paragraph 3.

Father’s family set store on ancestry. Mother’s side was more practical.

What does *set store on* mean in this context?

- A. valued
- B. negotiated
- C. left behind
- D. traded for

Correct Answer: A

This item requires students to identify the meaning of a figurative expression based on context clues.

Options B, C, and D are all contextually inappropriate.

Option A is the correct answer. To *set store on* means to value or consider important, a meaning that is contextually suggested by the narrator’s comment that her father’s family had taught school in New England “since the days of Ben Franklin.”

Sample Reading Item #3

Anchor Standard: Reading Informational Text, Craft and Structure

Louisiana Student Standard RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Read paragraph 9.

I was ten years old.

The author placed this sentence in a paragraph by itself **most likely** to

- A. emphasize how young Mary was to have taken on such responsibilities.
- B. provide a time frame to make it easy to follow the sequence of events.
- C. illustrate how calm Mary remained concerning her mother's illness.
- D. make clear for modern readers the greater maturity of pioneer children.

Correct Answer: A

This item requires students to evaluate the effect of a structural choice made by the author.

Option B might be reasonable if the narrator used a similar technique throughout the passage to keep track of other significant events, but that is not how the rest of the passage is organized.

Options C and D are contradicted in the next paragraph of the passage; the narrator admits that she was extremely frightened by the prospect of losing her mother to illness, just as a modern girl would be.

Option A is the correct answer. Presenting this sentence in a paragraph by itself, surrounded by white space, emphasizes the stark and terrible reality that the narrator faced at a very young age.

Sample Reading Item #4

Anchor Standard: Reading Informational Text, Key Ideas and Details

Louisiana Student Standard RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

What connection can be drawn between the narrator’s memories of “the immortal Becky” in paragraph 5 and the “seventh heaven of delight” she recalls in paragraph 18?

- A. They both depict occasions when the narrator had to overcome her mother’s disapproval.
- B. They both illustrate the narrator’s tendency to exaggerate her emotional reactions as a child.
- C. They both represent moments when the narrator’s understanding of the world expanded.
- D. They both reflect how few pleasures the narrator was able to enjoy as a child.

Correct Answer: C

This item requires students to recognize how events interact over the course of the text and deepen the reader’s understanding of the meaning of those events.

Option A may be true of the first memory, but it is clearly not true of the second. There is no textual evidence to support Option B; the narrator is more often stoic than exaggerated in her recollection of the hardships her family faced. Option D may seem true from our contemporary perspective, but it is not supported by the text; the narrator seems to have found great pleasure in simple things like warm sunlight through a window and the annual visit of the shoemaker.

Option C is the correct answer. Reading the books that her parents carried with them to Wisconsin and rummaging through her aunt’s personal belongings were both critical events where the narrator’s life on the frontier opened up to the possibilities of a wider and more cultured world.

Sample Reading Item #5

Anchor Standard: Reading Informational Texts, Key Ideas and Details

Louisiana Student Standard RI.11-12.1: Cite strong, thorough, and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Louisiana Student Standard RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Which two details in the passage **best** capture the contrast in the values of Mary’s parents?

- A. their preparations for moving West and response to family illnesses
- B. their cultural background and choice of reading materials
- C. their treatment of the shoemaker and reaction to Aunt Martha’s belongings
- D. their discussion about Aunt Martha’s napkins and regard for newspapers

Correct Answer: B

This item requires students to identify textual evidence that supports a complex set of ideas about key individuals in a text.

Each option includes one plausible detail, but only one option contains two correct details. The first detail in Option A is plausible because the passage mentions the different things the mother and father packed (which might suggest what they value), but the second detail is not discussed in the passage. Option C is not correct because the parents don’t disagree about the shoemaker, so there is no contrast in values evident in that detail. Option D also contains a similar distractor by including the detail about reading newspapers, which did not represent a difference in the parents’ values; the passage mentions that the newspapers were “treasured afterward for months.”

Option B is the correct answer. It is the only option that includes two details that show the contrast in the parents’ values. Paragraph 3 mentions their cultural background (father “from New England” and mother “the daughter of a hardworking Scotch immigrant”) and how their families shaped their values: “Father’s family set store on ancestry. Mother’s side was more practical.” Paragraphs 4 and 6 discuss the difference in their reading preferences and the mother’s disapproval of the books the father gave to Mary.

Sample Reading Item #6

Anchor Standard: Reading Informational Text, Craft and Structure

Louisiana Student Standard RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is considered particularly effective, analyzing how style and content contribute to the student interpretation of power, persuasiveness, or beauty of the text.

What do paragraphs 18 through 26 convey about the narrator’s point of view in this passage?

- A. Her memory of this event is suspect because she didn’t fully understand what was happening at the time.
- B. She recounts this event both as she remembers it as a child and as she perceives it as an adult.
- C. She tells this story both from her mother’s perspective and from her father’s to show how different they were.
- D. The story reveals more about her feelings toward her parents than it does about her growing knowledge of the world.

Correct Answer: B

This item requires students to determine how the author’s point of view influences the structure and effectiveness of the text.

Option A is not supported by the text; while the narrator admits to imperfect understanding of the situation at the time, she clearly understands it much better as an adult. Option C is obviously not true, as the entire text is written from the narrator’s first-person perspective. Option D is not the best answer because—although we *do* learn something about the narrator’s feelings about her parents and how they have changed over time—we learn *more* about how the narrator’s knowledge of the world is expanded through this experience.

Option B is the correct answer. Much of the richness of this excerpt is due to the way that the narrator combines a child’s perspective on frontier life— her gratefulness for windows, for example—with her mature perspective on the hardships and austerity that life on the frontier required.

Language Items and Annotations

This part of the EOC English III 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 EOC English III test.

Sample Language Item #1

Anchor Standard: Language, Conventions of Standard English

Louisiana Student Standard L.7.1c: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Read this section of a student’s essay about his experience working on the school newspaper.

My first day on the newspaper staff was rather productive. After listening to the club sponsor, the chairs were moved so the staff could start working on their assignments. I received a pretty simple task; I would be taking pictures of the homecoming activities.

Which is the correct way to revise the underlined sentence?

- A. No change.
- B. So the staff could start working on their assignments, the chairs were moved after listening to the club sponsor.
- C. After listening to the club sponsor and moving the chairs, the assignments were started on by the staff.
- D. After listening to the club sponsor, the staff moved the chairs so they could start working on the assignments.

Correct Answer: D

This item requires students to recognize and correct a dangling modifier.

Option A is incorrect because the underlined sentence contains a dangling modifier, which must be addressed. Option B is not correct because moving the phrase “after listening to the club sponsor” to the end of the sentence does not fix the problem; in this location, the phrase is still modifying “chairs.” Option C is not correct because adding “moving the chairs” to the introductory phrase does not fix the problem; “moving the chairs” cannot logically modify “the assignments,” either.

Option D is the correct answer. The staff is listening to the club sponsor and moving the chairs.

Sample Language Item #2

Anchor Standard: Language, Conventions of Standard English

Louisiana Student Standard L.11-12.2a: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.

Which sentence is punctuated correctly?

- A. For low priced, used clothes, Jenna likes to shop at a store that is a bit out of the way.
- B. The vintage dress Jenna is wearing comes from an out of the way store she happened to find.
- C. Jenna likes to shop at an out-of-the-way store that sells low-priced, used clothes.
- D. Jenna’s favorite store has really low prices, but it’s so out-of-the-way that I never go with her.

Correct Answer: C

This item requires students to identify the correct hyphenation of compound adjectives.

Option A is not correct because “low priced” is a compound adjective in this sentence and is not hyphenated. Option B is not correct because “out of the way” is a compound adjective in this sentence and should be hyphenated. Option D is not correct because “out-of-the-way” is serving as a complement in this sentence and doesn’t appear before a noun, so it should not be hyphenated.

Option C is the correct answer. Both “out-of-the-way” and “low-priced” are used as adjectives in this sentence, so they should be hyphenated.

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
- The narrowing or broadening of a topic of inquiry
- The synthesis of multiple sources on a subject
- Gathering relevant information
- Assessing the strengths and limitations of sources
- 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 EOC English III test.

Sample Research Item #1

Anchor Standard: Writing, Research to Build and Present Knowledge

Louisiana Student Standard W.11-12.7: 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.

Jonas is writing down ideas for a research paper on the Civil Rights Movement. Which is the **best** question for him to ask to guide his research?

- A. When and where did the Freedom Rides take place?
- B. How many people participated in the March on Washington?
- C. What were the methods and goals of civil rights activists?
- D. What was the most important event in the Civil Rights Movement?

Correct Answer: C

This item requires students to identify a suitable self-generated research question.

Options A and B are not correct because they are too simple and easily answered; they will not support a sustained research project. Option D is not the best research question because the answer will depend more on perspective and opinion than on objective analysis and evidence.

Option C is the correct answer. This question is most likely to lead to a rich and meaningful research project.

Sample Research Item #2

Anchor Standard: Writing, Research to Build and Present Knowledge

Louisiana Student Standard W.11-12.8: 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, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Terrell is writing a report on crime and punishment in early pilgrim colonies. Which set of results from a library catalog search will likely supply the **most relevant** titles for his research?

- A. pilgrims (New Plymouth Colony)—religious practices [8 titles]
- B. pilgrims (New Plymouth Colony)—genealogy and lineage [4 titles]
- C. pilgrims (New Plymouth Colony)—society and customs [5 titles]
- D. pilgrims (New Plymouth Colony)—history [7 titles]

Correct Answer: C

This item requires students to assess the strengths and limitations of a list of possible sources in terms of their relevance to a particular research task.

The titles in Option A might provide some interesting information (since at least some crime and punishment in Pilgrim society would be related to religious beliefs and behaviors), but the focus of these titles will probably be on matters less relevant to his research topic than other collections of titles. The titles in Option B are not likely to provide any information about crime and punishment in pilgrim colonies. Option D is not the best answer because these titles are likely to be too general for Terrell’s purposes.

Option C is the correct answer. Titles focused on pilgrim society and customs are most likely to provide Terrell with information relevant to his research topic.