

Preview of Common Core State Standards Sample EAGLE Items

Grades 11 & 12
English Language Arts

November 16, 2012



Grades 11-12

This set examines two complex texts that present different understandings of the idea of “wealth.” It offers students the opportunity to work with challenging texts to determine the central ideas of the texts and how the authors develop those ideas. A complete set would offer students more opportunities to examine specific word choices and other language techniques. In this sample set, we provide one technology-enhanced item, a three-part item that builds knowledge leading to a more thorough understanding of the text, and a culminating essay that compares the two texts.

Read the novel excerpt and the sonnet. Then answer the questions that follow.

*from **Brave and Bold***

by Horatio Alger, Jr.

There was a thumping of feet, mingled with a clapping of hands, as the professor closed his speech, and a moment later a boy of sixteen, occupying one of the front seats, rose, and, advancing with easy self-possession, drew from his pocket a gold pencil case, containing a pencil and pen, and spoke as follows:

"Professor Granville, the members of your writing class, desirous of testifying their appreciation of your services as teacher, have contributed to buy this gold pencil case, which, in their name, I have great pleasure in presenting to you. Will you receive it with our best wishes for your continued success as a teacher of penmanship?"

With these words, he handed the pencil case to the professor and returned to his seat.

The applause that ensued was terrific, causing the dust to rise from the floor where it had lain undisturbed till the violent attack of two hundred feet raised it in clouds, through which the figure of the professor was still visible, with his right arm again extended.

"Ladies and gentlemen," he commenced, "I cannot give fitting utterance to the emotions that fill my heart at this most unexpected tribute of regard and mark of appreciation of my humble services. Believe me, I shall always cherish it as a most valued possession, and the sight of it will recall the pleasant, and, I hope, profitable hours which we have passed together this winter. To you, in particular, Mr. Rushton, I express my thanks for the touching and eloquent manner in which you have made the presentation, and, in parting with you all, I echo your own good wishes, and shall hope that you may be favored with an abundant measure of health and prosperity."

This speech was also vociferously applauded. It was generally considered impromptu, but was, in truth, as stereotyped as the other. Professor Granville had on previous occasions been the recipient of similar testimonials, and he had found it convenient to have a set form of acknowledgment. He was wise in this, for it is a hard thing on the spur of the moment suitably to offer thanks for an unexpected gift.

"The professor made a bully^[1] speech," said more than one after the exercises were over.

"So did Bob Rushton," said Edward Kent.

"I didn't see anything extraordinary in what he said," sneered Halbert Davis. "It seemed to me very commonplace."

"Perhaps you could do better yourself, Halbert," said Kent.

"Probably I could," said Halbert, haughtily.

"Why didn't you volunteer, then?"

"I didn't care to have anything to do with it," returned Halbert, scornfully.

"That's lucky," remarked Edward, "as there was no chance of your getting appointed."

"Do you mean to insult me?" demanded Halbert, angrily.

"No, I was only telling the truth."

Halbert turned away, too disgusted to make any reply. He was a boy of sixteen, of slender form and sallow^[2] complexion, dressed with more pretension than taste. Probably there was no boy present whose suit was of such fine material as his. But something more than fine clothes is needed to give a fine appearance, and Halbert's mean and insignificant features were far from rendering him attractive, and despite the testimony of his glass, Halbert considered himself a young man of distinguished appearance, and was utterly blind to his personal defects.

What contributed to feed his vanity was his position as the son of the richest man in Millville. Indeed, his father was superintendent^[3], and part owner, of the great brick factory on the banks of the river, in which hundreds found employment. Halbert found plenty to fawn upon him, and was in the habit of strutting about the village, swinging a light cane, neither a useful nor an ornamental member of the community.

After his brief altercation with Edward Kent, he drew on a pair of kid gloves, and looked about the room for Hester Paine, the lawyer's daughter, the reigning belle among the girls of her age in Millville. The fact was that Halbert was rather smitten with Hester, and had made up his mind to escort her home on this particular evening, never doubting that his escort would be thankfully accepted.

But he was not quick enough. Robert Rushton had already approached Hester, and said, "Miss Hester, will you allow me to see you home?"

"I shall be very glad to have your company, Robert," said Hester.

Robert was a general favorite. He had a bright, attractive face, strong and resolute when there was occasion, frank and earnest at all times. His clothes were neat and clean, but of a coarse, mixed cloth, evidently of low price, suiting his circumstances, for he was poor, and his mother and himself depended mainly upon his earnings in the factory for the necessaries of life. Hester Paine, being the daughter of a well-to-do lawyer, belonged to the village aristocracy, and so far as worldly wealth was concerned, was far above Robert Rushton. But such considerations never entered her mind, as she frankly, and with real pleasure, accepted the escort of the poor factory boy.

Scarcely had she done so when Halbert Davis approached, smoothing his kid gloves and pulling at his necktie.

"Miss Hester," he said, consequentially, "I shall have great pleasure in escorting you home."

"Thank you," said Hester, "but I am engaged^[4]."

"Engaged!" repeated Halbert. "And to whom?"

"Robert Rushton has kindly offered to take me home."

"Robert Rushton!" said Halbert, disdainfully. "Never mind. I will relieve him of his duty."

"Thank you, Halbert," said Robert, who was standing by, "I won't trouble you. I will see Miss Paine home."

"Your escort was accepted because you were the first to offer it," said Halbert.

"Miss Hester," said Robert, "I will resign in favor of Halbert, if you desire it."

"I don't desire it," said the young girl, promptly. "Come, Robert, I am ready if you are."

With a careless nod to Halbert, she took Robert's arm and left the schoolhouse. Mortified and angry, Halbert looked after them, muttering, "I'll teach the factory boy a lesson. He'll be sorry for his impudence yet."

^[1] excellent

^[2] sickly, yellowish color

^[3] manager

^[4] have accepted someone else's offer but not of marriage

Sonnet 29
by William Shakespeare

When, in disgrace with fortune and men's eyes,
I all alone beweepe my outcast state
And trouble deaf heaven with my bootless cries
And look upon myself and curse my fate,
Wishing me like to one more rich in hope,
Featured like him, like him with friends possess'd,
Desiring this man's art and that man's scope,^[1]
With what I most enjoy contented least;
Yet in these thoughts myself almost despising,
Haply I think on thee, and then my state,
Like to the lark at break of day arising
From sullen earth, sings hymns at heaven's gate;
For thy sweet love remember'd such wealth brings
That then I scorn to change my state with kings.

^[1] a person's future or outlook on life

UIN:	E211-12001	Subject:	ELA	Grade:	11-12	Item Type:	Drag and Drop and SA		
CCSS:	RL.11-12.1 RL.11-12.3	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).							
MC Key:		Item Name:	BB Character Analysis	# Art Pieces:	0	Est. Difficulty:	M	DOK	3
Points:		Accommodations:		Scoring Method:	Mixed				
Passage Title(s):	The Brave and Bold								
Source info:	http://www.gutenberg.org/files/9990/9990-h/9990-h.htm								

Part A

The author of the excerpt sets up a contrast between two young men, Halbert Davis and Robert Rushton. Identify examples from the text that best capture the differences between these two characters. Consider their physical differences, as well as their background and actions. For each character, highlight **three** lines from the text and drop them into the appropriate spaces below.

Lines from the text that best capture Halbert Davis	Lines from the text that best capture Robert Rushton
1:	1:
2:	2:
3:	3:

Part B

By setting up this contrast, what does the author seem to be saying about wealth?

UIN:	E211-12002	Subject:	ELA	Grade:	11-12	Item Type:	SA		
CCSS:	RL.11-12.2 RL.11-12.1	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
MC Key:	D	Item Name:	Sonnet 29 Synthesis and Analysis	# Art Pieces:	0	Est. Difficulty:	M	DOK	3
Points:	5 (1+2+2)	Accommodations:				Scoring Method:	Mixed		
Passage Title(s):	Sonnet 29								
Source info:	http://shakespeare-online.com/sonnets/29.html								

Part A

Read the paraphrase of the first four lines of Shakespeare’s “Sonnet 29.”

**When I have lost my money and social status, I am truly all alone.
Although I pray for help, my cries go unanswered, and I feel hopeless.**

Select the **best** paraphrase for lines 5 through 8.

- A. If I resembled a man who had hope and friendship, and if I had his talents and a bright future, I would be happy.
- B. I am like someone rich and hopeful, with fine features and many friends. I do not desire art or a better future because I am already happy.
- C. Even if I had more money, hope, better looks, and more friends, I would still not be happy.
- D. It is not hope, friendship, talent, or one’s future that decides happiness, it is contentment with what you have.

Part B

Paraphrase lines 9 through 14, and write your paraphrase below.

Part C

Identify two central ideas presented in the sonnet, and briefly explain how these ideas are related.

UIN:	E211-12003	Subject:	ELA	Grade:	11-12	Item Type:	WP		
CCSS:	RL.11-12.5 W.11-12.2a-f W.11-12.9a-b L.11-12.1a-b L.11-12.2a-b	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply <i>grades 11-12 Reading standards</i> to literature. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
MC Key:		Item Name:	The Brave and Bold and Sonnet 29	# Art Pieces:	0	Est. Difficulty:	H	DOK	3
Points:	4	Accommodations:		Scoring Method:		HS			
Passage Title(s):	The Brave and Bold Sonnet 29								
Source info:	http://www.gutenberg.org/files/9990/9990-h/9990-h.htm http://shakespeare-online.com/sonnets/29.html								

Both the novel excerpt from *The Brave and Bold* and the poem “Sonnet 29” explore ideas of “wealth.” In a well-developed multiparagraph essay, analyze each author’s understanding of wealth and how each author conveys that understanding through the structure of the text and its language. Be sure to use evidence from each text as support and follow the conventions of standard written English.

Sample Constructed-Response Item Rubrics

Grades 11 & 12

These are the rubrics and sample responses for the constructed-response **Common Core State Standards Sample EAGLE Items** for Grades 11 and 12. These items require a teacher/scorer to hand-score the responses. The rubrics provide guidance to the scorer who must bring his or her own expertise to the task. The sample responses offer one or two ideal responses for each constructed-response item. Other exemplary responses are possible.

Item 1B

Exemplary Response

The author uses the contrast of the two characters to illustrate that having wealth does not make someone better than anyone else. Though Halbert was wealthy, he was also prideful and rude. Robert Rushton may have been poor, but he was polite, honest, and hardworking.

or

The contrast between Halbert Davis and Robert Rushton shows that a generous personality and kind nature are more attractive than social status and expensive clothes.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student explains what the author seems to be saying about wealth by setting up the contrast.
1	The response is not complete or is only partially correct. The student does not fully explain what the author seems to be saying about wealth by setting up the contrast, or includes minor errors in the interpretation or representation of the text.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 2B

Exemplary Response

Just when I am beginning to really feel unhappy with my life, I think about you. When I think about how you love me, I realize how blessed I am. Just like birds rising up to the sky and singing with happiness, I come out of sadness and into joy. I even think I wouldn't change places with a king.

or

Right when I feel really bad about myself, I remember that you love me. As soon as I get that in my head, I feel so much better. It's like I'm a bird that is glad to be alive. I'm so proud of who I am at that moment, I wouldn't even want to be king.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student paraphrases lines 9 through 14 in the sonnet.
1	The response is not complete or is only partially correct. The student does not fully paraphrase lines 9 through 14 in the sonnet, or includes minor errors in the interpretation or representation of the text.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 2C

Exemplary Response

Two central ideas in the poem are jealousy and love. People are often jealous of each other, but loving someone else helps us rise above jealousy.

or

The sonnet talks about wealth and status as well as jealousy. Because we want to be rich and have status, we sometimes feel jealous and angry at others who have the things we want.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student identifies two central ideas presented in the sonnet and briefly explains how these ideas are related.
1	The response is not complete or is only partially correct. The student does not identify two central ideas presented in the sonnet and briefly explain how the ideas are related, or includes minor errors in the interpretation or representation of the text.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 3

Exemplary Response

Both *Brave and Bold* and “Sonnet 29” discuss wealth and our reactions to it. *Brave and Bold* uses the story of two boys to illustrate how money can influence someone in a bad way. “Sonnet 29” is a poem that talks about the author’s own experience with wealth and jealousy. Both pieces of literature show that wealth can have a negative effect on people, but we can choose to rise above our jealousy and bad feelings.

Brave and Bold tells the story of two boys, Halbert Davis and Robert Rushton. Halbert is the son of the richest man in town, but Robert’s father is a poor factory worker. Halbert believes that his wealth makes him better than Robert. However, the author uses description to show that this is not true. For example, “Robert was a general favorite. He had a bright, attractive face, strong and resolute when there was occasion.” Halbert, the rich boy, was skinny and unattractive. The use of opposite words like “attractive” and “sallow” show an important comparison. Robert is continually chosen to give important speeches and represent his class, but Halbert pretends not to care about these things. Clearly, the writer of *Brave and Bold* is trying to illustrate that personality and dedication are more important than how rich your father is.

“Sonnet 29” also discusses issues around wealth. The speaker in the poem describes being upset and angry over not having money or status. He talks about wanting other people’s good looks or artistic skills. He finds himself not appreciating his own strengths. However, when he thinks of his love, he realizes that these feelings are not important. Love itself is his wealth, and he would not “change my state with kings.” The use of words like “lark at break of day arising” and “sings hymns at heaven’s gate” shows the power of love over sad feelings. Similar to *Brave and Bold*, “Sonnet 29” shows that there are things of greater value than money or social status.

In conclusion, these two works of literature both explore ideas about wealth. *Brave and Bold* shows issues of wealth by telling a story, while “Sonnet 29” uses poetry. The two works also use language and word choice to make their ideas clear. With its descriptive characters, *Brave and Bold* helps us understand that wealth doesn’t necessarily make a person good. Rather, as Robert Rushton illustrates, character and dedication are more important. “Sonnet 29” also shows that there is something more powerful than money: Love makes the writer soar and forget about wealth and status.

or

any other valid response

Scoring Rubric

Score	Description
4	<p>The response is complete and correct.</p> <ul style="list-style-type: none">• In a well-developed, multiparagraph essay, the student analyzes each author’s understanding of wealth and how each author conveys that understanding through the structure of the text and its language.• The student uses details from both sources to support the response.• Errors in the conventions of standard English are minimal.

3	<p>The response shows a general understanding, but is incomplete.</p> <ul style="list-style-type: none"> • The student does not fully analyze each author’s understanding of wealth and how each author conveys that understanding through the structure of the text and its language, OR uses details from only one source in support of the response. • Minor errors in the conventions of standard English may be present, but do not impair readability.
2	<p>The response shows partial understanding, and is incomplete or incorrect in an important element.</p> <ul style="list-style-type: none"> • The student only partially analyzes each author’s understanding of wealth and how each author conveys that understanding through the structure of the text and its language, OR uses details from only one source in support of the response. • Many errors in the conventions of standard English are present and may somewhat inhibit understanding.
1	<p>The response shows minimal understanding and is significantly incomplete or incorrect in important elements.</p> <ul style="list-style-type: none"> • The student only minimally analyzes each author’s understanding of wealth and how each author conveys that understanding through the structure of the text and its language, OR does not use evidence in support of the response. • Errors in the conventions of standard English are significant and the reader struggles to understand.
0	<p>The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.</p>