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ISTEP+ Applied Skills Sample for Classroom Use

ISTEP+ English Language Arts Assessment for Grade 10
Part 1 (March) Session Information

This document provides examples of the types of items on *the ISTEP+ Part 1 (Applied Skills) Assessment*. The sample items can serve as models when teachers are constructing items for classroom assessment. It should be noted that this document is not a practice test.

On this website, <http://www.doe.in.gov/assessment/istep-grade-10>, you may access other critical English/Language Arts information related to the ISTEP+ Assessments, such as:

- Test Blueprints
- Instructional and Assessment Guidance
- WebEx recordings and accompanying PowerPoint presentations located in the Item Samplers section
- English/Language Arts Rubrics, Rubric Guidelines, Editing Checklist

ISTEP+ Part 1 English/Language Arts Assessment
Grade 10
Session Information

Constructed-Response Session

- ❖ Includes a nonfiction or literature passage for students to read.
- ❖ Includes several Constructed-Response reading comprehension questions that will ask about the passage. They will be scored using the 2-point Constructed-Response rubric.

Writing-Prompt Session

- ❖ Includes a nonfiction or literature passage or pair of passages for students to read.
- ❖ Includes several Multiple-Choice reading comprehension questions that will ask about the passage or pair of passages and scaffold to the Writing Prompt.
- ❖ Includes a Writing Prompt that will be a narrative, informative, or argumentative response based on the passage or pair of passages. It will be scored using the 6-point Writing Rubric and the 4-point Grammar and Usage Rubric.

Explosion of the Space Shuttle *Challenger* Address to the Nation, January 28, 1986

by President Ronald W. Reagan

1 Ladies and gentlemen, I'd planned to speak to you tonight to report on the state of the Union, but the events of earlier today have led me to change those plans. Today is a day for mourning and remembering.

2 Nancy and I are pained to the core by the tragedy of the shuttle Challenger. We know we share this pain with all of the people of our country. This is truly a national loss.

3 Nineteen years ago, almost to the day, we lost three astronauts in a terrible accident on the ground. But we've never lost an astronaut in flight; we've never had a tragedy like this. And perhaps we've forgotten the courage it took for the crew of the shuttle; but they, the Challenger Seven, were aware of the dangers, but overcame them and did their jobs brilliantly. We mourn seven heroes: Michael Smith, Dick Scobee, Judith Resnik, Ronald McNair, Ellison Onizuka, Gregory Jarvis, and Christa McAuliffe. We mourn their loss as a nation together.

4 For the families of the seven, we cannot bear, as you do, the full impact of this tragedy. But we feel the loss, and we're thinking about you so very much. Your loved ones were daring and brave, and they had that special grace, that special spirit that says, "Give me a challenge and I'll meet it with joy." They had a hunger to explore the universe and discover its truths. They wished to serve, and they did. They served all of us.

5 We've grown used to wonders in this century. It's hard to dazzle us. But for 25 years the United States space program has been doing just that. We've grown used to the idea of space, and perhaps we forget that we've only just begun. We're still pioneers. They, the members of the Challenger crew, were pioneers.

6 And I want to say something to the schoolchildren of America who were watching the live coverage of the shuttle's takeoff. I know it is hard to understand, but sometimes painful things like this happen. It's all part of the process of exploration and discovery. It's all part of taking a chance and expanding man's horizons. The future doesn't belong to the fainthearted; it belongs to the brave. The Challenger crew was pulling us into the future, and we'll continue to follow them.

7 I've always had great faith in and respect for our space program, and what happened today does nothing to diminish it. We don't hide our space program. We don't keep secrets and cover things up. We do it all up front and in public. That's the way freedom is, and we wouldn't change it for a minute.

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8 We'll continue our quest in space. There will be more shuttle flights and more shuttle crews and, yes, more volunteers, more civilians, more teachers in space. Nothing ends here; our hopes and our journeys continue.

9 I want to add that I wish I could talk to every man and woman who works for NASA or who worked on this mission and tell them: "Your dedication and professionalism have moved and impressed us for decades. And we know of your anguish. We share it."

10 There's a coincidence today. On this day 390 years ago, the great explorer Sir Francis Drake died aboard ship off the coast of Panama. In his lifetime the great frontiers were the oceans, and an historian later said, "He lived by the sea, died on it, and was buried in it." Well, today we can say of the Challenger crew: Their dedication was, like Drake's, complete.

11 The crew of the space shuttle Challenger honored us by the manner in which they lived their lives. We will never forget them, nor the last time we saw them, this morning, as they prepared for their journey and waved goodbye and "slipped the surly bonds of earth" to "touch the face of God."

[Note: The President spoke at 5 p.m. from the Oval Office at the White House. His address was broadcast live on nationwide radio and television.]

Source: "Explosion of the Space Shuttle Challenger: Address to the Nation" by President Ronald W. Reagan--Public Domain/NASA

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Sample Item Information for Teachers	
Item Type: Constructed-Response	Grade: 10
Scoring: 2-point Constructed-Response Rubric Link to ISTEP+ Rubrics	
Indiana Academic Standard 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another the provide a complex analysis.	
Depth of Knowledge: 3 Link to DOK Wheel	

How does Reagan relate the idea of mourning the tragedy with the idea of encouraging the future of space exploration? Support your answer with details from the speech.

Sample Item Information for Teachers	
Item Type: Constructed-Response	Grade: 10
Scoring: 2-point Constructed-Response Rubric Link to ISTEP+ Rubrics	
Indiana Academic Standard 9-10.RN.3.3: Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	
Depth of Knowledge: 3 Link to DOK Wheel	

How does the coincidence described in Paragraph 10 contribute to Reagan’s purpose of the speech? Support your answer with details from the speech.

Excerpt from *Frankenstein*

by Mary Shelley

from Chapter 12

The narrator in this excerpt is the creature created by Victor Frankenstein. He has been abandoned by his creator, and anyone who sees him, fears him. The creature has moved into a hovel to hide. The hovel is next to a cottage where he can observe his neighbors while remaining hidden.

1 "I lay on my straw, but I could not sleep. I thought of the occurrences of the day. What chiefly struck me was the gentle manners of these people, and I longed to join them, but dared not. I remembered too well the treatment I had suffered the night before from the barbarous villagers, and resolved, whatever course of conduct I might hereafter think it right to pursue, that for the present I would remain quietly in my hovel, watching and endeavouring to discover the motives which influenced their actions.

2 "The cottagers arose the next morning before the sun. The young woman arranged the cottage and prepared the food, and the youth departed after the first meal.

3 "This day was passed in the same routine as that which preceded it. The young man was constantly employed out of doors, and the girl in various laborious occupations within. The old man, whom I soon perceived to be blind, employed his leisure hours on his instrument or in contemplation. Nothing could exceed the love and respect which the younger cottagers exhibited towards their venerable companion. They performed towards him every little office of affection and duty with gentleness, and he rewarded them by his benevolent smiles.

4 "They were not entirely happy. The young man and his companion often went apart and appeared to weep. I saw no cause for their unhappiness, but I was deeply affected by it. If such lovely creatures were miserable, it was less strange that I, an imperfect and solitary being, should be wretched. Yet why were these gentle beings unhappy? They possessed a delightful house (for such it was in my eyes) and every luxury; they had a fire to warm them when chill and delicious viands when hungry; they were dressed in excellent clothes; and, still more, they enjoyed one another's company and speech, interchanging each day looks of affection and kindness. What did their tears imply? Did they really express pain? I was at first unable to solve these questions, but perpetual attention and time explained to me many appearances which were at first enigmatic.

5 "A considerable period elapsed before I discovered one of the causes of the uneasiness of this amiable family: it was poverty, and they suffered that evil in a very distressing degree. Their nourishment consisted entirely of the vegetables of their garden and the milk of one cow, which gave very little during the winter, when its masters could scarcely procure food to support it. They often, I believe, suffered the pangs of hunger very poignantly, especially the two younger cottagers, for several times they placed food before the old man when they reserved none for themselves.

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6 "This trait of kindness moved me sensibly. I had been accustomed, during the night, to steal a part of their store for my own consumption, but when I found that in doing this I inflicted pain on the cottagers, I abstained and satisfied myself with berries, nuts, and roots which I gathered from a neighbouring wood.

7 "I discovered also another means through which I was enabled to assist their labours. I found that the youth spent a great part of each day in collecting wood for the family fire, and during the night I often took his tools, the use of which I quickly discovered, and brought home firing sufficient for the consumption of several days.

8 "I remember, the first time that I did this, the young woman, when she opened the door in the morning, appeared greatly astonished on seeing a great pile of wood on the outside. She uttered some words in a loud voice, and the youth joined her, who also expressed surprise. I observed, with pleasure, that he did not go to the forest that day, but spent it in repairing the cottage and cultivating the garden.

9 "By degrees I made a discovery of still greater moment. I found that these people possessed a method of communicating their experience and feelings to one another by articulate sounds. I perceived that the words they spoke sometimes produced pleasure or pain, smiles or sadness, in the minds and countenances of the hearers. This was indeed a godlike science, and I ardently desired to become acquainted with it. But I was baffled in every attempt I made for this purpose. Their pronunciation was quick, and the words they uttered, not having any apparent connection with visible objects, I was unable to discover any clue by which I could unravel the mystery of their reference. By great application, however, and after having remained during the space of several revolutions of the moon in my hovel, I discovered the names that were given to some of the most familiar objects of discourse; I learned and applied the words, 'fire,' 'milk,' 'bread,' and 'wood.' I learned also the names of the cottagers themselves. The youth and his companion had each of them several names, but the old man had only one, which was 'father.' The girl was called 'sister' or 'Agatha,' and the youth 'Felix,' 'brother,' or 'son.' I cannot describe the delight I felt when I learned the ideas appropriated to each of these sounds and was able to pronounce them. I distinguished several other words without being able as yet to understand or apply them, such as 'good,' 'dearest,' 'unhappy.'

10 "I spent the winter in this manner. The gentle manners and beauty of the cottagers greatly endeared them to me; when they were unhappy, I felt depressed; when they rejoiced, I sympathized in their joys. I saw few human beings besides them, and if any other happened to enter the cottage, their harsh manners and rude gait only enhanced to me the superior accomplishments of my friends. The old man, I could perceive, often endeavoured to encourage his children, as sometimes I found that he called them, to cast off their melancholy. He would talk in a cheerful accent, with an expression of goodness that bestowed pleasure even upon me. Agatha listened with respect, her eyes sometimes filled with tears, which she endeavoured to wipe away unperceived; but I generally found that her countenance and tone were more cheerful after having listened to the exhortations of her father. It was not thus with Felix. He was always the saddest of the group, and even to my unpractised senses, he appeared to have suffered more deeply than his friends. But

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if his countenance was more sorrowful, his voice was more cheerful than that of his sister, especially when he addressed the old man.

11 "I could mention innumerable instances which, although slight, marked the dispositions of these amiable cottagers. In the midst of poverty and want, Felix carried with pleasure to his sister the first little white flower that peeped out from beneath the snowy ground. Early in the morning, before she had risen, he cleared away the snow that obstructed her path to the milk-house, drew water from the well, and brought the wood from the outhouse, where, to his perpetual astonishment, he found his store always replenished by an invisible hand. In the day, I believe, he worked sometimes for a neighbouring farmer, because he often went forth and did not return until dinner, yet brought no wood with him. At other times he worked in the garden, but as there was little to do in the frosty season, he read to the old man and Agatha.

Source: Project Gutenberg, *Frankenstein* by Mary Shelley. Public Domain.

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Sample Item Information for Teachers	
Item Type: Multiple-Choice	Grade: 10
Correct Response: A	
Indiana Academic Standard 9-10.RL.2.3: Analyze how dynamic characters (<i>e.g., those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Depth of Knowledge: 2 Link to DOK Wheel	

How does the way the cottagers treat their father influence the creature's view of humanity?

- A. The compassion he witnesses helps him understand the humans.
- B. The relationship causes him to realize the contentment of the humans.
- C. He believes that humans choose not to work hard to improve their lives.
- D. He does not believe that humans deserve kindness because of their cruelty to him.

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Sample Item Information for Teachers	
Item Type: Writing Prompt	Grade: 10
Scoring: 6-point Writing Rubric, 4-point Grammar and Usage Rubric Link to ISTEP+ Rubrics	
Indiana Academic Standard 9-10.W.3.2: Write informative compositions in a variety of forms that – <ul style="list-style-type: none">• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (<i>e.g., headings</i>), graphics (<i>e.g., figures, tables</i>), and multimedia when useful to aiding comprehension.• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.• Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.• Establish and maintain a style appropriate to the purpose and audience.• Provide a concluding statement or section that follows from and supports the information or explanation presented (<i>e.g., articulating implications or the significance of the topic</i>).	
Depth of Knowledge: 3 Link to DOK Wheel	

You have read an excerpt from *Frankenstein*, in which the reader learns about the creature through his own words. Using details from the excerpt, write an essay explaining how the creature’s point of view impacts how the reader understands and relates to him as a character.

Be sure to include

- an explanation of the importance of point of view in this excerpt
- a description of what the reader learns about the creature through his own words, observations, and actions
- an introduction, a body and a conclusion to your essay