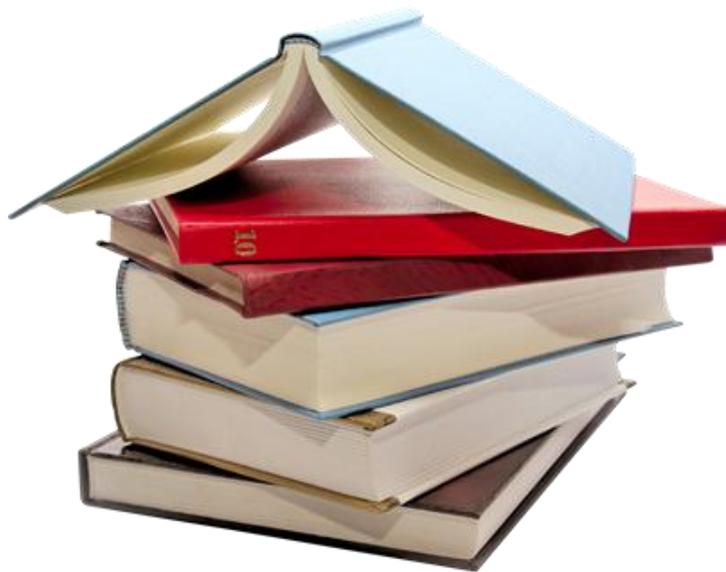


# Sample Test Items: Grades 4 and 8

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NAEP Reading 2011



**SOUTH CAROLINA**  
**STATE DEPARTMENT**  
**OF EDUCATION**

Division of Accountability  
Office of Assessment

December 14, 2011

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NAEP Coordinator



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## Introduction

This report includes the entire set of publicly released reading test items from the 2011 National Assessment of Educational Progress (NAEP). Included with each item are the associated reading passage and information regarding content area, cognitive target, item difficulty, and item statistics for the state and nation. Item-specific scoring guides are also included for constructed-response items.

Aside from some formatting, all items and reading passages are presented as they appeared in operational NAEP test booklets. Some test items refer to specific pages within a reading passage. Rather than editing page references within test items, original page numbers were kept and displayed in brackets in the lower left corner (see example below).

### Example



The entire database of more than 2,000 released NAEP items is available online via the NAEP Questions Tool at <http://nces.ed.gov/nationsreportcard/itmlsx/>. This tool allows users to refine search results by subject, year, grade, item type, difficulty, content classification, and key words. Released items are available for the arts, civics, economics, geography, mathematics, reading, science, U.S. history, and writing.

Additional information about the knowledge and skills these assessments are designed to measure can be found in the 2009 NAEP Reading Framework, which can be accessed at <http://nces.ed.gov/nationsreportcard/reading/whatmeasure.asp>. The current NAEP Reading Framework guided the development of the 2009 and 2011 NAEP reading tests and replaces the framework first used in 1992.

## Achievement Level Descriptions: Grade Four

### *Basic*

**Fourth-grade students performing at the Basic level should be able to locate relevant information, make simple inferences, and use their understanding of the text to identify details that support a given interpretation or conclusion. Students should be able to interpret the meaning of a word as it is used in the text.**

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Basic level should be able to make simple inferences about characters, events, plot, and setting. They should be able to identify a problem in a story and relevant information that supports an interpretation of a text.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the Basic level should be able to identify the main purpose and an explicitly stated main idea, as well as gather information from various parts of a text to provide supporting information.

### *Proficient*

**Fourth-grade students performing at the Proficient level should be able to integrate and interpret texts and apply their understanding of the text to draw conclusions and make evaluations.**

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Proficient level should be able to identify implicit main ideas and recognize relevant information that supports them. Students should be able to judge elements of author's craft and provide some support for their judgment. They should be able to analyze character roles, actions, feelings, and motives.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the Proficient level should be able to locate relevant information, integrate information across texts, and evaluate the way an author presents information. Student performance at this level should demonstrate an understanding of the purpose for text features and an ability to integrate information from headings, text boxes, graphics and their captions. They should be able to explain a simple cause-and-effect relationship and draw conclusions.

*Advanced*

**Fourth-grade students performing at the Advanced level should be able to make complex inferences and construct and support their inferential understanding of the text. Students should be able to apply their understanding of a text to make and support a judgement.**

When reading **literary** texts such as fiction, poetry, and literary nonfiction, fourth-grade students performing at the Advanced level should be able to identify the theme in stories and poems and make complex inferences about characters' traits, feelings, motivations, and actions. They should be able to recognize characters' perspectives and evaluate character motivation. Students should be able to interpret characteristics of poems and evaluate aspects of text organization.

When reading **informational** texts such as articles and excerpts from books, fourth-grade students performing at the Advanced level should be able to make complex inferences about main ideas and supporting ideas. They should be able to express a judgment about the text and about text features and support the judgment with evidence. They should be able to identify the most likely cause given an effect, explain an author's point of view, and compare ideas across two texts.

*(Source: Reading Framework for the 2011 National Assessment of Educational Progress)*

## Achievement Level Descriptions: Grade Eight

### *Basic*

**Eighth-grade students performing at the Basic level should be able to locate information; identify statements of main idea, theme, or author's purpose; and make simple inferences from texts. They should be able to interpret the meaning of a word as it is used in the text. Students performing at this level should also be able to state judgments and give some support about content and presentation of content.**

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the Basic level should recognize major themes and be able to identify, describe, and make simple inferences about setting and about character motivations, traits, and experiences. They should be able to state and provide some support for judgments about the way an author presents content and about character motivation.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the Basic level should be able to recognize inferences based on main ideas and supporting details. They should be able to locate and provide relevant facts to construct general statements about information from the text. Students should be able to provide some support for judgments about the way information is presented.

### *Proficient*

**Eighth-grade students performing at the Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content.**

When reading **literary** texts such as fiction, poetry, and literary nonfiction, eighth-grade students performing at the Proficient level should be able to make and support a connection between characters from two parts of a text. They should be able to recognize character actions and infer and support character feelings. Students performing at this level should be able to provide and support judgments about character motivation across texts. They should be able to identify how figurative language is used.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the Proficient level should be able to locate and provide facts and relevant information that support a main idea or purpose, interpret causal relations, provide and support a judgment about the author's argument or stance, and recognize rhetorical devices.

*Advanced*

**Eighth-grade students performing at the Advanced level should be able to make connections within and across texts and to explain causal relations. They should be able to evaluate and justify the strength of supporting evidence and the quality of an author's presentation. Students performing at the Advanced level also should be able to manage the processing demands of analysis and evaluation by stating, explaining, and justifying.**

When reading **literary** texts such as fiction, literary nonfiction, and poetry, eighth-grade students performing at the Advanced level should be able to explain the effects of narrative events. Within or across text, they should be able to make thematic connections and make inferences about character feelings, motivations, and experiences.

When reading **informational** texts such as exposition and argumentation, eighth-grade students performing at the Advanced level should be able to infer and explain a variety of connections that are intratextual (such as the relation between specific information and the main idea) or intertextual (such as the relation of ideas across expository and argument text). Within and across texts, students should be able to state and justify judgments about text features, choice of content, and the author's use of evidence and rhetorical devices.

*(Source: Reading Framework for the 2011 National Assessment of Educational Progress)*

## Grade 4 Reading Passages and Test Questions

### Passage 1: Tough as Daisy



**I'm the only girl at the sign-up desk.**

### **Tough as Daisy**

*by David M. Simon*

The sign on the YMCA door says Wrestling Tournament Today.

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

I was raised around wrestling. My older brothers wrestle for the high-school team. My dad wrestled in college. So it was natural for me to want to wrestle. Except for one thing.

I'm a girl. I even have a girly name—Daisy.

My dad always says, "Pound for pound, no one's as tough as Daisy."

I see my family in the stands. I wave to them and smile, but I'm nervous.

Lots of boys are already on the mats, loosening up. I'm the only girl at the sign-up desk. Some of the boys point at me and laugh. We'll see about that.

Back in Ohio, people got used to seeing me wrestle. I kept showing up. I kept winning. They stopped pointing and started cheering.

Then we moved to California. Now I'm weird again.

The man says, "Name?"

"Daisy McGill."

"Have you wrestled before, honey?"

He didn't call any of the boys honey. "Yes, sir," I answer through clenched teeth. I hand him my registration form.

"OK," he says. "Climb on the scale." I weigh 70 pounds. He writes a number on the back of my hand. I head to the girls' locker room to change.

First match. The kid looks strong. That's OK. Boys with muscles always underestimate me.

I snap the chin strap on my headgear. The ref calls us to the middle of the mat. We shake hands. The kid says, "I can't believe I have to wrestle a girl."

The whistle blows, and I hit him fast with a fireman's carry. He's on his back in three seconds. The ref's hand slaps the mat. Pinned. One match down.

The kid refuses to shake my hand. The ref raises my right arm. He tells me, "Beautiful takedown!"

There's a lot of whispering going on. I hear someone say, "Man, she pinned him fast. No girl is going to beat me."

My family cheers wildly. I feel good. It always takes one match for the butterflies in my stomach to settle.

They call my number for the next match.

People crowd around the mat to get a look at Bizarro Wrestler Girl. Sounds like a good name for a superhero!

This kid is tall and thin. He looks serious about winning.

The whistle blows. I shoot for his leg. He kicks back and snaps my head down. He spins around behind me and takes me down. Good. I love a challenge.

Final period of this match, and I'm down three to nothing. Time to make my move.

I escape for one point, then shoot a quick takedown. All tied up. Thirty seconds to go. He raises one leg and I take a chance. I reach around his head and knee. My hands close tight. I roll him onto his back.

The whistle blows. The ref holds up two fingers. I win by two points. Two matches down.

At least this kid shakes my hand. Some of the people watching even clap for me.

I'm in the finals for my weight class.

My brothers rub my arms and joke around with me. Dad says, "Just do your best, honey." It's OK when he calls me honey.

I head for the mat. The next kid I'm wrestling pinned both of his opponents. There's a huge crowd watching us. I can't tell if they want me to win or lose.

Doesn't matter to me.

We shake hands. "You're pretty good," he says. "Good luck."

"You, too," I say.

The whistle blows. He shoots, and I'm on my knees before I can blink. Wow, he's fast. I feel my heart hammering in my chest. Easy, Daisy.

I spin away. Escape. He misses an arm-drag, and I catch him flat-footed. Takedown.

After two periods we're all tied up.

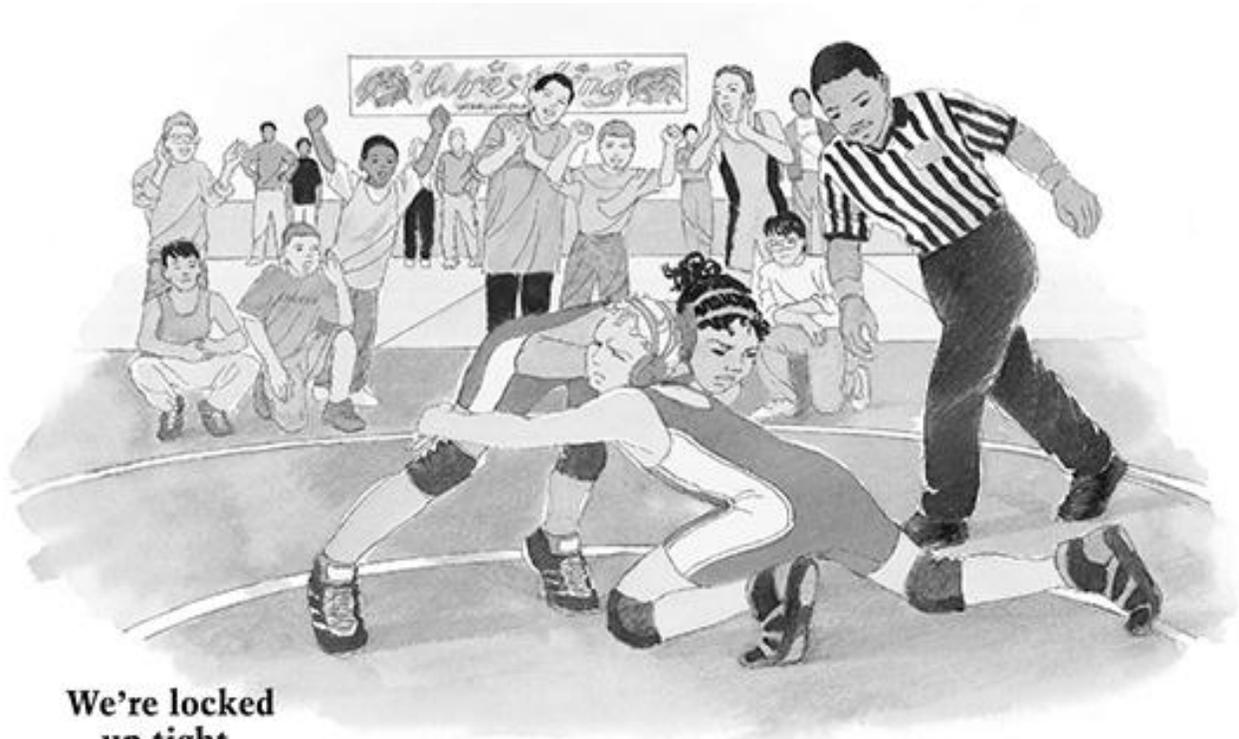
We're both gulping for breath as the last period starts. My brothers are screaming, but they sound far away. The kid shoots for my legs. I flatten out. He has one leg hooked. I force my forearm across his face like a wedge. We're locked up tight.

I can see the clock ticking down. With ten seconds left, his arms relax. Just what I was waiting for. I push down and spin behind him for the win. Yes!

I hear cheering and realize it's for me. The kid says, "Nice match. But next time, I'm going to win." He just might.

My dad wraps my sweaty body in a big bear hug. He says, "Pound for pound, no one's as tough as Daisy."

I guess today he's right.



**We're locked  
up tight.**

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Questions 1–11 refer to Passage 1: [Tough as Daisy](#).

1. What is the main problem Daisy faces in this story?

- A. She has to make new friends at school.
- B. She has to perform in front of huge crowds.
- C. She has to prove that she is a good wrestler.
- D. She has to wrestle against strong boys.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: C

#### Question 1. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	3	4	56	36	#
South Carolina	4	3	53	39	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

2. These paragraphs are from the first part of the story:

I enter the gym and take a deep breath. It smells like old sweat socks and the stuff they use to wash wrestling mats.

I love that smell. Weird, huh? Not to me.

What do these paragraphs help show about Daisy?

- A. She needs to learn how to wrestle.
- B. She enjoys different sports.
- C. She does not listen to other people.
- D. She enjoys being a wrestler.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: D

#### Question 2. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	4	7	6	83	#
South Carolina	6	7	6	81	1

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

3. According to the story, why was it natural for Daisy to be interested in wrestling?

- A. Her father and her brothers wrestled.
- B. Her coach at school encouraged her to wrestle.
- C. She had seen wrestling matches on television.
- D. Many of her friends were on the wrestling team.

Content Area: Literary

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: A

### Question 3. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	90	4	3	3	#
South Carolina	86	6	3	5	1

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

4. At the beginning of the story, when some of the boys point and laugh at Daisy, she thinks, "We'll see about that." What does this tell you about Daisy?

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

---

#### Acceptable

Responses at this level describe a trait of Daisy's that is suggested by the phrase (e.g., she is tough, not intimidated, confident).

- This tells me she believes in herself.
- She is very competitive.
- She is going to prove that she is a good wrestler.
- She knows that she'll win the wrestling match.

#### Unacceptable

Responses at this level provide observations about Daisy rather than interpret what the phrase shows about her.

- She is a good wrestler.

Or

Responses simply describe what happens in the story.

- She wins the wrestling match.

Or

Responses provide irrelevant details or personal opinions or may simply repeat the question.

- The boys think she's not a good wrestler.
- Back in Ohio, Daisy used to wrestle.

---

#### Question 4. Percentage at Each Scoring Level

	Unacceptable	Acceptable	Omitted
National Public	36	63	1
South Carolina	37	62	1

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

5. How did the people in Ohio feel about Daisy when she wrestled? Support your answer with information from the story.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain how people in Ohio felt about Daisy when she wrestled and use information from the story as support. Responses discuss the change in the people's feelings.

- At first they were surprised but later they realized she was a good wrestler.
- In the beginning the people in Ohio thought it was strange that a girl was wrestling, but after she won some matches, they cheered for her.
- They got used to seeing her wrestle.

#### Partial Comprehension

Responses at this level explain how people in Ohio felt about Daisy at one point but do not discuss the change in their feelings.

- Everybody cheered for Daisy.
- They didn't think a girl could be a good wrestler.
- They supported her because she was a good wrestler.
- They thought she was weird.

#### Little or No Comprehension

Responses at this level provide irrelevant details, inaccurate story interpretations, or personal opinions. OR

They may simply repeat the question.

- They felt weird.

---

#### Question 5. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	19	38	42	2
South Carolina	22	41	35	2

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment

6. According to the story, why was the move to California difficult for Daisy?

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain why moving to California was difficult for Daisy, noting that she had to prove herself again as a wrestler.

- She had to get people to believe she could wrestle.
- She stood out again as the "weird" one because she liked wrestling.

#### Partial Comprehension

Responses at this level explain why moving to California was difficult for Daisy, but they do not refer to her having to prove herself again as a wrestler.

- She had to start over.
- No one knew her there.

#### Little or No Comprehension

Responses at this level provide incorrect information, irrelevant details, or personal opinions.

---

#### Question 6. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	21	45	31	2
South Carolina	24	43	30	3

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment

7. In the story, Daisy's father describes her as "tough." What are two other ways to describe Daisy's character? Support your answer with information from the story.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### **Extensive**

Responses at this level provide two other ways to describe Daisy's character and support the answer with information from the story.

- You can tell that Daisy is sensitive as well as tough. She is upset when the guy at the registration desk calls her "honey." Daisy is also smart. She uses a lot of strategy during her matches.

#### **Essential**

Responses at this level provide one other way to describe Daisy's character and support the answer with information from the story.

- Daisy's way of talking about her family shows that she is someone who really likes to be supported.

#### **Partial**

Responses at this level provide a general description of Daisy's character but do not use information from the story.

- Daisy is a sensitive girl.
- She loved wrestling. It was her favorite sport.

#### **Unsatisfactory**

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Or, they may simply repeat the question.

---

#### Question 7. Percentage at Each Scoring Level

	Unsatisfactory	Partial	Essential	Extensive	Omitted
National Public	31	31	22	12	4
South Carolina	32	38	19	7	4

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

8. On page 3, Daisy says that she answered the man at the registration desk "through clenched teeth." This means that Daisy
- A. had trouble speaking correctly
  - B. was nervous about joining the team
  - C. had hurt her teeth while wrestling
  - D. closed her teeth tightly when she spoke

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: D

#### Question 8. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	5	31	5	58	1
South Carolina	4	35	5	54	2

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment

9. On page 3, Daisy says that boys with muscles always underestimate her. This means that the boys

- A. think Daisy is not very smart
- B. think they can beat Daisy
- C. feel sorry for Daisy
- D. make fun of Daisy

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: B

#### Question 9. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	3	77	3	15	1
South Carolina	4	73	3	18	2

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

10. How is the first boy Daisy wrestles different from the last boy she wrestles? Support your answer with information from the story.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

#### Full Comprehension

Responses at this level explain how the first boy Daisy wrestles is different from the last boy and support the answer with information from the story.

- The first boy was mean and didn't encourage her. The last boy told her "nice match" and actually shook her hand.
- The first boy was pinned to the ground in 3 seconds. The second boy was very tough and very persistent.
- The first one said I can't believe I have to face a girl and the other one said nice match but next time I will win.

#### Partial Comprehension

Responses at this level explain how the first boy Daisy wrestles is different from the last boy but make a general comparison and do not support the answer with information from the story. Some responses give a description of one boy but do not make a comparison.

- The first one was easy but the second one was very tough.
- The first boy Daisy wrestles was serious and the last boy she wrestled was kind and not mean.

#### Little or No Comprehension

Responses at this level provide an incorrect interpretation of the characters in the story or provide information only about Daisy. Or, they may simply repeat the question.

- The first one is not very sure about wrestling her because he thinks he is going to hurt her but the second one thinks he is going to win.
- Daisy is strong.

#### Question 10. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	20	52	24	4
South Carolina	22	53	23	3

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

11. What is the main way the author shows us how Daisy feels?

- A. He uses pictures to tell her story.
- B. He tells what other people say about her.
- C. He tells what she is thinking.
- D. He describes the way she wrestles.

Content Area: Literary

Cognitive Target: Critique/Evaluate

Difficulty: Medium

Correct Answer: C

#### Question 11. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	6	18	44	31	#
South Carolina	7	19	41	33	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Daddy Day Care

### Antarctica's ultimate stay-at-home dads

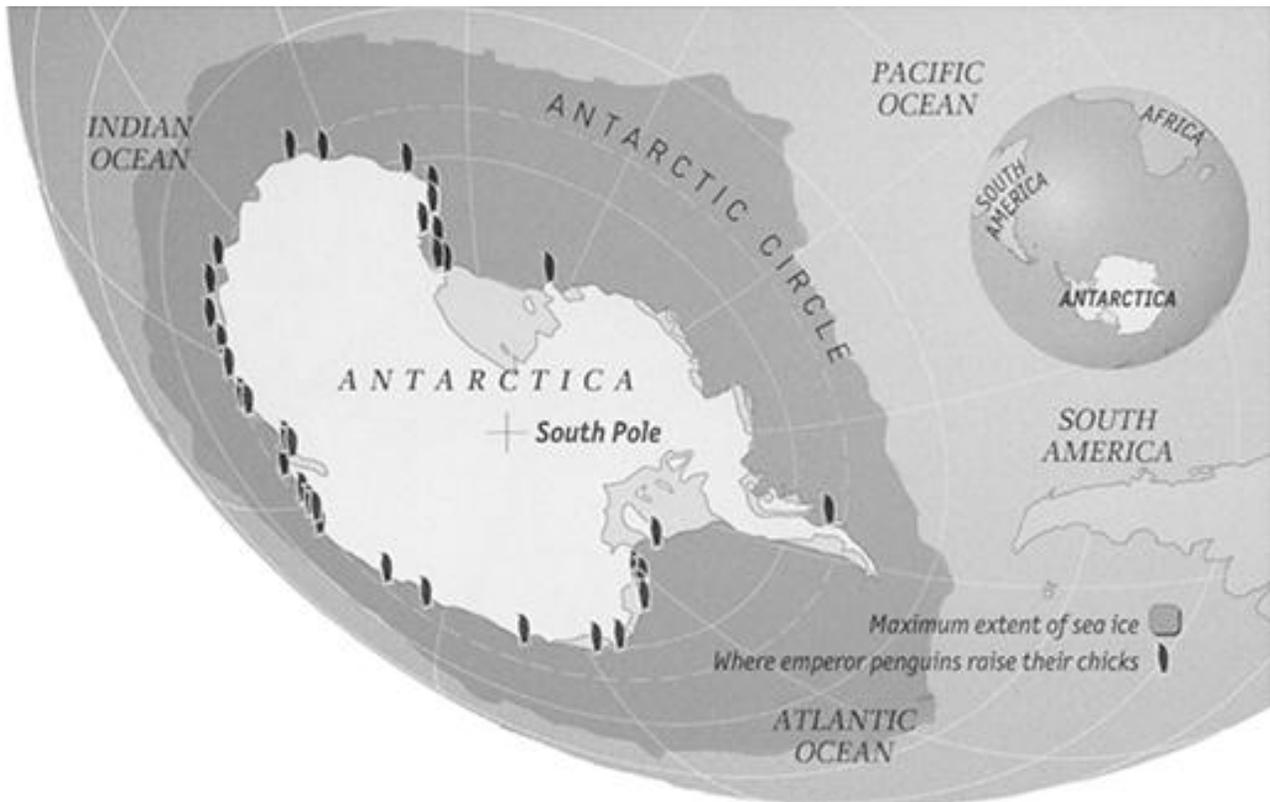
*by Ruth Musgrave*

When you think "tough," you may think of sharks, grizzly bears, or professional wrestlers, but you probably don't think of male penguins. Emperor penguins may not look it, but the males are tough enough to take on the deadly Antarctic winter and survive.

And they do it—without eating—while taking care of the eggs! When other animals head north in March to avoid the Antarctic winter, emperor penguins head south.

Antarctica is surrounded by a huge mass of sea ice in the winter. This ice floats on the ocean in the southernmost part of the Earth. Harsh and frigid, it is here where emperor penguins choose to mate and lay their eggs.

All the other animals, even other penguins, leave months before the Antarctic winter sets in. The only living things left above the ice are the emperors and the humans watching them.



© Martin S. Walz

## **Foothold for Family**

At the breeding colony, all the males and females find mates. After courtship, the female lays one egg and gives it to her mate. Nesting in this barren, ice-covered world isn't a problem because emperors don't build nests. The male incubates the one-pound egg on his feet, covering it with a featherless fold of skin called a "brood patch."

Each male emperor penguin holds his egg throughout the brutal, Antarctic winter months of May and June. Nestled against a dad's warm, protective body, the softball-size egg remains untouched by the frozen world.

Meanwhile, the female travels to the sea to feed. She won't be back until just about the time the egg hatches—in about two months.

## **Warm-Up for Dads**

The Antarctic weather wears on the male penguins with a viciousness that would seem unbearable to humans. Feathers, fat, and other adaptations are usually enough to keep adult penguins alive. But scientists who visit have to wear 22 pounds of clothing to stay warm!

"The penguins make it look so easy," says Gerald Kooyman, a biologist who has made more than 30 research trips to Antarctica. "After watching them awhile you almost forget how remarkable they are—until the weather changes and the wind slices right through you!"

One of the impressive ways emperors stay toasty when temperatures plummet or the wind blasts is to "huddle." A huddle forms when hundreds, even thousands, of males crowd together. The birds move constantly, slowly rotating from the cold outside rings to the warm, wind-free center.

One scientist who spent an entire winter observing these amazing birds says it is staggering to see 10,000 penguins in a single quiet huddle. The temperature inside can be 77°F. Standing nearby when a huddle breaks up, observers can feel, smell, even see the heat. It's like a wall of steam. The penguins are packed in so tightly that when one comes out, the bird is square-shaped for a few moments from the pressure of the other birds.

### **All for One**

Not only is it unbelievably cold while the emperor dad stands holding his egg all winter, it's also dark. Nevertheless, he keeps the egg warm, without stopping for anything, even food. He loses up to a half of his body weight before his mate comes back from feeding at sea in July. She takes over the egg, which then hatches. The male finally gets to go eat. When he gets back, the parents take turns holding the chick on their feet to keep it warm for the next eight weeks. At that point it's old enough to safely stand on the ice by itself.



**A newly hatched chick stays warm by standing on top of a parent's feet.**

## **Snack Time**

These older chicks gather together in large groups while their parents feed at sea. When adults return with food for their young, they locate their chicks by their calls. Emperors may look alike, but they don't sound alike. Each individual has a unique call that is recognized by other penguins.

Looking like toddlers in overstuffed snowsuits, hungry chicks scurry to parents returning from sea. As they race toward the adults—and dinner—they chirp, letting their parents know "I'm over here!"



**Older chicks gather together to stay warm while their parents find food.**

## **Independence Day**

By the time the chicks are finally ready to fend for themselves, it's December. This is summertime in the Antarctic. During the winter, the nearest open water could be 50 miles from the rookery. In summer, the ice that the chicks hatched on has begun to break up, so the chicks don't have far to go to the sea.

The chicks are on their own now. The adults leave to start the cycle again, so the young emperors must learn to swim and find food by themselves. Winter day care is over; it's time for summer independence!

© Ruth Musgrave/National Geographic Stock  
Penguin photographs © 2009 Frans Lanting/www.franslanting.com

Questions 12–21 refer to Passage 2: [Daddy Day Care](#).

12. What is the main purpose of the article?

- A. To describe why older chicks stand together in groups
- B. To help people understand what winter in the Antarctic is really like
- C. To describe what male emperor penguins do to care for their young
- D. To explain why emperor penguins travel south in winter

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: C

#### Question 12. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	6	18	66	10	1
South Carolina	7	20	67	7	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

13. According to the article, what is the main way a male emperor penguin protects its egg from the cold?

- A. By growing extra feathers
- B. By gathering together with other penguins
- C. By building a nest for the egg in the snow
- D. By covering the egg with a flap of skin

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: D

### Question 13. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	5	23	5	67	#
South Carolina	6	23	5	66	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

14. The article describes male emperor penguins as "tough." Give two pieces of information from the article that show that male emperor penguins are tough.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: See Scoring Guide below

## Scoring Guide for Constructed-Response | Score & Description

### Full Comprehension

Responses at this level provide two pieces of information from the article that show that male emperor penguins are tough.

- They can take on the deadly Antarctic winter and survive. They don't eat for two months.
- They can stand the freezing cold climate of Antarctica. They also have to keep their egg warm.

### Partial Comprehension

Responses at this level provide one piece of information from the article that shows that male emperor penguins are tough.

- They can survive a cold winter.
- They don't eat for two months.

### Little or No Comprehension

Responses at this level may provide information about male emperor penguins unrelated to showing that the penguins are tough.

- They have feathers.

OR

Responses provide inaccurate information or personal opinions or may simply repeat the question.

- They fight predators.
- They are better at caring for babies than the female penguins.
- They are the toughest penguins.

## Question 14. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	14	32	50	3
South Carolina	16	34	47	3

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

15. On page 4, the article says that emperor penguins live in a barren world. This suggests that the penguins live in a place where

- A. almost nothing grows
- B. few other penguins go
- C. there is a lot of danger
- D. it is dark most of the year

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: A

### Question 15. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	46	12	18	24	1
South Carolina	46	11	19	23	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

16. Explain how emperor penguins stay warm when they form huddles.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain how emperor penguins stay warm when they form huddles.

Responses mention one of the following:

- They share body heat.
- They rotate from the outside to the inside of the huddle.
- They are blocked from wind.
- They constantly move from the outside where it's cold to the center where it's warm.
- They stay warm because they use their body heat.
- After 1000's of penguins huddle it is wind-free.

#### Partial Comprehension

Responses at this level provide a definition of huddles or information about huddles but do not explain how penguins stay warm when they form huddles.

- There are many penguins packed together.
- It is 77 degrees inside a huddle.
- You can see the steam rising off the penguins in the huddle.

#### Little or No Comprehension

Responses at this level may provide details about penguins staying warm that are unrelated to huddles.

- The flap of skin keeps the egg warm.
- They have fur and fat to keep them nice and toasty.

Other responses may provide irrelevant details or personal opinions or simply repeat the question.

- They stay warm because they are warm in the huddle.
- They need to keep the egg warm.

---

#### Question 16. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	39	32	26	2
South Carolina	43	32	22	2

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

17. On page 5, the article says that one scientist found it "staggering to see 10,000 penguins in a single quiet huddle." This means the scientist
- A. thought the penguins walked in a funny way
  - B. doubted that penguins could survive in groups
  - C. was amazed so many penguins could gather in this way
  - D. was confused because the penguins were so quiet

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: C

#### Question 17. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	3	13	73	8	3
South Carolina	3	16	70	8	3

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

18. Describe the roles that male and female emperor penguins play in hatching and raising their young. Give information about the roles of both male and female penguins in your answer.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### **Extensive**

Responses at this level describe the roles that male and female emperor penguins play in hatching and raising their young and provide information about the roles of both. Responses acknowledge raising as a shared activity between the male and female penguins.

- The female lays the egg and gives it to the male. He keeps the egg warm and safe while the female goes to get food. When she comes back the egg hatches and they both take turns keeping the chick warm and getting it food until it's grown up.

#### **Essential**

a) Responses at this level describe the roles that male and female emperor penguins play in hatching or raising their young and provide information about the roles of both.

- The male keeps the egg warm while the female gets food.
- Female and male emperors have to take turns giving their baby food and taking turns making their baby warm so it won't die of cold.

OR

b) Responses describe the roles that male or female emperor penguins play in hatching and raising their young.

- The male penguin keeps the egg warm until it hatches. Then they take turns, one watching the baby while the other goes to get food.

OR

c) Responses describe the roles that male and female emperor penguins play in hatching and raising their young and provide information about the roles of both, but they do not specify which roles are male and which are female.

- One keeps the egg warm while the other goes to get food. Then when the egg hatches they take turns keeping the chick warm on their feet.

#### **Partial**

a) Responses at this level do not describe the roles that male and female emperor penguins play. They provide information about what either the male or the female does.

- The dad keeps the egg warm.
- The mom takes over just before the egg hatches.
- The female lays the egg.

OR

b) Responses provide broad statements about what both penguins do.

- By taking turns keeping them warm.

OR

c) Responses provide information about roles of hatching or raising but do not specify which role(s) are male and which are female.

- One parent keeps the egg warm.
- One goes to eat, the other watches the chick.

**Unsatisfactory**

Responses at this level may confuse male and female roles.

- Females keep the egg warm while the male goes to get food.

OR

Responses may provide irrelevant information from the article unrelated to emperor penguins hatching or raising young.

- They have to stay warm under their parents, so they don't get cold.

OR

Responses may provide inaccurate information or personal opinions or simply repeat the question.

- When the baby hatches it cannot eat, but when the baby turns into an adult it can eat all it wants.
- The male does not know how to take care of a penguin like a parent.

---

Question 18. Percentage at Each Scoring Level

	Unsatisfactory	Partial	Essential	Extensive	Omitted
National Public	14	18	54	7	6
South Carolina	15	20	53	6	5

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

19. According to the article, how do adult emperor penguins returning from the sea find their own chicks to feed them?

- A. They can smell their chicks.
- B. The chicks wait in their nests.
- C. Each chick sounds different.
- D. Each chick looks different.

Content Area: Informational

Cognitive Locate/Recall

Difficulty: Easy

Correct Answer: C

#### Question 19. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	9	8	77	5	1
South Carolina	13	7	74	6	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

20. Why does the author include the map on page 3?

Content Area: Informational

Cognitive: Critique/Evaluate

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Acceptable

Responses at this level explain why the author includes the map.

- To show where the penguins live.
- Because she wants you to know where Antarctica is.
- To give you an idea of where the chicks hatch.

#### Unacceptable

Responses at this level may provide broad statements that are not connected to the map.

- So you can know about the penguins.
- Because he wants to teach us.
- To show us.

OR

Responses provide inaccurate or irrelevant details or personal opinions or may simply repeat the question.

- So we can know where the North Pole is.
- To show us things on the map.

---

#### Question 20. Percentage at Each Scoring Level

	Unacceptable	Acceptable	Omitted
National Public	19	78	2
South Carolina	19	78	2

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

21. According to the article, why is summer in Antarctica a good time for the chicks to become independent?

- A. There are no animals around that could hurt the chicks.
- B. The sea is not far away in summer.
- C. Both parents can be there to help their chicks.
- D. It is easier to build nests in summer.

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Medium

Correct Answer: B

#### Question 21. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	17	50	23	10	#
South Carolina	19	48	23	10	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

***Marian's Revolution***  
***by Sudipta Bardhan-Quallen***

By 1939, Marian Anderson had performed for presidents and kings. She had been praised for having "a voice ... one hears once in a hundred years." Despite her success, when Marian wanted to sing at Constitution Hall that year, she was banned from doing so. The owner of the hall, an organization called the Daughters of the American Revolution (DAR), felt that Marian couldn't be allowed to sing there because she was African American.

**Chosen by Music**

That wasn't the first time Marian had been turned away because she was black. When she was 18 years old, she applied to music school. The clerk at the desk rudely sent her home because of her race. Marian was shocked by the clerk's words. "I could not conceive of a person," Marian said, "surrounded as she was with the joy that is music without having some sense of its beauty and understanding rub off on her."



**Marian Anderson sings to a crowd of 75,000 people at the Lincoln Memorial on April 10, 1939.**

*"I don't think I had much  
to say in choosing it.  
I think music chose me."  
—Marian Anderson*



Because of segregation—the practice of keeping blacks and whites separate—the early 1900s were a difficult time for a young black woman to begin a professional singing career. But Marian was determined to sing. "It was something that just had to be done," she remembered. "I don't think I had much to say in choosing it. I think music chose me."

In 1925, Marian won a voice contest in New York, and sang with the New York Philharmonic. Still, her chances to perform in the United States were limited. To build her career, Marian traveled to Europe in 1928, where she became very successful.

### **A World-Class Singer Faces Racism**

By 1939, Marian was a world-class singer. She returned to the United States to continue her career. But back at home, she faced racism in many ways. Segregation was still common on trains and in hotels and restaurants. No amount of vocal talent could spare Marian from that.

Even concert halls were segregated, although usually that was limited to the audience. Because black performers often appeared on stage in segregated halls, Marian had no reason to think she would be turned away from Constitution Hall. She believed that musical skill would be the only factor that the DAR would consider.

At first, the DAR told Marian that the date she requested was not available. Then they told her that all of her alternate dates were booked. Eventually, the DAR upheld their policy that only white performers could appear in Constitution Hall.

### **A Voice for Civil Rights**

When news of the DAR's policy got out, many people were outraged. First Lady Eleanor Roosevelt resigned from the DAR. In a letter, she wrote: "I am in complete

disagreement with the attitude taken in refusing Constitution Hall to a great artist .... You had an opportunity to lead in an enlightened way, and it seems to me your organization has failed."

Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused. She understood that the way the controversy with the DAR was resolved would be a milestone for civil rights.

Despite public outcry, the DAR would not back down and let Marian sing. With Mrs. Roosevelt's support, the Secretary of the Interior arranged a special concert for Marian, to be held at the Lincoln Memorial. Seventy-five thousand people attended. In many ways, Marian's concert was considered to be America's first civil rights rally. That night, she took a stand against discrimination and for equality. The first words she sang were: "My country, 'tis of thee, sweet land of liberty, of thee I sing."

## The Open-Hearted Way

Marian realized that equality in the United States would be achieved when every person was willing to stand up for what is right. As a public figure, she felt a responsibility to set an example. After the 1939 incident, she did her part by turning down concerts for segregated audiences.

"The minute a person whose word means a great deal dares to take the openhearted and courageous way," she said, "many others follow."

As Marian's career progressed, America changed. She performed in many prestigious locations, including Constitution Hall, where she sang after the DAR changed its policies. By 1954, segregation was declared unconstitutional. The Civil Rights Act was signed into law in 1964, the year Marian retired from performing. By then, many of the barriers she'd had to fight through were disappearing. Marian's farewell tour began in front of an admiring crowd at Constitution Hall.

**Eleanor Roosevelt honors singer Marian Anderson.**



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Photo credits for "Marian Anderson": Marian Anderson Collection,  
Rare Book and Manuscript Library, University of Pennsylvania, Philadelphia, PA.

Questions 22–31 refer to Passage 3: [Marian’s Revolution](#).

22. What is the article mainly about?

- A. Civil rights songs that Marian Anderson liked to sing
- B. Marian Anderson's friendship with Eleanor Roosevelt
- C. How Marian Anderson learned to sing
- D. How segregation affected Marian Anderson's career

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: D

#### Question 22. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	21	3	7	69	#
South Carolina	20	3	8	68	1

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

23. Why did Marian Anderson live in Europe from 1928–1939?

- A. Her family had moved there.
- B. There was less discrimination.
- C. Housing was less expensive.
- D. The voice teachers were better.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: B

Question 23. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	15	68	4	12	1
South Carolina	14	67	6	12	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

24. Why did Marian Anderson think she would be accepted to sing at Constitution Hall in 1939?

- A. Because she believed the DAR would consider only her musical skill
- B. Because she had sung at Constitution Hall before she went to Europe
- C. Because she thought that Eleanor Roosevelt would recommend her
- D. Because she knew that no other black singers had applied

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Medium

Correct Answer: A

#### Question 24. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	54	12	17	17	1
South Carolina	56	8	16	19	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

25. Why is "A Voice for Civil Rights" a good heading for the section that follows it on pages 3–4? Use information from the article to support your answer.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Hard

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain why the heading is a good one for the section that follows it and use information from the article as support.

- "A Voice for Civil Rights" is a good heading because Marian's concert was considered to be America's first civil rights rally.
- I think this was a good title because it was about a singer that fought for freedom to sing.
- It is a good heading because Marian was singing and fighting for justice so everyone gets treated equally.
- "A Voice for Civil Rights" is a good heading because she sang for civil rights and no segregation.
- This is a good heading for the section because the first lady Eleanor Roosevelt wrote a letter to the DAR that states that she disagrees with their policies of segregation.

#### Partial Comprehension

a) Responses at this level provide some information about Marian Anderson/Eleanor Roosevelt related to civil rights OR the civil rights movement, but they do not explain why the heading is a good one for the section that follows.

- Marian believed strongly in the civil rights movement. She knew firsthand the pain that racism caused.
- "A Voice for Civil Rights" is a good heading because Marian had a great voice and Eleanor made it so she could sing.
- It's a good heading because Marian couldn't get in without the civil rights help.
- When news of the DAR's policy got out, many people were outraged.

OR

b) Responses explain why the heading is a good one for the section that follows it, but they fail to support the explanation with information from the article.

- Because she's a singer and she wants civil rights for everyone.
- Marian was singing for the civil rights.
- I think it is a good heading because it talked about Marian's voice and civil rights.

**Little or No Comprehension**

Responses at this level provide incorrect information, irrelevant details, or personal opinions.

Responses may simply repeat the question.

- She thinks that music chose her. And she won the voice contest.
- Because civil rights means anybody can do it if they feel like it.
- Because Marian was the first lady of the USA.
- Marian has a beautiful voice.

---

**Question 25. Percentage at Each Scoring Level**

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	44	40	10	5
South Carolina	45	40	9	5

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

26. Why did Eleanor Roosevelt resign from the DAR?

- A. Because she did not agree with one of its decisions
- B. Because she wanted to be in charge of its concerts
- C. Because she was too busy being First Lady of the United States
- D. Because she had been a member for too many years

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: A

Question 26. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	71	9	11	8	1
South Carolina	68	10	14	8	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

27. Explain why Marian Anderson's career was important to the development of the civil rights movement in the United States. Use information from the article to support your answer.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Extensive

Responses at this level explain why Marian Anderson's career was important to the development of the civil rights movement and use information from the article as support.

- Marian Anderson's career was important to the development of the movement because her concert at the Lincoln Memorial was considered by many to be the first civil rights rally.
- It was important because if Marian Anderson sang it could be a legal right for other blacks to do things. Winning in Washington could have made a big change.
- Marian Anderson's career was important to the development of the civil rights movement in the United States because she was a great singer that many people liked. People loved her singing, but some people didn't like that she was African American. So, some people wouldn't let her sing, but she soon didn't perform for crowds that were segregated, and after a while people stopped segregation.

#### Essential

a) Responses at this level mention a connection between Marian Anderson and the civil rights movement and use information from the article as support but do not discuss the importance of her career to the movement.

- Marian's career was important because she fought a battle with Constitution Hall.
- Marian Anderson believed blacks and whites should be able to sing in the same places, such as Constitution Hall.
- Marian's career was important because she changed America by singing "My country tis of thee and sweet land of liberty, of thee I sing" at the Lincoln Memorial.

OR

b) Responses mention a connection between Marian Anderson's career and the civil rights movement but do not support the connection with information from the article.

- Marian stood up for blacks and their rights, and the things she did helped make sure there would be less discrimination in the future.
- It is important because if one black girl can achieve so much then other female and male black citizens can too. And just because they are black that does not mean that they can be treated differently.
- She wanted people to know that blacks can sing in the same place.
- Her career stopped a lot of segregation.

**Partial**

Responses at this level mention details from the article relating to Marian Anderson's career or to civil rights, but they do not explain the importance of Anderson's career to the civil rights movement.

- Although she was black, by 1939 Marian Anderson had performed for presidents and kings.
- There was lots of discrimination at that time.
- Marian wanted to be a singer.
- Blacks should have the same rights as white people.
- Because she loved to sing. She sang for the president and king. She had a concert at the Lincoln memorial.

**Unsatisfactory**

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- Marian was the first lady of the U.S.A.
- She used to have lots of friends.
- I think Marian is a good person.
- I think Marian Anderson's career was important to the development of the civil rights movement in the United States.

## Question 27. Percentage at Each Scoring Level

	Unsatisfactory	Partial	Essential	Extensive	Omitted
National Public	14	37	37	4	8
South Carolina	14	41	34	3	7

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

28. On page 3, the article says that many people were outraged by the DAR policy toward Marian Anderson. This means that people

- A. were hurt and sad
- B. protested in public
- C. were shocked and angry
- D. spoke loudly about their feelings

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: C

### Question 28. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	11	15	62	12	1
South Carolina	11	17	57	14	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

29. Why do you think Marian Anderson began her concert by singing the words, "My country, 'tis of thee, sweet land of liberty, of thee I sing"? Use information from the article to support your answer.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain why Marian Anderson started the concert this way and connect the song to the civil rights movement and use information from the article as support.

- I think she began her concert like that so people could know that African American people live there too and they should be treated the same.
- Because she wanted for people to be treated with equality and to stand against discrimination for everyone.
- Because she wanted to show people that segregation was not right.

#### Partial Comprehension

Responses at this level provide a fact about Marian Anderson or the song, but they do not connect the song to the civil rights movement.

- Marian Anderson wanted to be a singer in Constitution Hall.
- Because it is a song that inspires us a lot.
- I think she started with those words because she loved her country and she wanted everyone to know it.
- She was singing about the whole U.S.A.
- Marian thought that all blacks should be free.

#### Little or No Comprehension

Responses at this level provide incorrect information, irrelevant details, or unsupported personal opinions. Responses may simply repeat the question.

- It was the first song she learned.
- Because Marian likes to sing and is a good singer.
- Because she thought that it would be good to start it like that.

---

#### Question 29. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	29	41	23	7
South Carolina	28	42	24	5

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

30. On page 4, the article says that Marian Anderson performed in many prestigious locations. This means that she sang in places that were

- A. far away from each other
- B. famous and important
- C. open to people of all races
- D. large and crowded

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: B

### Question 30. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	20	29	34	17	1
South Carolina	20	24	38	18	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

31. Why do you think the author begins and ends the article talking about Constitution Hall?  
Use information from the article to support your answer.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: See Scoring Guide below

## Scoring Guide for Constructed-Response | Score & Description

### Full Comprehension

Responses at this level explain why the author both begins and ends the article talking about Constitution Hall and use information from the article as support.

- Because at the beginning of the story she was banned from singing at the Constitution Hall. At the end of the story, her farewell tour began in front of the Constitution Hall.
- At first she couldn't sing there, but then at the end she ended up singing there.

### Partial Comprehension

a) Responses at this level may provide information from the article about Marian Anderson and/or Constitution Hall but do not explain why the author both begins and ends the article talking about Constitution Hall.

- That the DAR refused to let her sing in the Hall.
- Because Marian sang in Constitution Hall in 1964.

OR

b) Responses provide generalizations related to Marian Anderson singing at Constitution Hall but do not explain why the author begins and ends the article talking about Constitution Hall.

- She really wanted to sing there.
- Because Constitution Hall was an important place in Marian Anderson's life.

### Little or No Comprehension

Responses at this level provide incorrect information, irrelevant details, or personal opinions.

Responses may simply repeat the question.

- Because Marian started out singing at Constitution Hall.
- Because it is a historical landmark.
- I think because Marian is a good singer there.

## Question 31 . Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	52	36	12	#
South Carolina	57	31	11	#

# Rounds to zero.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## Grade 8 Reading Passages and Test Questions

### Passage 4: Meet E. B. White

*Meet the author: E. B. White, the author of children's classics *Charlotte's Web* and *Stuart Little*, was also a great essayist.*

### Not Just for Kids Anymore

"I have a lot of the cat in me," said author E. B. White, "and cats are not joiners."

Perhaps that is why White, one of the country's greatest writers, is so hard to label. His essays for *The New Yorker* appealed to an urbane crowd, but he is best remembered for his children's books. He loved the bustle of New York City, but was happy raising chickens on a Maine farm. And just when critics thought they had him pegged as a benign satirist, he'd write a biting condemnation of the dangers of technology.



E. B. White and Minnie, his dachshund, at *The New Yorker* offices in the late 1940s.

The son of a piano manufacturer, Elwyn Brooks White was born in Mount Vernon, New York, in 1899. His family was prosperous, and White was raised with the mix of sophistication and common sense that would mark his writing.

After graduation from Cornell University, White spent a year as a newspaper reporter in New York City, then decided to drive across the country with a friend in a Model T Ford. The trip gave White a lifetime of anecdotes, and spawned a legend or two. "When they ran out of money," White's friend, James Thurber, noted, "they played for their supper—and their gasoline—on a fascinating musical instrument that White had made out of some pieces of wire and an old shoe."

When White returned to New York City in the mid-1920s, he spent a few years bouncing between advertising jobs and unemployment before trying his hand again at writing. Borrowing his brother's typewriter, he began pounding out sketches and poems. On a lark, he sent some essays to a fledgling magazine called *The New Yorker*. Since its founding in 1925, the magazine had struggled to find its niche, and White's work helped put *The New Yorker* on the map. His essays were funny and sophisticated; they spoke equally to socialites and cab drivers, professors and plumbers. Through his essays, which he wrote for nearly 50 years, White helped give *The New Yorker* its voice and identity.

In 1945, already a leading literary figure, White embarked on his second career: writing children's books. He moved from New York to a farm in Maine, where he raised chickens and geese. Seeking a way to amuse his nieces and nephews, White started to write stories for them. "Children were always after me to tell them a story and I found I couldn't do it," he said. "So I had to get it down on paper."

A vivid dream about a mouselike character led to *Stuart Little*. Then, in 1952, White published *Charlotte's Web*. The book, which was inspired by White's own farm animals, is arguably the most famous children's story published in the 20th century.

By the time he died from Alzheimer's disease in 1985, White's essays had appeared in more college anthologies than those of any other writer. Many said his essays matched his personality: subtle without being simple, critical without being mean.

Indeed, one New York Times critic wrote, "There are times reading an E. B. White book of essays when you think he must be the most likable man of letters alive. If you are some kind of writer yourself, you probably want to imitate him."

—By John DiConsiglio  
From LITERARY CAVALCADE, April 2000 issue.  
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*E. B. White was not only a great author for children, he was also the preeminent essayist of his time. This essay, written as a "Talk of the Town" piece for The New Yorker, provides a hint of his powers.*

# Twins

by E. B. White

On a warm, miserable morning last week we went up to the Bronx Zoo to see the moose calf and to break in a new pair of black shoes. We encountered better luck than we had bargained for. The cow moose and her young one were standing near the wall of the deer park below the monkey house, and in order to get a better view we strolled down to the lower end of the park, by the brook. The path there is not much traveled. As we approached the corner where the brook trickles under the wire fence, we noticed a red deer getting to her feet. Beside her, on legs that were just learning their business, was a spotted fawn, as small and perfect as a trinket seen through a reducing glass. They stood there, mother and child, under a gray beech whose trunk was engraved with dozens of hearts and initials. Stretched on the ground was another fawn, and we realized that the doe had just finished twinning. The second fawn was still wet, still unrisen. Here was a scene of rare sylvan splendor, in one of our five favorite boroughs, and we couldn't have asked for more. Even our new shoes seemed to be working out all right and weren't hurting much.

The doe was only a couple of feet from the wire, and we sat down on a rock at the edge of the footpath to see what sort of start young fawns get in the deep fastnesses of Mittel Bronx.

The mother, mildly resentful of our presence and dazed from her labor, raised one forefoot and stamped primly. Then she lowered her head, picked up the afterbirth, and began dutifully to eat it, allowing it to swing crazily from her mouth, as though it were a bunch of withered beet greens. From the monkey house came the loud, insane hooting of some captious primate, filling the whole woodland with a wild hooar. As we watched, the sun broke weakly through, brightened the rich red of the fawns, and kindled their white spots. Occasionally, a sightseer would appear and wander aimlessly by, but of all who passed none was aware that anything extraordinary had occurred. "Looka the kangaroos!" a child cried. And he and his mother stared sullenly at the deer and then walked on.

In a few moments the second twin gathered all his legs and all his ingenuity and arose, to stand for the first time sniffing the mysteries of a park for captive deer. The doe, in recognition of his achievement, quit her other work and began to dry him, running her tongue against the grain and paying particular attention to the key points. Meanwhile the first fawn tiptoed toward the shallow brook, in little stops and goes, and started across. He paused midstream to make a slight contribution, as a child does in bathing. Then, while his mother watched, he continued across, gained the other side, selected a hiding place, and lay down under a skunk-cabbage leaf next to the fence, in perfect concealment, his legs folded neatly under him. Without actually going out of sight, he had managed to disappear completely in the shifting light and shade. From somewhere a long way off a twelve-o'clock whistle sounded. We hung around awhile, but he never budged. Before we left, we crossed the brook ourself, just outside the fence, knelt, reached through the wire, and tested the truth of what we had once heard: that you can scratch a new fawn between the ears without starting him. You can indeed.

"TWINS" FROM THE SECOND TREE FROM THE CORNER  
by E. B. White. Copyright 1948 by E. B. White. Copyright Renewed.  
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First published in The New Yorker, June 12, 1948.

Questions 32–41 refer to Passage 4: [Meet E.B. White](#).

32. Which of the following is a major idea of the biographical sketch of E. B. White?
- A. His writing was enjoyed by adults.
  - B. He wrote for average readers.
  - C. His writing was not easy to categorize.
  - D. He was a typical children's author.

Content Area: Literary

Cognitive Target: Locate/Recall

Difficulty: Hard

Correct Answer: C

Question 32. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	13	16	38	33	#
South Carolina	9	16	40	35	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

33. On page 2, when the author of the biographical sketch says that E. B. White's essays "appealed to an urbane crowd," he is describing the audience for White's writing as
- A. having sophisticated tastes
  - B. leading busy lives
  - C. being politically conservative
  - D. having a good sense of humor

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: A

#### Question 33. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	36	25	13	25	#
South Carolina	38	25	11	25	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

34. Explain what the essay "Twins" shows about E. B. White as a person. Support your answer with details from both the essay and the biographical sketch.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### **Extensive**

Responses at this level explain what the essay shows about E. B. White as a person and support the answer with relevant details from both the essay and the biographical sketch. They provide a generalization about White's character that could be inferred from the essay (e.g., White loved animals, White was sophisticated, White was observant), and use details from both passages that support the generalization.

- The essay "Twins" illustrates one aspect of E. B. White's life as described in the sketch because it shows his love of animals. He enjoyed watching the deer and the fawns. And then at the end he pet the deer. He also lived on a farm with animals in Maine and wrote about them.
- The essay shows that White is the kind of person who enjoys the simple things in life from watching a newborn fawn take its first step to playing on an instrument made of wire and a shoe to get money on his trip.

#### **Essential**

a) Responses at this level explain what the essay shows about E. B. White as a person and support the answer with related details from the essay only. They provide a generalization about White's character that could be inferred from the essay and use details only from the essay that support the generalization.

- The essay shows that E. B. White often takes a greater interest in the more subtle aspects of events. In the essay he said he watched the deer while other people just walked by and didn't care about the small miracle.

OR

b) Responses provide a generalization about White's character that could be inferred from the essay and use details only from the biographical sketch that support the generalization.

- E. B. White liked nature. He enjoyed the bustle of the city and quiet times on the farm.

OR

c) Some responses at this level make a connection between the essay and the biographical sketch by providing a fact or generalization about White from the biographical sketch and a fact from, or a generalization based on, the essay.

- In the biographical sketch it states that he lived on a farm in Maine and in "Twins" it talks about animals.

**Partial**

a) Responses at this level provide details about White's life or character from the biographical sketch only, or details from the sketch with a reference to the essay that is unrelated.

- E. B. White was an author whose essays and stories were enjoyed by a variety of people. The essay "Twins" tells of his experience in a city zoo.
- The essay "Twins" illustrates how E. B. White wrote books about animals for children.
- E. B. White was a leading literary figure who wrote for the New Yorker magazine.
- E. B. White was one of the country's greatest writers.

OR

b) Responses provide a plot summary of all or part of the essay.

- The essay "Twins" gives a story about White going to the Bronx zoo on a miserable day and seeing an extraordinary sight that changed his day. The story shows his imagination and personality.

OR

c) Responses provide a generalization about White's life or character based on either the essay or the biographical sketch but do not use any details to support the answer.

- He liked animals a lot.
- White was a very observant person.
- E. B. White was a famous writer.

**Unsatisfactory**

Responses at this level provide irrelevant details, personal opinions, or may provide a vague generalization about White's character without any supporting details.

- I think "Twins" illustrates the life of E. B. White as being a caring person.
- It shows E. B. White was a good person.
- It shows he was a good writer.
- The essay describes the writing aspect of his life.
- E. B. White wrote interesting essays.

### Question 34. Percentage at Each Scoring Level

	Unsatisfactory	Partial	Essential	Extensive	Omitted
National Public	21	35	29	8	7
South Carolina	22	41	23	7	7

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

35. On page 3, the author of the biographical sketch notes that E. B. White's cross-country trip gave him "a lifetime of anecdotes." The author is pointing out that on the trip White
- A. caught a life-threatening illness
  - B. had many experiences to talk about
  - C. made several very good friends
  - D. learned to get by on little money

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: B

#### Question 35. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	7	79	4	9	1
South Carolina	10	76	4	10	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

36. Why did E. B. White want to go to the Bronx Zoo?

- A. To pet the twin fawns
- B. To amuse his nieces and nephews
- C. To watch the sightseers
- D. To see a moose calf

Content Area: Literary

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: D

#### Question 36. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	10	12	4	73	1
South Carolina	11	13	3	73	1

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

37. Explain why the setting of a zoo in a city helps to make E. B. White's essay "Twins" more effective.

Content Area: Literary

Cognitive Target: Critique/Evaluate

Difficulty: Hard

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

#### Full Comprehension

Responses at this level demonstrate understanding of how the city setting contributes to the effectiveness of the essay. Responses may explain that the events in the essay are more significant and unusual because they are not expected in a city environment.

- The setting is important because you don't expect to see the beauty of nature in a city of big buildings and busy streets.
- It's good to set it in the city because then a deer is rare, which makes it more special.
- No one expects to see a deer in the city.
- It's unusual to see nature in the big city.
- The fast pace of the city is a contrast to the slow pace of nature.

#### Partial Comprehension

Responses at this level provide a general statement about setting but do not explain how the setting of the essay contributes to its effectiveness.

- The setting allows you to visualize the story.
- The story shows you that nature can happen anywhere.
- It was unusual because zoos are usually in the country, not the city.

#### Little or No Comprehension

Responses at this level provide irrelevant details from the biographical sketch or essay, or personal opinions. They do not talk about setting.

- Because that's where the deer are.
- Because that's where he went.
- People like going to zoos.

#### Question 37. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	60	22	11	7
South Carolina	59	22	9	10

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

38. Using details from the essay "Twins," explain what E. B. White means when he says, "We encountered better luck than we had bargained for."

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Hard

Correct Answer: See Scoring Guide below

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### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level interpret the statement, support it with details from the essay, and indicate that White witnessed something special, rare, or out of the ordinary.

- He means that they were more lucky because instead of seeing the moose calf they got to see the miracle of the fawns' birth.
- He means to say that he wasn't expecting to see a new baby deer being born! He was planning on seeing a moose calf. It probably made the trip a little more interesting and exciting.

#### Partial Comprehension

a) Responses at this level interpret the statement and support it with details, but they do not indicate that White witnessed something special.

- They went to see a moose, but saw a deer born instead.

OR

b) Responses interpret the statement and may indicate that the event was special, but they do not provide details from the essay.

- They had not expected to see something extraordinary.
- He didn't expect to see what he saw.

OR

c) Responses provide relevant details but give no interpretation of the statement and may or may not indicate that the event was special.

- He saw a deer born.
- He saw the fawns being born and felt it was a blessing.

#### Little or No Comprehension

Responses at this level provide irrelevant details or personal opinions or may simply repeat the question.

- Things turned out better than they thought they were.
-

Question 38. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	34	53	5	7
South Carolina	36	49	5	9

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.  
DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

39. The following is from the first paragraph of the essay "Twins."

They stood there, mother and child, under a gray beech whose trunk was engraved with dozens of hearts and initials.

What does the sentence imply?

- A. E. B. White is sympathetic to parents and children.
- B. The deer were hiding from E. B. White and the other sightseers.
- C. E. B. White is aware of both nature and the urban setting.
- D. The graffiti interferes with E. B. White's enjoyment of the scene.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: C

#### Question 39. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	25	12	53	9	1
South Carolina	28	11	51	8	2

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

40. How do you think E. B. White feels by the end of his visit to the zoo? Support your answer with reference to the essay.

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Acceptable

Responses at this level provide an appropriate feeling inferred from the essay. Responses may make specific reference to White's experience at the zoo or may provide a more general statement that reflects White's experience.

- He feels exhilarated by watching the deer give birth.
- He feels happy that he got to scratch the fawns behind the ears.
- He feels that he has witnessed something special and it was a once in a lifetime deal.

#### Unacceptable

Responses at this level may provide irrelevant details or personal opinions or a feeling that is so general it could apply to any visit to a zoo.

- I think he feels fulfilled and happy because his description uses lots of details.
- He feels he has seen too much for one day.
- He was happy to see the animals.

---

#### Question 40. Percentage at Each Scoring Level

	Unacceptable	Acceptable	Omitted
National Public	40	53	7
South Carolina	44	47	9

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

41. The following is from the essay "Twins."

Occasionally, a sightseer would appear and wander aimlessly by, but of all who passed none was aware that anything extraordinary had occurred. "Looka the kangaroos!" a child cried. And he and his mother stared sullenly at the deer and then walked on.

In these sentences, E. B. White is mainly

- A. showing how much he knows about animals in the zoo
- B. contrasting his experience with that of the other sightseers
- C. showing that he enjoys the reactions of children
- D. comparing the reactions of children and adults

Content Area: Literary

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: B

#### Question 41. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	5	59	13	23	#
South Carolina	5	56	17	22	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## ***1920: Women Get the Vote***

*by Sam Roberts*

*The 19th Amendment was ratified in 1920, after decades of campaigning by the women's suffrage movement.*

When John Adams and his fellow patriots were mulling independence from England in the spring of 1776, Abigail Adams famously urged her husband to "remember the ladies and be more generous and favorable to them than your ancestors." Otherwise, she warned, "we are determined to foment a rebellion, and will not hold ourselves bound by any laws in which we have no voice or representation."

That summer, the Declaration of Independence proclaimed that all men are created equal but said nothing of women's equality. It would take another 144 years before the U.S. Constitution was amended,

giving women the right to vote in every state.

That 19th Amendment says simply: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex." It took effect after a dramatic ratification battle in Tennessee in which a 24-year-old legislator cast the deciding vote.

The amendment was a long time coming. At various times, women could run for public office in some places, but



**More than 20,000 marchers took part in this 1915 parade in New York City in support of women's suffrage.**

Courtesy of Library of Congress #LC-USZ62-50393



**ELIZABETH CADY STANTON**

Courtesy of Library of Congress  
#LC-USZ62-28195

could rarely vote. (As far back as 1776, New Jersey allowed women property owners to vote, but rescinded that right three decades later.)

### **"WOMANIFESTO"**

The campaign for women's rights began in earnest in 1848 at a Women's Rights convention in Seneca Falls, N.Y., organized by 32-year-old Elizabeth Cady Stanton and other advocates. Stanton had drafted a "Womanifesto" patterned on the Declaration of Independence, but the one resolution that shocked even some of her supporters was a demand for equal voting rights, also known as universal suffrage. "I saw clearly," Stanton later recalled, "that the power to make the laws was the right through which all other rights could be secured."

Stanton was joined in her campaign by Susan B. Anthony, Sojourner Truth, Lucretia Mott, and other crusaders who would become icons of the women's movement. Some were militant. Many were met with verbal abuse and even violence. Already active in the antislavery movement and temperance campaigns (which urged abstinence from alcohol),



**SUSAN B. ANTHONY**

Courtesy of Library of Congress  
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women often enlisted in the fight for voting rights too.

### **WYOMING IS FIRST**

They staged demonstrations, engaged in civil disobedience, began legal challenges, and pressed their case state by state. In 1869, the Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation. ("It made sense that a place like Wyoming would embrace women's rights," Gail Collins of *The New York Times* wrote in her book *America's Women*. "With very few women around, there was no danger that they could impose their will on the male majority.")

In 1878, a constitutional amendment was introduced in Congress. The legislation languished for nine years. In 1887, the full Senate considered the amendment for the first time and defeated it by about 2-to-1.

But the suffrage movement was slowly gaining support. With more and more women graduating from high school, going to college, and working outside the home, many Americans began asking: Why couldn't women vote too?

Plenty of opposition existed, according to Collins: Democrats feared women would vote for more socially progressive Republicans. The liquor industry, afraid of prohibition, also opposed women's suffrage, as did many people in the South, where blacks had been largely disenfranchised since Reconstruction.

In 1918, after much cajoling and picketing by suffragists, President Woodrow Wilson changed his mind and backed the amendment. The next year, both houses of Congress voted to amend the Constitution. Suffrage advocates predicted quick ratification by the states. (By 1919, 28 states permitted women to vote, at least for President.) Within a little more than a year, 35 of the required 36 states had voted for ratification.

The last stand for anti-suffragists was in Tennessee in the summer of 1920. Their showdown in the State Legislature became known as the "War of the Roses." (Pro-amendment forces sported yellow roses; the antis wore red.)

After two roll calls, the vote was still tied, 48-48. On the third, Harry T. Burn, a Republican and, at 24, the youngest member of the legislature, switched sides. He was wearing a red rose but voted for ratification because he had received a letter from his mother that read, in part: "Hurrah and vote for suffrage! Don't keep them in doubt!"

Burn said later: "I know that a mother's advice is always safest for her boy to follow and my mother wanted me to vote for ratification. I appreciated the fact that an opportunity such as seldom comes to mortal man-to free 17,000,000 women from political slavery-was mine."

## GRADUAL CHANGE

In 1920, women across America had the right to vote in a presidential election. (In the South, black women and men would be kept off voter rolls in large numbers until 1965, after passage of the Voting Rights Act.)

But newly enfranchised women voted in much smaller numbers than men. "Women who were adults at that time had been socialized to believe that voting was socially inappropriate for women," says Susan J. Carroll, senior scholar at the Center for American Women and Politics.

The political and social change sought by suffragists came gradually and not without fits and starts. An Equal Rights Amendment, stipulating equal treatment of the sexes under the law, was passed by Congress and sent to the states in 1972, but later failed after being ratified by only 35 of the necessary 38 states.

In 1980, however, women surpassed men for the first time in turnout for a presidential election. Since then, there has also been a substantial rise in the number of women running for and holding political office.

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UPFRONT magazine, September 5, 2005  
issue.

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Questions 42–52 refer to Passage 5: [Women Get the Vote](#).

42. What is the main purpose of the article?

- A. To describe the events leading to the passage of the 19th Amendment
- B. To identify the states that first supported women's voting rights
- C. To discuss the most important leaders of the suffragist movement in the 1800s
- D. To explain why the Equal Rights Amendment has not been ratified

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: A

Question 42. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	63	20	10	7	#
South Carolina	64	18	11	7	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

43. Do you think the statements by Abigail Adams in the first paragraph are an effective way to begin the article? Explain why or why not using information from the article.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain an opinion about whether the statements by Abigail Adams are an effective way to begin the article by making a specific connection between the beginning paragraph and the rest of the article or by demonstrating a more general understanding of how the beginning relates to what follows.

- I think it is a good way to begin the article because it shows that even in 1776 Abigail Adams wanted equal rights for women, and yet it was ignored.
- I do think it is a good way to start the article because it explains the very beginning of the women's rights movement.
- Yes, because it gets you set up for what you are about to read. It starts out talking about fighting for independence, which is close to what the article is actually going to talk about.
- Yes, because it shows that women in this country were very determined to be equal to men....
- No, they should start when women wanted to vote in 1848.

#### Partial Comprehension

a) Responses at this level provide a text-based generalization to explain whether the Adams' statements are an effective way to begin the article. They do not demonstrate understanding of how the beginning relates to the rest of the article.

- I think it is because the events lead up to a start of the article.
- Yes, because it gives you what someone famous said about women's equality and it tells you what the article would be mainly about.
- Yes, because it sets the tone of the article and makes it clear about what we will be reading.
- Yes, because it grabbed my attention because it was an historical quote.

OR

b) Responses interpret Abigail Adams's statements, but they do not explain why the statements are or are not an effective way to begin the article. These responses may or may not be expressed as an opinion.

- I think that it is a good way to begin it because it's talking about the rights of independence.
- No, not really because all Abigail is saying is that women don't have the opportunity to vote yet.
- She wanted independence for women.

- The statements by Abigail Adams was an effective way to begin the article. She was standing up for what she believed in and she warned the people that she would rebel.

**Little or No Comprehension**

Responses at this level provide irrelevant details or unsupported personal opinions or may simply repeat the question. Or, responses simply repeat what Abigail Adams said without interpreting her statements.

- No, it makes everything confusing.
- I don't think so because it sounds boring.
- Yes, Abigail made a good statement and it was a good introduction.
- Maybe because they should have had a little part about the battles of Lexington and Concord.
- Yes, because she urged with her husband to "Remember the ladies and be more generous and favorable to them than their ancestors."

Question 43. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	21	52	24	2
South Carolina	23	55	20	2

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

44. According to the article, women in New Jersey in the 1700s could

- A. campaign for public office
- B. participate in political debates
- C. join political parties
- D. vote if they owned property

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: D

#### Question 44. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	11	7	4	78	1
South Carolina	9	6	5	81	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

45. According to the article, what was most surprising about the "Womanifesto"?

- A. It was written by Elizabeth Cady Stanton.
- B. It called for equal voting rights for men and women.
- C. It was based on the Declaration of Independence.
- D. It had such a large number of resolutions.

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Medium

Correct Answer: B

#### Question 45. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	7	59	25	9	#
South Carolina	6	59	23	11	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

46. On page 3, the article says that Elizabeth Cady Stanton and Susan B. Anthony would become icons of the women's movement. This means that the two women would
- A. become religious leaders
  - B. be pictured on the "Womanifesto" document
  - C. become important symbols of the movement
  - D. be ready to sacrifice everything for the movement

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: C

#### Question 46. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	6	6	81	6	#
South Carolina	6	5	81	8	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

47. According to the article, what is one way that women fought for equal rights in the 1800s?

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Acceptable

Responses at this level use information from the article to provide one way that women fought for equal rights in the 1800s.

- They had a convention for women's rights in 1848.
- Making a Womanifesto
- They marched and did protests.
- By engaging in civil disobedience. This means that they protested, but in a way that was nonviolent.
- They would put forth legal cases that challenged the laws or the constitution.
- By presenting their case all around the U.S. going state to state.
- Women fought for equal rights by starting a campaign.

#### Unacceptable

Responses at this level provide incorrect information, irrelevant details, or personal opinions.

Responses may simply repeat the question.

- They were going to colleges leaving home.
- They fought for their rights.
- They had their husbands do things for them or . . . for their rights.
- To vote in a presidential election
- More and more women were graduating from high school and college and thinking why can't they vote.

---

#### Question 47. Percentage at Each Scoring Level

	Unacceptable	Acceptable	Omitted
National Public	29	67	3
South Carolina	30	67	3

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

48. In describing the women's suffrage movement, the author uses such words as "battle," "militant," and "showdown." Do you think this is an effective way to describe the women's suffrage movement? Support your answer with two references to the article.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Hard

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Extensive

Responses at this level state an opinion about the effectiveness of describing the women's suffrage movement using such terms as "battle," "militant," and "showdown" and provide two references to the article that support and explain the opinion.

- Yes, because they really were battling for rights. Abigail Adams said "We will not hold ourselves bound by any laws in which we have no voice or representation." The article says that the women engaged in civil disobedience. Both of these things suggest that women really were battling for rights.
- Yes, I think so because it was a "battle" because "Many were met with verbal abuse and even violence." Also it was a "showdown" because "Pro-Amendment forces sported yellow; the anti's wore red" so it was the yellow roses vs. the red roses.
- When the author describes the movement by using these words, I think it is an effective way. Because the author describes the movement so harshly. For example, "We will not hold ourselves bound by any laws." Also, "We will foment a rebellion."
- Not really because "battle" and "showdown" give the impression that it's a war when really some women were civil and did things like legal challenges. They also pressed their case state by state. They created "Womanifesto" with resolutions that were reasonable. Yes, some were militant, but not all were for fighting.

#### Essential

Responses at this level state an opinion about the effectiveness of the description and provide one reference to the article that supports and explains the opinion.

- By using the words shown it was an effective way to describe the women's suffrage movement. Women began to march and protest for their rights.
- Yes I think using the words "battle," "militant" and the word "showdown" was an effective way to describe the women's suffrage movement. When the article says the women were sometimes militant it gives the examples of being met with verbal abuse and violence.

#### Partial

a) Responses at this level state an opinion about the effectiveness of the description, but they provide only a general explanation of the opinion.

- Yes, because it is a battle for the women to vote. The women have to show down everyone so they can vote.
- Yes, because it was a fight for voting rights.

OR

b) Responses state an opinion about the effectiveness of the description and provide at least one reference to the article, but they provide no explanation for the reference(s).

- Yes. This is because it's how, like in Tennessee what they were doing ... [While the reference to Tennessee is related to the terms in the question, it lacks explanation.]

OR

c) Responses provide a reference to the article or a general explanation related to the terms "battle," "militant," or "showdown," but they do not state or imply an opinion about the effectiveness of using those terms.

- When he says battle he means how they fought for their rights.

**Unsatisfactory**

Responses at this level provide irrelevant details or unsupported personal opinions or may simply repeat the question.

- I do think it was effective. People should not leave it up to the men to decide what goes on in our everyday life. Everyone should have a say.

OR

Responses are too general or unclear or they fail to understand the question or passage or they simply indicate "yes" or "no."

- Yes, I think this is an effective way to describe it. Those words are very descriptive words that really help you understand what is going on.
- Yes, because women can have just as much freedom as anyone.
- No, back then when this was happening women weren't known to fight or anything like that. They were nice people who didn't fight weren't mean or nothing.

---

Question 48. Percentage at Each Scoring Level

	Unsatisfactory	Partial	Essential	Extensive	Omitted
National Public	22	32	23	12	10
South Carolina	23	31	28	10	8

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.  
DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

49. On page 3, the article says that women in the suffrage movement "pressed their case state by state." This means that the women
- A. spoke with newspaper reporters in many states
  - B. strongly urged the states to pass women's suffrage
  - C. traveled in large groups together from state to state
  - D. introduced the idea of women's suffrage to the states

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: B

Question 49. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	7	59	13	20	#
South Carolina	6	57	17	20	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

50. In her book, *America's Women*, what did Gail Collins suggest was the reason that the Wyoming Territory passed the first permanent suffrage law?

- A. Because the small number of women there would not have had much political influence
- B. Because the suffragist movement was very active in the western United States
- C. Because most politicians there chose not to vote on that resolution
- D. Because it was important for women to have the vote in such a dangerous area

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: A

#### Question 50. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	66	15	10	8	1
South Carolina	69	12	10	8	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

51. The section "Wyoming Is First" describes changes in United States society in the late 1800s and early 1900s. Choose one of these changes and explain its effect on women's progress in getting the vote.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level choose a change in U.S. society in the late 1800s or early 1900s and explain its effect on women's progress in getting the vote. Changes include developments during this period that clearly contributed to women's progress in getting the vote or that led to an increase in people's receptivity to women getting the vote.

- Well, having Wyoming being the first encouraged everyone else to join.
- One change was that women started going to college and getting jobs. Because of this Americans thought, "Why can't women vote?"
- One of the changes in society in the late 1800s and early 1900s were that people started asking themselves why women couldn't vote too. Also because the suffrage movement began to gain support.

#### Partial Comprehension

a) Responses at this level describe a change in U.S. society, but they do not explain its effect on women's progress in getting the vote, or they make a very general or inaccurate comment about the effect.

- The Wyoming Territory gave women the vote, with the first permanent suffrage law in the nation.
- Women had more equal rights than before but needed to work more on it.
- Wyoming would embrace women's rights. This started the beginning part on women's rights in America.

OR

b) Responses describe an effect of changes that are not social changes.

- They staged demonstrations; they got more men and women on their side.
- In 1920, women across America had the right to vote in a presidential election. This made more chances for women to vote.

**Little or No Comprehension**

Responses at this level provide inaccurate information, irrelevant details, or personal opinions.

Responses may simply repeat the question.

- The change I would like back in those days in the beginning is having the women to vote first because they seem more smarter than men.
  - 1800s was bad because it was no independence and nobody had equal rights.
  - Women would get a vote only if they owned property.
  - That women were fighting for their freedom in the South and got it.
  - To change the equalness of men and women. So they changed it and everyone was happy.
  - It was the politics' social change sought by suffragists.
- 

**Question 51. Percentage at Each Scoring Level**

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	35	39	20	4
South Carolina	36	39	18	5

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

52. How do you think the women of the suffragist movement might feel about the events described in the last section of the article, "Gradual Change"? Explain your opinion with an example from the article.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Full Comprehension

Responses at this level explain how the women of the suffragist movement might feel about the events described in the last section of the article and use an example from the article as support.

- I think women would appreciate that women are now able to vote.
- I think they would be glad to know that, as stated in the text, they had surpassed the men in voting.
- They would have been upset that few women voted.
- I think that the women wouldn't be totally satisfied because the article said that black women and men still could not vote.
- They would feel good to know that they could vote for President but not happy about it taking from the 1700's to 1920.

#### Partial Comprehension

a) Responses at this level present a detail from the last section or a detail about the suffragist movement but do not explain how the women of the suffragist movement might feel about the events described in the last section of the article.

- The women voted in much smaller numbers than men.

OR

b) Responses indicate how women might feel about the events but provide only a text-based generalization to explain the feeling.

- They might feel good because things are gradually changing for the better for them.
- I think the women would feel very proud of themselves.
- They would feel good about what they had done.

#### Little or No Comprehension

Responses at this level may provide a feeling without a text-based explanation.

- They would feel good about the events.
- They would feel angry.
- They would feel happy.

Other responses may provide incorrect information, irrelevant details, or unsupported personal opinions. Responses may simply repeat the question.

- I think they became angry because the amendment came and it was then ratified.

- I think the women of the suffragist movement would be satisfied with the outcome of the situation.

---

Question 52. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	18	28	54	#
South Carolina	18	26	57	#

# Rounds to zero.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

## **Tech-Trash Tragedy**

*by Liam O'Donnell*

In our wired world, technology moves at a laser-fast pace. Every day, a new gadget arrives and promises to bring us the future, today. In the race for faster computers and more-powerful gadgets, it's easy to forget about yesterday's high-tech wonders.

Unfortunately, used computers and gadgets end up in landfills across the country. Each year, we throw away 12 million computers. And that is not good news for the environment. To make our gadgets work, many of them use materials like lead and mercury. When mercury and lead end up in a landfill, they spread poisons into the earth, water, and air for miles around. This is called e-waste—and it's becoming a big pollution problem around the world.

Big problems call for big solutions, so adults and kids from dozens of countries are working hard to clean up our e-waste. And you can help, too.

### **Turning Old Into New**

The trick to stopping e-waste is to catch it before it gets into the landfill. That's why some seventh-grade students at a school in Michigan organized a computer drop-off event. They put up posters and spread the word around the town, telling people to bring out their old computers.

And the people got the message. They dropped off dozens of old computers, monitors, and printers at the school. Craig Greshaw, the school's computer teacher who helped organize the event, believes that knowing about computers goes beyond surfing the Web. "Part of that is learning about the chemicals inside the computers and what needs to be done with them to keep them safe," he told the town newspaper during the recycling drive. With their school gym filled with old computers, the students were ready for the next step in cleaning up the high-tech trash: turning old computers into new ones.

That's where companies like RePC step in. The Seattle company takes e-waste and turns it into e-gold. "Almost all of the parts of a computer can be reused or recycled," says Mark Dabek, owner of RePC. Any computer parts that can't be reused or sold get recycled in a way that won't hurt the environment. "The circuit boards are sent to a circuit board recycler that chops them and sends them to a facility with a very, very hot furnace called 'the reactor,'" Dabek says. After the computer parts are safely crushed and burned, their raw materials can be reused to make everything from appliances to office buildings.

Sometimes you can make a new computer from the parts of an old computer. Called refurbishing, it's what



**Out with the old and in with the new! Look how it piles up!**

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the tech whizzes at RePC do best. Buying a refurbished computer is a lot cheaper than buying a new one. But who wants a computer made up of old parts?

A lot of people, actually. Places like schools and community centers are often short on cash, but need computers to help them get things done. Robert Sterling, a computer teacher at a high school in California, uses computers donated from local businesses to motivate students and teach them about recycling. "If kids learn to recycle everything," says Sterling, "they will set a good example for some of the older people who are not in the habit yet of recycling every day."

Recycling old computers is big business, and there are many other companies like RePC across the country. Many big charities have computer-recycling programs too,

but be sure to call them first before you drop off any equipment.

Computers aren't the only technology that can be reused. Last year, schools in New Mexico gave old cell phones a new lease on life while also helping to raise money for charity. The students collected eleven garbage bags of old cell phones, sold them to a cell phone refurbishing company, donated the money to charity, and helped keep the environment clean—all at the same time.

### **Building a Greener Future**

Some computer makers are tackling tech trash by designing more environmentally responsible products. More new computers are made with recycled plastic and use less electricity. Many also have no lead in their circuits, which makes them less damaging to the environment. The same goes for those

new flat monitors. Not only do they look cool, but they also use less-harmful chemicals.

Computers are an important part of our wired world. It's up to us to make sure that they don't pollute our planet. Talking to others about e-waste is a great way to start tackling the problem. Speak to your teacher about organizing a computer collection drive at your school. Next time your baseball team is raising money, try collecting old cell phones. By working together for a clean

future, we can make e-waste a thing of the past.

From ODYSSEY'S September 2004 issue:  
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Questions 53–61 refer to Passage 6: [Tech-Trash Tragedy](#).

53. Using information from the article, explain what e-waste is and why it is a problem.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

#### Full Comprehension

Responses at this level use information from the article to explain what e-waste is and why it is a problem.

- E-waste is old computers that are thrown away and the lead and mercury poisons the earth.
- E-waste is old technology (computers, cell phones, etc.) that are thrown into landfills. This is a problem because it contains pollutants and harmful chemicals that poison the earth, water and air.

#### Partial Comprehension

Responses at this level use information from the article to explain what e-waste is OR why it is a problem.

- E-waste is stuff like mercury and lead that comes from computers.
- E-waste is a problem because it is polluting the earth.

#### Little or No Comprehension

Responses at this level provide incorrect information, irrelevant details, or personal opinions. Responses may simply repeat the question.

- It is stuff that can't be burned or stuff that is recyclable.
- It is a virus in a computer.

#### Question 53. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	6	39	55	1
South Carolina	6	45	48	#

# Rounds to zero.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

54. Which of the following does the author primarily use to persuade his readers to help fight e-waste?

- A. Real-world examples
- B. Interviews with scientists
- C. Comparison and contrast
- D. Historical context

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Easy

Correct Answer: A

#### Question 54. Response Options and Percentage of Selection

	A *	B	C	D	Omitted
National Public	88	4	6	2	#
South Carolina	87	5	7	2	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

55. Does the author present a convincing argument that recycling is the best solution to the problem of e-waste? Explain why or why not.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Medium

Correct Answer: See Scoring Guide below

## Scoring Guide for Constructed-Response | Score & Description

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### Full Comprehension

Responses at this level use a text-based criteria to explain whether the author presents a convincing argument and refer to the article in their explanation.

- Yes, he used real life examples of kids doing it and showed how recycling works.
- No, the author just gives examples of people recycling but no proof that it helps the environment.
- Yes, I believe the author gave a convincing argument because he presented the problem and then gave solutions such as funding raising and recycling.
- No. The author did not convince me that recycling is the best solution, because he gave other ways of fixing the problem, like reusing or refurbishing computers.

### Partial Comprehension

a) Responses at this level use a text-based criteria to explain whether the article is convincing but do not refer to the article in the explanation.

- Yes, the author presents a convincing argument because he uses real life examples.
- Yes, it is convincing because he shows a lot of pros and cons and the pros clearly outweigh the cons.
- The author doesn't present a convincing argument because he's just telling people what to do and what not to do.

OR

b) Responses explain an opinion with reference to information in the article but do not address how the author does or does not present a convincing argument.

- Yes, the author does convince because he tells us that recycling can help the environment.
- The author presents a convincing argument because he explains how refurbishing computers will reduce leaks into our water supply.
- Yes because he shows how to help the environment.

### Little or No Comprehension

Responses at this level may provide facts about pollution that are not from the article, vague criteria, irrelevant details from the article, personal opinions, or may barely go beyond the phrasing of the question.

- Yes, because the ozone layer is hurt by e-waste.
- Actually yes, the author convinces you to recycle e-waste, because then it won't become such a big problem to our economy.
- Yes, because he strongly says that recycling is the best solution.

- Yes, the author does convince because he has all the facts he needs to win the case.
- Yes, because it makes me want to recycle stuff.

Question 55. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	15	67	16	1
South Carolina	14	75	10	1

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.  
 DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

56. On page 2, the article says that Craig Greshaw thinks that "knowing about computers goes beyond surfing the Web." What does Greshaw mean by this? Explain your answer using information from the article.

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### Acceptable

Responses at this level explain what Greshaw means by referring to the connection between technology (computers, cell phones, etc.) and e-waste.

- Craig is saying that people not only need to know how to surf the web, but also need to know how to properly dispose of their computers and cell phones.
- If you know how a computer runs and what/how it is made, you can create new products more efficient and environmentally safe.
- He means you need to know what is actually inside them, chemical-wise.

#### Unacceptable

Responses explain Greshaw's meaning by referring to information about computers or their use.

OR

Responses provide incorrect information, irrelevant details, or personal opinions, or they may simply repeat the question.

- What Craig meant was that we think that just because we can use a computer we know everything. When really we don't know much.

---

#### Question 56. Percentage at Each Scoring Level

	Unacceptable	Acceptable	Omitted
National Public	53	43	3
South Carolina	56	40	4

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

57. On page 3, the article says that Robert Sterling uses donated computers to motivate his students. This means he uses these computers to

- A. communicate more easily with his students
- B. keep track of his students' progress
- C. encourage his students to be more involved
- D. teach his students new concepts and strategies

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: C

#### Question 57. Response Options and Percentage of Selection

	A	B	C *	D	Omitted
National Public	2	2	87	8	#
South Carolina	#	1	90	8	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

58. On page 3, the article says that some computer makers are designing more "environmentally responsible products." This means that the products are

- A. able to adapt to the environment
- B. required to help the environment
- C. made from natural materials
- D. less likely to harm the environment

Content Area: Informational

Cognitive Target: Integrate/Interpret

Difficulty: Easy

Correct Answer: D

#### Question 58. Response Options and Percentage of Selection

	A	B	C	D *	Omitted
National Public	6	13	8	73	#
South Carolina	6	16	7	71	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

59. Based on what you have read in this article, do you think the problem of tech trash will be difficult to solve? Explain your answer using two references to the article.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Medium

Correct Answer: See Scoring Guide below

### Scoring Guide for Constructed-Response | Score & Description

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#### **Extensive**

Responses at this level provide an opinion about whether the problem of tech trash will be difficult to solve and explain the answer using two references to the article.

- I don't think the problem of tech trash will be difficult to solve at all. I think if all the people hear how harmful tech trash can be to their own health they will understand and be helpful recycling their old computers. Now that companies are building computers less likely to harm the environment the general public will understand and do their best to help.
- I believe tech trash will take a while to solve. First, the highly damaging chemicals inside today's technology have been going into landfills for a long time. Second, is because of people's involvement. Not a lot of people are going to willingly take the time to recycle their technology.

#### **Essential**

Responses at this level provide an opinion about whether the problem of tech trash will be difficult to solve and explain the answer using one reference to the article.

- Yes, it will be because the author says we're throwing away 12 million computers.
- No, I don't think tech trash will be difficult to solve because I feel that people will be more likely to buy a recycled, cheaper computer than a new expensive one.

#### **Partial**

a) Responses at this level provide information from the article related to the question but do not connect this information to an opinion.

- We throw away 12 million computers a year.
- RePC is helping turn e-waste into e-gold.

OR

b) Responses provide an opinion but refer generally to the article.

- No, because it's quite easy to collect things (old) to make into new things.
- Tech trash is not difficult to solve because all you have to do is recycle as much as possible.
- If everyone gets involved, then it will not be as complicated because more people are helping.
- It will be hard to solve, because you have to spread the word around to so many people.
- No, because if all people start fighting e-waste by not throwing away old computers then there won't be a problem to solve.

**Unsatisfactory**

Responses at this level provide incorrect information, irrelevant details, or unsupported personal opinions. Responses may simply repeat the question.

- I think no because we should recycle most trash.
  - Well for some people it will be difficult but for some it will be easy.
  - Yes, because people don't listen.
  - I think yes, because people don't care about the environment.
- 

**Question 59. Percentage at Each Scoring Level**

	Unsatisfactory	Partial	Essential	Extensive
National Public	10	28	28	30
South Carolina	13	33	25	27

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

60. According to the article, what is another benefit of recycling e-waste besides helping the environment?

- A. Recycling makes computers easier to build.
- B. Recycling can help raise funds for good causes.
- C. Recycling helps improve current technology.
- D. Recycling improves government services.

Content Area: Informational

Cognitive Target: Locate/Recall

Difficulty: Easy

Correct Answer: B

#### Question 60. Response Options and Percentage of Selection

	A	B *	C	D	Omitted
National Public	12	65	20	3	#
South Carolina	12	59	27	3	#

# Rounds to zero.

\* Indicates correct response.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

61. The title of this article is "Tech-Trash Tragedy." Does the article persuade you that the problem of tech trash is a "tragedy"? Explain why or why not.

Content Area: Informational

Cognitive Target: Critique/Evaluate

Difficulty: Easy

Correct Answer: See Scoring Guide below

## Scoring Guide for Constructed-Response | Score & Description

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### Full Comprehension

Responses at this level provide an opinion about whether the article persuades the reader that the problem of tech trash is a tragedy and explain why or why not. Responses may contrast the tech trash problem to the idea of tragedy, may refer to information about the consequences of tech trash, or may explain that the article presents tech trash as a problem to be solved.

- A tragedy, in my book, is a dramatic, unavoidable situation (Hurricane Katrina). A few computers being thrown away doesn't go as high as tragedy.
- Yes, because every year 12 million computers are thrown away and our environment is getting more polluted every year.
- No, the article convinces me that tech trash is an easily solved problem. Most of the article was about the positives of tech trash, like how people are recycling it.

Some responses at this level may not use specific details but demonstrate an understanding that the article has a positive emphasis on what can be done to solve the tech trash problem.

- No, because it is a problem not a tragedy. It's actually annoying because a tragedy is something overwhelming where as this can be fixed.

### Partial Comprehension

a) Responses at this level support an opinion about whether the article persuades that the problem of tech trash is a tragedy with generalizations about the concept of tragedy, with criteria about presentation of information, or with text-based generalizations.

- I don't think this is a tragedy. Tragedy to me would be more like the holocaust or slavery.
- Yes, the article persuades because the author provides real life examples and facts about e-waste.
- Yes, because it tells me all of the dangers and the effects that tech trash has on the earth.

OR

b) Responses provide a text-based opinion related to whether the problem of tech trash is a tragedy but do not recognize the results of tech trash on the environment.

- Yes, because for so long we didn't know what would happen to the computers we threw away.
- Yes, people are throwing away too many computers.

### Little or No Comprehension

Responses at this level provide incorrect information, irrelevant details, or unsupported personal opinions. Responses may simply repeat the question.

- The article "Tech-Trash Tragedy" does help because it gets the reader's attention before

they even start reading.

- Yes, I think that tech trash is a tragedy.
- No, because maybe if they had a better title maybe people will listen to what they are trying to say to them.

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Question 61. Percentage at Each Scoring Level

	Little/No Comprehension	Partial Comprehension	Full Comprehension	Omitted
National Public	15	36	48	#
South Carolina	18	38	44	#

# Rounds to zero.

NOTE: These results are for public school students only. Due to rounding, percentages may not sum to 100.

DATA SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2011 Reading Assessment.

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