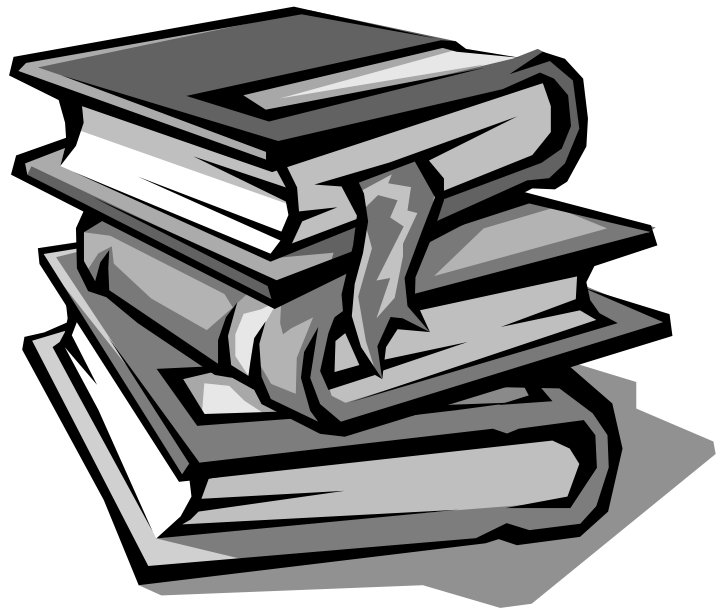
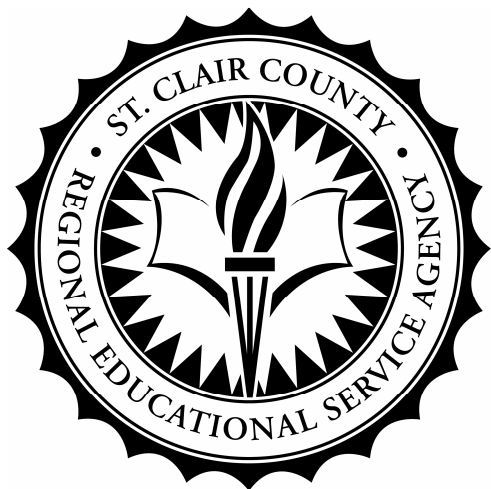


English Language Arts Prototype



Suggested for: **High School
Courage**

Prototypes developed by
St. Clair County Educators
Revised January 2005



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PART 1

WRITING FROM KNOWLEDGE AND EXPERIENCE

PART 1: SESSION 1 PREWRITING

DIRECTIONS:

THINKING ABOUT THE TOPIC:

Courage - state or quality of mind or spirit that enables one to face danger with self-possession, confidence and resolution.

THINK ABOUT:

Describe what you think when you think about courage.

List five people you know who are courageous.

Describe a time when you were courageous.

How can courage help you face the problems you may have in life?

PART 1: SESSION 1

DRAFTING

DIRECTIONS:

Continue to think about the topic: **Courage**.

Write about **one** of the following:

write a detailed example of courage that you have heard about

or

write about someone you personally know who is courageous,
and why you think so

or

write if you believe courage is an inner or outer quality,
and why you believe this

or

write about the topic in your own way.

When you are ready, you may begin your draft.

Interested adults will be reading your writing.

PART 1: SESSION 1

REVIEW OF WRITING

DIRECTIONS:

Use the following checklist as you draft.

CHECKLIST FOR REVISION:

- Do I stay focused on my central idea?
- Do I support my central idea with important details/examples?
- Do I need to take out details/examples that DO NOT support my central idea?
- Is my writing organized and complete, with a clear beginning, middle, and end?
- Do I use a variety of interesting words, phrases, and/or sentences?

CHECKLIST FOR EDITING:

- Have I checked and corrected my spelling to help readers understand my writing?
- Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

CHECKLIST FOR PROOFREADING:

- Is everything just the way I want it?

Michigan Educational Assessment Program
Integrated English Language Arts
Part 1a Rubric
Writing from Knowledge and Experience

- 6 The writing is exceptionally engaging, clear, and focused. Ideas and content are extensively developed and supported by concepts, examples, and details where appropriate. The writer's control over organization and transitions seems natural and moves the reader smoothly through the text. The voice and tone are authentic and compelling. Tight control over language use and mastery of writing conventions contribute to the effect of the presentation.
- 5 The writing is engaging, clear, and focused. Ideas and content are well developed and supported by concepts, examples, and details where appropriate. The writer's control over organization and transitions effectively moves the writer through the text. The voice and tone are authentic. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The writing is generally clear and focused. Ideas and content are developed and supported by concepts, examples, and details where appropriate. The presentation is generally coherent, and its organization is functional. Voice, tone, and language use support meaning. Lapses in the conventions of written texts are not distracting.
- 3 The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of concepts, examples, and details. The presentation shows some evidence of structure, but it may be artificial or ineffective. Voice and tone may be uneven or inappropriate. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The writing is only occasionally clear and focused. Ideas and content are underdeveloped. The presentation shows little evidence of structure. Voice and tone may be uneven or inappropriate. Language use is sometimes erroneous. Limited mastery over writing conventions makes the writing difficult to read.
- 1 The writing is generally unclear and unfocused. Ideas and content are not developed. The presentation lacks noticeable structure. There are errors in language use. Lack of mastery over writing conventions makes the writing difficult to read.

Not ratable if:

- A Off topic
- B Illegible
- C Written in a language other than English
- D Blank/refused to respond

PART 2a
READING FOR UNDERSTANDING

Directions:

In this part of the test, you will be reading two selections that are related.

FIRST READING SELECTION

THE BEAR

by
William Faulkner

Paragraph beginning:
“So I must see him, he thought, I must look at him.”
(the next 20 paragraphs.)

FIRST READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *THE BEAR* at any time.

1. Nowhere in *THE BEAR* does the author give “the boy” a name. Why do you think he wrote the story like this?
 - A. The boy is not an important character.
 - B. He could not think of a good name.
 - C. He remains a boy throughout the story.
 - D. The boy could be anyone; he could be me.

2. Based on your reading, what can you infer about the bear himself?
 - A. The bear is ferocious.
 - B. The bear is crafty.
 - C. The bear is friendly.
 - D. The bear hates the boy.

3. What qualities do you believe are necessary to face your fears?
 - A. toughness and strength
 - B. brawn and bravery
 - C. courage, honor, and pride
 - D. muscles and quickness

4. In this excerpt, the conflict is about
 - A. the boy facing a bear.
 - B. hunting with your father and friends.
 - C. finding the courage to face your fears.
 - D. having to kill wild animals.

5. For years the boy had dreamed about meeting the bear. If the bear symbolizes fear, what does the gun symbolize?
 - A. Hatred
 - B. Disgust
 - C. A cover
 - D. Hunting season

6. Based on your reading, what do you believe the boy will eventually do?
- A. shoot the bear
 - B. face his fears
 - C. stop going hunting
 - D. get hurt by the bear
7. What does the following quote from Sam imply: “A bear or a deer, too, has got to be scared of a coward the same as a brave man has got to be”?
- A. Face your fear so you can move beyond it.
 - B. Carrying a gun proves that you are strong.
 - C. Cowards should always carry guns.
 - D. Do not face your fears.
8. Why do you think that Sam or another adult did not always stay with the boy?
- A. They were too old to keep up with him.
 - B. They were teaching the boy to accept responsibility for himself.
 - C. The boy did not like them.
 - D. The men were too busy.
9. In your opinion, why is there so little dialogue in this story?
- A. The characters do not like one another.
 - B. They have to be quiet in the woods when hunting.
 - C. They are from the country.
 - D. There is an inner conflict, which needs no conversation.

SECOND READING SELECTION

17 YEAR-OLD ONLY SURVIVOR IN PERUVIAN ACCIDENT

by
Patrick Mondout

17-Year-Old Only Survivor in Peruvian Accident

By Patrick Mondout

On Christmas Eve 1971, a Peruvian airliner was struck by lightning in an area of heavy turbulence at 21,000 feet and crashed into the Amazon. Miraculously, a German teenager survived the crash and walked out of the jungle nine days later.

The LANSA (Lineas Aereas Nacionales Airlines) Lockheed Electra L-188 had taken off from the Jorge Chavez International Airport in Lima a little after 11:00 p.m. on a flight to Pucallpa, Peru. About a half hour after takeoff and at about 21,000 feet, the aircraft entered a thunderstorm and heavy turbulence.

The Electra, known as *Mateo Pumacahua*, was struck by lightning which sparked a fire. The pilots immediately had difficulty controlling the aircraft as systems began failing and it soon went into a dive. While the crew attempted to level out the plane, the fire and turbulent forces on the wings caused the right wing and most of the left wing to separate from the aircraft. The aircraft came crashing down in a mountainous region of the Amazon.

Juliane Margaret Koepcke had a broken collarbone and was unconscious for an unknown amount of time but had survived the crash still strapped in her seat. When she came to, she set out in vain to find her mother. Maria Koepcke, her mother and a leading Peruvian ornithologist, was dead.

Rescue crews searched for the aircraft without success. Koepcke would have to save herself. Several previous trips to the Amazon with her parents had taught her much about the jungle. Her studies at the German High School in Lima, which were preparing her for a career as a zoologist (like her father, who she was attempting to visit), would no doubt help as well.

Koepcke found a stream and began nine days of wading through knee-high water and fighting off swarms of insects and leeches. On the ninth day, she found a canoe and shelter. Then she waited.

Hours later, local lumbermen returned and found her. They tried to get her to eat but she was quite sick and refused. Insects had buried eggs in her skin and they were beginning to hatch. One of the men poured gasoline on her and, as she told the London Daily Mail, "I counted 35 worms that came out of my arms alone."

The men offered what assistance they could provide but it was too late in the day to start the journey back to civilization; she slept one more night in the jungle before the men took her on the final seven hour journey via canoe down the river to a lumber station where she was airlifted to a hospital.

When rescue crews finally located the aircraft with Koepcke's help, they discovered that as many as 14 others had survived the initial crash but were unable to seek help as the teenager had and died awaiting rescue.

Koepcke is now a biologist in Germany and her ordeal was the subject of the 1999 Werner Herzog documentary *Wings of Hope*.

SECOND READING SELECTION

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at *17 Year-Old Only Survivor in Peruvian Accident* at any time.

10. What was the main cause of the Electra plane crash?
- A. broken wing
 - B. engine trouble
 - C. lightning strike
 - D. pilot error
11. What word best describes Juliane Koepcke?
- A. Rebel
 - B. Uncoordinated
 - C. Quitter
 - D. Motivated
12. Which reason best explains why Juliane survived?
- A. She had good luck.
 - B. She could reach the oxygen mask.
 - C. She had help from another passenger.
 - D. She was a fighter.
13. Why did a local lumberman pour gasoline on Juliane?
- A. She invaded his territory.
 - B. He thought the smell would wake her up.
 - C. He wanted to hide her scent so animals wouldn't attack her.
 - D. He was trying to remove the insects from her body.
14. What qualities must one possess in order to be a survivor?
- A. big muscles and physical strength
 - B. determination and motivation
 - C. good grades and a high I.Q. score
 - D. quick wit and a sense of humor

15. Juliane set out *in vain* to find her mother. *In vain* means
- A. hopelessly.
 - B. despairingly.
 - C. with pride.
 - D. determined.
16. What was a main factor of Juliane's survival?
- A. She had studied a unit on the jungle in school.
 - B. She'd had experience in the jungle with her parents.
 - C. She read several books about surviving in the jungle.
 - D. She wanted to be an ornithologist.
17. *Turbulent* forces caused the right wing to separate from the aircraft. *Turbulent* means
- A. fierce.
 - B. smooth.
 - C. light.
 - D. rigid.
18. The factor that most likely influenced Juliane's decision to become a biologist was
- A. her grandfather's background in science.
 - B. a teacher she had in school.
 - C. her experiences in the jungle.
 - D. her best friend who is also a biologist.

CROSS-TEXT QUESTIONS

DIRECTIONS:

The following questions are based upon the two selections that you just read. For each question, choose the **BEST** answer. You may look back at the texts at any time.

19. What do the characters in the two selections have in common?
- A. The both change physically.
 - B. They both faced their fears.
 - C. They both have close relationships with family.
 - D. They both survived because of their courage.
20. In both selections, the main characters showed that
- A. your family is always there for you.
 - B. dying is better than living in fear.
 - C. lying can lead to trouble.
 - D. determination leads to success.
21. Which title would fit **both** of these stories?
- A. *Courage Comes from Within*
 - B. *Problems are Everywhere*
 - C. *Watch Out for Wild Animals*
 - D. *Deep in the Woods*
22. After reading both selections, how can the information learned be an advantage to the reader?
- A. They will feel smarter than the characters.
 - B. They will build vocabulary.
 - C. They will realize the importance of self-determination.
 - D. They will learn how to survive in the jungle.
23. How were the situations that Juliane and the boy faced different?
- A. One faced a battle against him/herself, and one faced a battle against nature.
 - B. One faced a battle against many enemies, while the other faced a single enemy.
 - C. One faced a battle against death, while the other faced a battle against their country.
 - D. One faced a battle against the world, while the other faced a battle against their state.

24. What quality enabled both characters to make it through their struggles?
- A. sense of humor
 - B. motivation
 - C. deceptiveness
 - D. intelligence
25. The authors of both selections portrayed the message that
- A. faith comes from within.
 - B. fear leads to disaster.
 - C. the outdoors can be challenging.
 - D. when in need, look to others for help.

PART 2b

READING AND WRITING

APPLYING IDEAS TO A TASK

DIRECTIONS:

During Part 2a of this test you read *The Bear* and *17 Year-Old Only Survivor in Peruvian Accident*. You may look back at the reading selections to help you answer the following question:

It is nearing the end of your junior year in high school, and you just learned that your father received notice from his employer that he was being promoted. His new position will require your family to move from Michigan to a very remote part of Alaska. Your father has dreamed about this position for years and he has worked hard for this opportunity. He asks for your input on whether or not to accept the position.

SCENARIO QUESTION

Should he accept or not?

Write a letter to your father telling him whether he should accept or decline the position and why.

When finished writing fill out this checklist.

- Did I take a position on the question?
- Did I tell why I took this position?
- Did I use examples from the two reading selections to support my thinking?
- Did I show how the selections are connected or alike?

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
Grade: High School
Part 2b Rubric
Writing in Response to Reading

- 6 The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5 The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4 The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3 The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.
- 2 The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1 The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A Retells or references the reading selections with no connection to the scenario question or theme
- B Off topic
- C Illegible/written in a language other than English
- D Blank/refused to respond
- E Responds to the scenario question with no reference to either of the reading selections.

PART 3

LISTENING FOR UNDERSTANDING

DIRECTIONS:

In this part of the test, you will be listening to one selection.

LISTENING DIRECTIONS:

Concentrate on listening to *The Diary of Anne Frank* as a story. As you listen think about the actions of Anne and what you could learn from them. Do Anne's actions remind you of something you or someone you know has done?

After listening to the story, you will have a few minutes to make some notes on the next page about Anne's actions. If you wish, you may also make a few notes while you are listening the second time. You will be able to use your notes when you answer questions about *The Diary of Anne Frank*.

PART 3
LISTENING SELECTION

THE DIARY OF ANNE FRANK

by
Anne Frank
Wednesday, July 8, 1942

Part 3

LISTENING SELECTION QUESTIONS

DIRECTIONS:

Mark only the **BEST** answer for each multiple-choice question. You may look back at any notes that you may have taken about *THE DIARY OF ANNE FRANK* at any time.

26. What is the source of conflict in this selection?
- A. The family has no place to hide.
 - B. The SS captures Anne's father.
 - C. The Frank family is being forced into hiding.
 - D. Anne does not know what will happen to her cat.
27. What reference can you make about being Jewish during this period in German history?
- A. It was no different than any other period in history.
 - B. It was a very dangerous period in history.
 - C. Freedom of religion was tolerated.
 - D. People respected and honored the Jewish people.
28. The Frank family left their home because
- A. the home had become too small for them.
 - B. they wanted to see other parts of the world.
 - C. the bank foreclosed on their mortgage.
 - D. their lives were in danger.
29. After listening to this excerpt, you can conclude that Anne
- A. was very selfish.
 - B. wanted to stay in her own home.
 - C. didn't care what was going on.
 - D. was happy to be alive.
30. Based on what we heard, which of the following statements is an opinion?
- A. Margot was Anne's sister.
 - B. Anne was very close to her father.
 - C. Miep was a good friend.
 - D. Their hiding place had already been chosen.

31. Imagine wearing as many layers of clothing as Anne and her family did. What do you think Anne might have felt like?
- A. hot and frightened
 - B. exhausted and foolish
 - C. humiliated and silly
 - D. ashamed and disgusted
32. In her situation Anne and her family showed
- A. dread.
 - B. fear.
 - C. hysteria and tears.
 - D. courage and calm.
33. When Anne says, “memories mean more to me than dresses”, what does she imply?
- A. Her dresses were not very pretty.
 - B. She was very spoiled.
 - C. There is more to life than our looks and pretty clothes.
 - D. She would rather wear pants.
34. Anne, her family and the Van Daans would all be hiding together. Predict any conflicts you envision for these people.
- A. A great love and respect for each other
 - B. Overcrowding and disagreement
 - C. Hatred of their race
 - D. Mutual understanding of their condition

High School - Courage

ANSWER KEY FOR MULTIPLE-CHOICE QUESTIONS

1. D The boy could be anyone; he could be me.
2. B The bear is crafty.
3. C Courage, honor, and pride.
4. C finding the courage to face your fears.
5. C A cover.
6. B Face his fears.
7. A Face your fear so you can move beyond it.
8. B They were teaching the boy to accept responsibility for himself.
9. D There is an inner conflict, which needs no conversation.

10. C Lightning strike
11. D motivated
12. D She was a fighter.
13. D To help remove insects from her body.
14. B determination and motivation
15. D determination
16. B She'd had experiences in the jungle with her parents.
17. A fierce
18. C Her experiences in the jungle.

19. D They both survived because of their courage.
20. D determination leads to success
21. A *Courage Comes From Within*
22. C They will realize the importance of self-determination.
23. A One faced a battle against him/herself, while one faced a battle against nature.
24. B motivation
25. A faith comes from within

26. C The Frank family is being forced into hiding.
27. B It was a very dangerous period in history.
28. D their lives were in danger.
29. D was happy to be alive.
30. B Anne was very close to her father.
31. A hot and frightened
32. D courage and calm.
33. C There is more to life than our looks and pretty clothes.
34. B Overcrowding and disagreement