

NM Public Education Department

ENGLISH LANGUAGE ARTS IV READING

END-OF-COURSE EXAM | GRADE 9–12 | YEAR 18–19

ASSESSMENT BLUEPRINT

Purpose Statement

English Language Arts IV: Reading

The English Language Arts IV Reading End-of-Course (EOC) Exam is intended to measure student proficiency of the New Mexico Common Core State Standards. This course-level exam is provided to all students who have completed a fourth-year high school English Language Arts program or related courses.

This exam can be given for the following STARS course codes:

1004 - English/Language Arts IV

1013 - AP English Literature and Composition

Intended as a final exam for the course, this is a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person or online as part of the blueprint and exam revision process. The NMPED extends our gratitude to all those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

The NMPED would like to especially recognize the following persons who led and influenced the revision for this blueprint:

- Stephanie Owens, Ph. D., Lead Developer, Consultant, Taos
- Jocelyne Gillespie, Cloudcroft Municipal Schools, Blueprint Lead
- Jennifer Brown, Des Moines Municipal Schools
- Michelle Herrera, Amy Biehl (charter) High School, Albuquerque
- Celeste Kelle, Farmington Municipal Schools
- Tanya Mirabal, Clovis Municipal Schools
- Fabian Sisneros, Public Academy for Performing Arts, Albuquerque Public Schools Charter

Explanation of Blueprint & Test Specifications Table

NMCCSS		
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Common Core State Standards (CCSS). The actual CCSS standard is reproduced in its entirety.</p> <p><i>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</i></p>	<p>Test Item Specifications:</p> <ul style="list-style-type: none"> ● This portion of the blueprint is a modification of the Partnership for the Assessment of Readiness for College and Careers (PARCC) Evidence Tables. ● The difference between this blueprint and PARCC Evidence Tables is that the PARCC assessments require constructed responses in addition to multiple choice items. ● These specifications are based on a deconstruction of the skills and knowledge needed to demonstrate proficiency on a particular standard. Not all aspects of a deconstructed standard are given in these sections. ● The test item specifications include the prerequisite skills and knowledge from 9th and 10th grade as well as an outline of skills and knowledge unique to the standards at 11th and 12th grade. ● Although the standard may be broader, the item specifications may place constraint on portions of the standards in order to provide more transparency as to what specifically will be measured relative to the standard. ● Sample question stems for each standard are provided in this portion of the blueprint. These stems are commonly used on the PARCC assessments. 	
	<p>Item Types:</p> <p>All multiple-choice items on the reading assessment require students to support the answer given in Part A by choosing appropriate evidence in Part B.</p> <p>Additionally, the stems and formats of the distractors are directly modeled using the PARCC practice tests. Finally, the texts are often related to one another, and the texts found on the Reading IV exam will also be used for the Writing IV exam.</p> <p>The item types for this EOC are limited to: MC = Multiple Choice only</p>	<p>Number of Items:</p> <p>The number of items aligned to each standard is provided</p>

NMCCSS Standard	Test Item Specifications:	
<p>RL. 11-12.1 Key Ideas and Details</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Recognize strong evidence in the text Use evidence to support analysis of actual text and/or inferences <p>Unique to 11-12 Grade:</p> <ul style="list-style-type: none"> Can determine where text leaves the reader with uncertainties Interpret places where text leaves something ambiguous <p>Sample Question Stem: Which phrase from the text <i>best</i> supports the answer to part A?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items: 4 (This standard is measured on every item set)</p>

NMCCSS Standard	Test Item Specifications:	
<p>RL. 11-12.2 Key Ideas and Details</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Recognize themes/central ideas <p>Unique to 11-12 Grade: (not assessed on EoC exam)</p> <ul style="list-style-type: none"> Explain how themes/central ideas interact and build on each other Interpret how text supports themes/central ideas <p>Sample Question Stem: Which statement <i>best</i> represents a theme in (insert text)?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items: 1</p>

NMCCSS Standard	Test Item Specifications:	
<p>RL. 11-12.3 Key Ideas and Details</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Recognize key elements of a story Analyze the author’s decisions on how the use of story elements impact the story <p>Specifications: This standard expands RL. 9-10.3, which emphasizes characters and their role to advance plot or theme to all story elements (e.g., setting, dialogue, etc.).</p> <p>Sample Question Stems: Which statement <i>best</i> explains how the author introduced the character?</p> <p>What is the major assumption shared by the authors of (insert selected reading)?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items:</p> <p>2</p>

NMCCSS Standard	Test Item Specifications:	
<p>RL 11-12.4 Craft and Structure</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Possess a grade-level appropriate vocabulary Determine figurative or connotative meanings of words and phrases Analyze impact of word choices on meaning and tone <p>Unique to 11-12 Grade:</p> <ul style="list-style-type: none"> Analyze word choices when words can have multiple meanings <p>Sample Question Stem: Select the <i>best</i> definition of (insert word) from (insert paragraph).</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items:</p> <p>1</p>

NMCCSS Standard	Test Item Specifications:	
<p>RI. 11-12.1 Key Ideas and Details</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Recognize the use of strong evidence in a text Use evidence to support analysis of actual text and/or inferences <p>Unique to 11-12 Grade:</p> <ul style="list-style-type: none"> Can determine <i>where</i> text leaves the reader with uncertainties <p>Sample Question Stem: Which phrase from the text <i>best</i> supports the answer to part A?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items: 6 (This standard is measured on every item set as Part B)</p>

NMCCSS Standard	Test Item Specifications:	
<p>RI. 11-12.2 Key Ideas and Details</p> <p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Recognize themes/central ideas <p>Unique to 11-12 Grade: (not assessed on the End-of-Course Exam)</p> <ul style="list-style-type: none"> Recognize how central ideas interact and build on each other in an analysis <p>Sample Question Stem: What is the central idea presented in (insert reading)?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items: 2</p>

NMCCSS Standard	Test Item Specifications:	
<p>RI. 11-12.3 Key Ideas and Details</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> • Make connections between ideas <p>Unique to 11-12 Grade: (not assessed)</p> <ul style="list-style-type: none"> • Evaluate order of ideas, how they are introduced, and how they are connected to each other <p>Sample Question Stem: After assessing the author’s purpose and the point of view of (insert choice perspective), what can be inferred about the author’s point of view?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC 	<p>Number of Items:</p> <p>1</p>

NMCCSS Standard	Test Item Specifications:	
<p>RI. 11-12.4 Craft and Structure</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> • Comprehend figurative, connotative, and technical meanings of words <p>Unique to 11-12 Grade:</p> <ul style="list-style-type: none"> • Use connotation to uncover hidden meanings of words <p>Sample Question Stem: What does (insert literary term and/or phrase) suggest in (insert paragraph)?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> • MC 	<p>Number of Items:</p> <p>1</p>

NMCCSS Standard	Test Item Specifications:	
<p>RI. 11-12.6 Craft and Structure</p> <p>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Modification of the PARCC Evidence Tables:</p> <ul style="list-style-type: none"> Identify rhetorical, persuasive, and stylistic techniques <p>Unique to 11-12 Grade: (not assessed on the End-of-Course Exam)</p> <ul style="list-style-type: none"> Analyze the effectiveness of the author’s use of rhetorical devices <p>Sample Question Stem: What do the (insert choice perspective) of this (insert reading) consider to be beneficial about a public option?</p>	
	<p>Item Types:</p> <ul style="list-style-type: none"> MC 	<p>Number of Items:</p> <p>2</p>

New Mexico Public Education Department		
Reading IV EOC Standard & Item Count Table		
Item Number	Item Part	Standards Alignment
1	Part A	RI.11-12.2
	Part B	RI.11-12.1
2	Part A	RI.11-12.4
	Part B	RI.11-12.1
3	Part A	RI.11-12.3
	Part B	RI.11-12.1
4	Part A	RI.11-12.6
	Part B	RI.11-12.1
5	Part A	RI.11-12.2
	Part B	RI.11-12.1
6	Part A	RI.11-12.6
	Part B	RI.11-12.1
7	Part A	RI.11-12.4
	Part B	RI.11-12.1
8	Part A	RI.11-12.3
	Part B	RI.11-12.1
9	Part A	RI.11-12.3
	Part B	RI.11-12.1
10	Part A	RI.11-12.2
	Part B	RI.11-12.1
10 Paired Sets	20 Questions	

Reading IV End-of-Course Exam Practice Items

Definitions have been provided for words *italicized and bolded* within the text.

Since 1945, with the United States' first test of a nuclear weapon and subsequent bombing of Hiroshima and Nagasaki in Japan, humanity has lived in the shadow of nuclear war. Read the following excerpt from President John Kennedy's 1963 commencement speech at American University in Washington, D.C. and answer questions 1 – 2.

- 1 I speak of peace because of the new face of war...when a single nuclear weapon contains almost ten times the explosive force delivered by all the allied air forces in World War II...I speak of peace, therefore, as the necessary rational end of rational men. I realize that the pursuit of peace is not as dramatic as the pursuit of war -- and frequently the words of the pursuer fall on deaf ears. But we have no more urgent task.
- 2 Some say that it is useless to speak of world peace or world law or world disarmament--and that it will be useless until the leaders of the Soviet Union adopt a more enlightened attitude. I hope they do. I believe we can help them do it. But I also believe that we must reexamine our own attitude--as individuals and as a Nation--for our attitude is as essential as theirs...
- 3 First: Let us examine our attitude toward peace itself. Too many of us think it is impossible. Too many think it unreal. But that is a dangerous, ***defeatist (ready to accept failure)*** belief. It leads to the conclusion that war is inevitable--that mankind is doomed--that we are gripped by forces we cannot control.
- 4 We need not accept that view. Our problems are manmade--therefore, they can be solved by man. And man can be as big as he wants. No problem of human destiny is beyond human beings. Man's reason and spirit have often solved the seemingly unsolvable--and we believe they can do it again.
- 5 I am not referring to the absolute, infinite concept of universal peace and good will of which some fantasies and fanatics dream. I do not deny the value of hopes and dreams but we merely invite discouragement and incredulity by making that our only and immediate goal.
- 6 Let us focus instead on a more practical, more attainable peace--based not on a sudden revolution in human nature but on a gradual evolution in human institutions--on a series of concrete actions and effective agreements which are in the interest of all concerned....
- 7 Peace need not be impracticable, and war need not be inevitable. By defining our goal more clearly, by making it seem more manageable and less remote, we can help all peoples to see it, to draw hope from it, and to move irresistibly toward it.

- 8 It is an ironic but accurate fact that the two strongest powers are the two in the most danger of devastation. All we have built, all we have worked for, would be destroyed in the first 24 hours. And even in the cold war, which brings burdens and dangers to so many countries, including this Nation's closest allies--our two countries bear the heaviest burdens. For we are both devoting massive sums of money to weapons that could be better devoted to combating ignorance, poverty, and disease.
- 9 The one major area of [the Geneva] negotiations where the end is in sight, yet where a fresh start is badly needed, is in a treaty to outlaw nuclear tests. The conclusion of such a treaty, so near and yet so far, would check the spiraling arms race in one of its most dangerous areas. It would place the nuclear powers in a position to deal more effectively with one of the greatest hazards which man faces in 1963, the further spread of nuclear arms. It would increase our security--it would decrease the prospects of war. Surely this goal is sufficiently important to require our steady pursuit, yielding neither to the temptation to give up the whole effort nor the temptation to give up our insistence on vital and responsible safeguards.

1. Question 1: Part A (Standard RI.11-12.3)

What rhetorical text structure does Kennedy use in paragraphs 3 and 4?

- A. problem and solution *
- B. compare and contrast
- C. question and solution
- D. cause and solution

Question 1: Part B (Standard RI.11-12.1)

What phrase from the speech best supports the answer to part A?

- A. "Let us examine our attitude toward peace itself."
- B. "It leads to the conclusion that war is inevitable..."
- C. "No problem of human destiny is beyond human beings." *
- D. "Let us focus instead on a more practical, more attainable peace."

Question 2: Part A (Standard RI.11-12.6)

Kennedy mentions the word “peace” many times. What rhetorical device is he using in his speech?

- A. alliteration
- B. repetition *
- C. anaphora
- D. onomatopoeia

Question 2: Part B (Standard RI.11-12.1)

Which statement best summarizes the authors’ reasoning for using this device?

- A. to keep peace in mind as an achievable goal
- B. to remind people that we are not at peace
- C. to emphasize that the U.S. is in power
- D. to compare peace with the effects of war *

Asterisks (*) denote the correct answer.