

Preview of Common Core State Standards Sample EAGLE Items

Grade 9

English Language Arts

August 1, 2012



Louisiana Believes.

Grade 9

This set is designed to evaluate two different perspectives on the theme of nostalgia and requires students to extract and interpret specific details from both texts. The set begins with a poem and is followed by a narrative essay. Both the poem and the narrative essay are considered middle range in qualitative measures. The poem, though written in 1893, is accessible to students through its simple descriptions and concrete structure. The passage has an explicit narrative structure with figurative and descriptive language, as well as the use of flashback. The items focus on theme and character development through the author's structure. In all items, students are expected to provide textual evidence to support their responses.

Read the poem and the passage. Then answer the questions that follow.

When You Are Old
by W.B. Yeats

When you are old and grey and full of sleep,
And nodding by the fire, take down this book,
And slowly read, and dream of the soft look
Your eyes had once, and of their shadows deep;

How many loved your moments of glad grace,
And loved your beauty with love false or true,
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face;

And bending down beside the glowing bars,
Murmur, a little sadly, how Love fled
And paced upon the mountains overhead
And hid his face amid a crowd of stars.

Longing to Lose by Kevin Bryant

In the beginning, I loved winning. I will never forget the feeling of scoring my first run in Little League when I was eight years old; catching my first ball in Mighty Mites that led to a touchdown; and learning how to dribble the ball between my legs, shoot a layup, and hurry a bounce pass. It was pure joy. I loved working with my coaches and learning with my teammates. I loved pizza parties after a winning game, pats on the back when I missed a shot, glancing at my mom and sisters on the sidelines while I pitched two Little League innings.

But it all changed the year I turned twelve. It seemed like it happened overnight. My always tall and formerly lanky body developed muscles, and with those muscles came speed and strength. Pretty soon I was running faster than any of the other players down the basketball court, clocking the 100-meter dash under ten seconds. Hitters could not hit my pitches, and, if I caught the ball during a football game, my team could pretty much be guaranteed no one would catch me.

And that's when my dad began to take notice. I have teammates whose parents don't ever show up for a game; they don't even attend the requisite end-of-the-year awards ceremonies. No one stands on the sidelines cheering these teammates on, and they always need a ride from another player's parent. I can sense their sadness sometimes when a mom shows up with a cooler full of sports drinks for the whole team to share, when a proud dad tousles his son's hair after a great game, or when a grandparent offers to treat the whole team for ice cream after a hot August practice. I can tell you that I envy these lonely kids with all my heart. I would gladly take a season-ending injury to, just once, walk home alone: just me and my thoughts.

Since the start of seventh grade, my dad has attended every practice and every game. Every. Single. One. My aunt calls him a "fence holder" behind his back because, during baseball, he clutches the backstop fence, situating himself as close as he can to home plate, and he never leaves. Even between innings. He stays there and stares at my every move. He talks to me, too. Sometimes words of encouragement; sometimes to tell me what I'm doing wrong. Like I don't already know. Of course there's no fence to hold at basketball or football games, but you get the picture.

It was around this time he started calling me "Bubba." If I had to guess, I think it was to sound less adversarial when he asked me whether my eyes were working okay after I struck out or to sound more chummy in the delivery of rhetorical such as, "I wonder whether that hitter would've tripled if you hadn't thrown that meatball down the middle, Bubba."

My dad also ended my love affair with football and basketball at the start of ninth grade. My baseball coach convinced him the days of the three-sport athlete were over. If he wanted me to be really good at a sport, I had to put all my energy into just one. Nobody asked me what I wanted. It became all baseball, all the time—school leagues and summer leagues and recreation leagues and travel leagues.

I began icing my shoulder daily after a full year of "leagues."

"This is why all these boys need shoulder surgery by the time they're twenty," my aunt protested. Did I mention I love my aunt?

But I did become a better ball player. You try throwing a pitch against a backstop one hundred times a day, every day, for a year. I guarantee you will get better, too. By my sophomore year, the Rangers and Astros scouts were

coming to my games. Louisiana State University was assuring me a full scholarship. And I was completely and utterly miserable.

Now in the summer before my senior year of high school, I have a lot of decisions to make. My father wants me to head straight to the pros; my mother is insistent on college; my coach thinks he can ride my coattails to wherever I choose. No one seems to be concerned about what I want. I don't even know what I want. But I think back a lot to that little boy who played his first Little League game in the summer of 1994: the Louisiana heat and humidity pressing all around him as he stands in the outfield, slapping his glove against his knee and making faces at his teammate, Ronald Strong, who stands ten feet to his left; the crack of the bat that startles him to attention as the ball sails to him, seemingly both fast and slow, travelling in a perfect arc toward his mitt. The boy is both nervous and excited, praying to God the ball will somehow land in the sweet spot, and he is unaccustomed to the feel as it nestles into the glove's pocket. All around him, teammates cheer and parents clap, and he is elated, flying high; his every dream achieved in one simple fly-ball catch.

I wish I could find that boy again. I fear I've lost him forever.

UIN:	E209001	Subject:	ELA	Grade:	9	Item Type:	MC, Highlight and SA		
CCSS:	RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.							
MC Key:		Item Name:	When You Are Old Line Explication	# Art Pieces:	0	Est. Difficulty:	M	DOK	3
Points:	2	Accommodations:		Scoring Method:		Mixed			
Passage Title(s):		When You Are Old							
Source info:		http://www.poets.org/viewmedia.php/prmMID/15526							

Part A

What does the speaker of the poem hope the person addressed in the poem will realize when she is old?

Part B

Highlight two phrases or lines in the poem that support your answer in Part A.

UIN:	E209002	Subject:	ELA	Grade:	9	Item Type:	SA		
CCSS:	RL.9-10.3 RL.9-10.5 RL.9-10.1	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.							
MC Key:		Item Name:	Longing to Lose Theme	# Art Pieces:	0	Est. Difficulty:	M	DOK	3
Points:	2	Accommodations:		Scoring Method:	AS				
Passage Title(s):	When You are Old and Longing to Lose								
Source info:	http://www.poets.org/viewmedia.php/prmMID/15526 PM Authored								

How does the author of "Longing to Lose" show the complex relationship between the narrator and his father? Use specific details from the passage in your response.

UIN:	E209003	Subject:	ELA	Grade:	9	Item Type:	WP		
CCSS:	RL.9-10.4 W.9-10.2a-f W.9-10.9a L.9-10.1a-b L.9-10.2a-b	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Draw evidence from literary or informational texts to support analysis, reflection, and research: Apply <i>grades 9–10 Reading standards</i> to literature. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
MC Key:		Item Name:	When You Are Old and Longing to Lose WP	# Art Pieces:	0	Est. Difficulty:	H	DOK	3
Points:	4	Accommodations:		Scoring Method:		HS			
Passage Title(s):	When You are Old and Longing to Lose								
Source info:	www.merriam-webster.com http://www.poets.org/viewmedia.php/prmMID/15526 PM authored								

The dictionary defines *nostalgia* as “a wistful or excessively sentimental yearning for return to or of some past period or irrecoverable condition.”

In a well-developed, multiparagraph composition, analyze how the authors of “When You Are Old” and “Longing to Lose” develop a nostalgic tone. Use evidence from **both** passages to support your analysis.

Sample Constructed-Response Item Rubrics

Grade 9

These are the rubrics and sample responses for the constructed-response **Common Core State Standards Sample EAGLE Items** for Grade 9. These items require a teacher/scorer to hand-score the responses. The rubrics provide guidance to the scorer who must bring his or her own expertise to the task. The sample responses offer one or two ideal responses for each constructed-response item. Other exemplary responses are possible.

Item 1B

Exemplary Response

He hopes that she will know that she used to be very pretty, and he loved her very much.

or

The speaker in the poem wants her to know that people found her beautiful, but he loved her inside and out.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student explains what the speaker of the poem hopes the person addressed in the poem will realize when she is old.
1	The response is not complete or is only partially correct. The student does not fully explain what the speaker of the poem hopes the person addressed in the poem will realize when she is old, or includes minor errors in the interpretation or representation of the text.
0	The student's response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 2

Exemplary Response

The author shows that the narrator and father have a complex relationship because his dad took over his decisions about sports. When the son was in Little League, he enjoyed playing ball. But when his father saw how good he was at baseball and only let him play baseball, it ended his “love affair with football and basketball.” The son wants to be able to make his own decisions. He talks about other kids whose dads don’t come to the games. He wishes his dad would come less often so sometimes he can walk home alone, “just me and my thoughts.”

or

The author writes that the boy says, “Since the start of seventh grade, my dad has attended every practice and every game. Every. Single. One.” In this way, the author shows that the boy feels pressure from his dad to play baseball. He even says that no one cares about what he wants.

or

any other valid response

Scoring Rubric

Score	Description
2	The response is complete and correct. The student explains how the author of “Longing to Lose” shows the complex relationship between the narrator and his father using specific details from the passage.
1	The response is not complete or is only partially correct. The student does not fully explain how the author of “Longing to Lose” shows the complex relationship between the narrator and his father using specific details from the passage, or includes minor errors in the interpretation or representation of the text.
0	The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.

Item 4

Exemplary Response

“When You Are Old” and “Longing to Lose” both have a nostalgic tone. The poem talks about wishing to be young and in love again. “Longing to Lose” shows a boy who wants to go back in time when he used to love playing baseball. The speakers in both pieces are sentimental.

In “When You Are Old,” the speaker asks the woman to “dream of the soft look your eyes once had.” He is hoping she will remember being young and beautiful. Then, he says, “One man loved the pilgrim soul in you and loved the sorrows of your changing face.” It shows nostalgia because the speaker asks the woman to remember him from long ago and know that he loved her, even when she was sad.

“Longing to Lose” talks about a boy who used to love sports. But, when he had to work really hard at baseball and quit other sports, he didn’t have fun anymore. He misses just enjoying baseball and not feeling so much pressure. He wishes he could go back to those days.

In conclusion, both the poem and the story have nostalgia. One is about baseball, and one is about love. But, we can see that the narrators in both think about the past and miss those days.

or

any other valid response

Scoring Rubric

Score	Description
4	The response is complete and correct. <ul style="list-style-type: none">• In a well-developed, multiparagraph composition, the student analyzes how the authors of “When You Are Old” and “Longing to Lose” develop a nostalgic tone.• The student uses details from both passages to support the response.• Errors in the conventions of standard English are minimal.
3	The response shows a general understanding, but is incomplete. <ul style="list-style-type: none">• The student does not fully analyze how the authors of “When You Are Old” and “Longing to Lose” develop a nostalgic tone, OR uses details from only one passage in support of the response.• Minor errors in the conventions of standard English may be present, but do not impair readability.
2	The response shows partial understanding and is incomplete or incorrect in an important element. <ul style="list-style-type: none">• The student only partially analyzes how the authors in “When You Are Old” and “Longing to Lose” develop a nostalgic tone, OR uses details from only one passage in support of the response.• Many errors in the conventions of standard English are present and may somewhat inhibit understanding.
1	The response shows minimal understanding and is significantly incomplete or incorrect in important elements. <ul style="list-style-type: none">• The student only minimally analyzes how the authors in “When You Are Old” and “Longing to Lose” develop a nostalgic tone, OR does not use evidence in support of the response.• Errors in the conventions of standard English are significant and the reader struggles to understand.
0	The student’s response is incorrect, irrelevant, too brief to evaluate, or blank.