



ENGLISH LANGUAGE ARTS III READING

END-OF-COURSE EXAM | GRADE 9–12 | YEAR 19–20

ASSESSMENT BLUEPRINT



Purpose Statement

English Language Arts III: Reading

The English Language Arts III 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 third-year high school English Language Arts program or related courses.

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

- 1003 - English/Language Arts III
- 1012 - AP English Language and Composition
- 1063 - English Language Arts ELD

EoCs are intended to serve as a summative exam covering a range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels and may be used to contribute to a portion of the student's course grade and for graduation determinations.

“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
- Melissa Richards, Hobbs Municipal Schools
- 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 Standard	Test Item Specifications:	
<p>The standards are identified in this portion of the blueprint are aligned to the 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 standards is important to subsequent learning.</i></p>	<ul style="list-style-type: none"> • This portion of the blueprint lists applicable evidence statements for each NMCCSS standard on the test. • 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. 	
	<p>Item Types: 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 texts are often related to one another, and the texts found on the Reading III exam will be the same texts used on the writing III exam.</p> <p>The item types for this EOC exam are limited to: MC = Multiple Choice only</p>	<p>Number of Items: The number of items aligned to each standard is provided.</p>

NMCCSS Standard	Test Item Specifications:	
RL. 11-12.1 Key Ideas and Details 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.	Evidence Statements: <ul style="list-style-type: none"> Recognize strong evidence in the text Use evidence to support analysis of actual text and/or inferences 	
	Unique to 11-12 Grade: <ul style="list-style-type: none"> Determine where text leaves the reader with uncertainties Interpret places where text leaves something ambiguous 	
	Sample Question Stem: Which phrase from the text <i>best</i> supports the answer to part A?	Item Types: <ul style="list-style-type: none"> MC
		Number of Items: 6 (This standard is measured on every item set as Part B.)

NMCCSS Standard	Test Item Specifications:	
RL. 11-12.2 Key Ideas and Details 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.	Evidence Statements: <ul style="list-style-type: none"> Recognize themes/central ideas Analyze how themes/central ideas are developed through use of details Identify an objective summary 	
	Unique to 11-12 Grade: <ul style="list-style-type: none"> Explain how themes/central ideas interact and build on each other 	
	Sample Question Stem: How is [insert character's name] conversation important to the development of a central theme in this passage?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 1

NMCCSS Standard	Test Item Specifications:	
RL. 11-12.3 Key Ideas and Details 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).	Evidence Statements: <ul style="list-style-type: none"> Analyze the author’s decisions on the use of story elements impacted the story 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.). Sample Question Stems: How does the author <i>best</i> develop (insert character’s name) over the course of the passage? Why does the author title the chapter (insert choice)?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 2

NMCCSS Standard	Test Item Specifications:	
RL 11-12.4 Craft and Structure 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).	Evidence Statements: <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 Unique to 11-12 Grade: <ul style="list-style-type: none"> Analyze word choices when words can have multiple meanings Sample Question Stem: What is the meaning of the word (insert vocabulary) in (insert paragraph)?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 2

NMCCSS Standard	Test Item Specifications:	
RL. 11-12.6 Craft and Structure Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Evidence Statements: <ul style="list-style-type: none"> Recognize satire, sarcasm, irony, etc. in text Summarize author's point of view based on use of these techniques Compare and contrast what is directly stated in a text to what is implied 	
	Specification: <ul style="list-style-type: none"> This standard is unique to grades 11-12 	
	Sample Question Stem: What statement <i>best</i> describes the narrator's motive in this passage?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 1

NMCCSS Standard	Test Item Specifications:	
RI. 11-12.1 Key Ideas and Details 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.	Evidence Statements: <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 	
	Unique to 11-12 Grade: <ul style="list-style-type: none"> Can determine <i>where</i> text leaves the reader with uncertainties 	
	Sample Question Stem: Which statement <i>best</i> supports the answer to part A?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 5 (This standard is measured on every item set as Part B)

NMCCSS Standard	Test Item Specifications:	
RI. 11-12.3 Key Ideas and Details 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.	Evidence Statements: <ul style="list-style-type: none"> Analyze how ideas develop through a text Unique to 11-12 Grade: (not assessed) <ul style="list-style-type: none"> Analyze order of ideas, how they are introduced, and connect to each other Sample Question Stem: How does the inclusion of the story of [insert character/speaker's] develop the central idea of the [insert character/speaker's] narrative?	
	Item Types: MC	Number of Items: 1

NMCCSS Standard	Test Item Specifications:	
RI. 11-12.4 Craft and Structure 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.	Evidence Statements: <ul style="list-style-type: none"> Comprehend figurative, connotative, and technical meanings of words Unique to 11-12 Grade: <ul style="list-style-type: none"> Use connotation to uncover hidden meanings of words Sample Question Stem: What does the word (insert vocabulary) <i>most likely</i> mean as used in (insert sentence/paragraph)?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 1

NMCCSS Standard	Test Item Specifications:	
RI. 11-12.5 Craft and Structure Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Evidence Statements: <ul style="list-style-type: none"> Identify how author has structured text Unique to 11-12 Grade: <ul style="list-style-type: none"> None Sample Question Stem: What technique <i>best</i> demonstrates how the text conveys the central idea?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 1

NMCCSS Standard	Test Item Specifications:	
RI. 11-12.6 Craft and Structure 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.	Evidence Statements: <ul style="list-style-type: none"> Identify the author's point of view Unique to 11-12 Grade: (not assessed) <ul style="list-style-type: none"> Effectiveness of the author's use of rhetorical devices Sample Question Stems: According to [insert choice] what would [insert character/speaker] have done differently? What sentence <i>best</i> states the idea developed over the course of [insert text]?	
	Item Types: <ul style="list-style-type: none"> MC 	Number of Items: 2

New Mexico Public Education Department		
ELA III Reading - EOC Standards & Item Count Table		
Item Number	Item Part	Standards Alignment
1	Part A	RI.11-12.5
	Part B	RI.11-12.1
2	Part A	RI.11-12.6
	Part B	RI.11-12.1
3	Part A	RI.11-12.3
	Part B	RI.11-12.1
4	Part A	RI.11-12.4
	Part B	RI.11-12.1
5	Part A	RI.11-12.6
	Part B	RI.11-12.1
6	Part A	RI.11-12.2
	Part B	RI.11-12.1
7	Part A	RI.11-12.4
	Part B	RI.11-12.1
8	Part A	RI.11-12.6
	Part B	RI.11-12.1
9	Part A	RI.11-12.3
	Part B	RI.11-12.1
10	Part A	RI.11-12.4
	Part B	RI.11-12.1
11	Part A	RI.11-12.3
	Part B	RI.11-12.1
11 Paired Sets	22 Total Questions	

Reading III Sample Items

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

Read the speech by Elizabeth Cady Stanton in 1868 at the Women's Suffrage Convention in Washington, D.C. then answer questions 1 – 2.

- 1 I urge a sixteenth amendment, because 'manhood suffrage,' or a man's government, is civil, religious, and social disorganization. The male element is a destructive force, stern, selfish, ***aggrandizing (made to seem greater or exaggerated)***, loving war, violence, conquest, acquisition, breeding in the material and moral world alike discord, disorder, disease, and death. See what a record of blood and cruelty the pages of history reveal! Through what slavery, slaughter, and sacrifice, through what inquisitions and imprisonments, pains and persecutions, black codes and gloomy creeds, the soul of humanity has struggled for the centuries, while mercy has veiled her face and all hearts have been dead alike to love and hope!
- 2 The male element has held high carnival thus far; it has fairly run riot from the beginning, overpowering the feminine element everywhere, crushing out all the diviner qualities in human nature, until we know but little of true manhood and womanhood, of the latter comparatively nothing, for it has scarce been recognized as a power until within the last century. Society is but the reflection of man himself, untempered by woman's thought; the hard iron rule we feel alike in the church, the state, and the home. No one need wonder at the disorganization, at the ***fragmentary (disconnected; incomplete)*** condition of everything, when we remember that man, who represents but half a complete being, with but half an idea on every subject, has undertaken the absolute control of all sublunary matters.
- 3 People object to the demands of those whom they choose to call the strong-minded, because they say 'the right of suffrage will make the women masculine.' That is just the difficulty in which we are involved today. Though disfranchised, we have few women in the best sense; we have simply so many reflections, varieties, and dilutions of the masculine gender. The strong, natural characteristics of womanhood are repressed and ignored in dependence, for so long as man feeds woman she will try to please the giver and adapt herself to his condition. To keep a foothold in society, woman must be as near like man as possible, reflect his ideas, opinions, virtues, motives, prejudices, and vices. She must respect his statutes, though they strip her of every inalienable right, and conflict with that higher law written by the finger of God on her own soul.
- 4 She must look at everything from its dollar-and-cent point of view, or she is a mere romancer. She must accept things as they are and make the best of them. To mourn over the miseries of others, the poverty of the poor, their hardships in jails, prisons, asylums, the horrors of war, cruelty, and brutality in every form, all this would be mere sentimentalizing. To protest against the intrigue, bribery, and corruption of public life, to desire that her sons might follow some business that did not involve lying, cheating, and a hard, grinding selfishness, would be arrant nonsense.
- 5 In this way man has been molding woman to his ideas by direct and positive influences, while she, if not a negation, has used indirect means to control him, and in most cases developed the very characteristics both in him and herself that needed repression. And now man himself stands appalled at the results of his own excesses, and mourns in bitterness that falsehood, selfishness, and violence are the law of life. The need of this hour is not territory, gold mines, railroads, or specie payments but a new evangel of womanhood, to exalt purity, virtue, morality, true religion, to lift man up into the higher realms of thought and action.

- 6 We ask woman's enfranchisement, as the first step toward the recognition of that essential element in government that can only secure the health, strength, and prosperity of the nation. Whatever is done to lift woman to her true position will help to usher in a new day of peace and perfection for the race.
- 7 In speaking of the masculine element, I do not wish to be understood to say that all men are hard, selfish, and brutal, for many of the most beautiful spirits the world has known have been clothed with manhood; but I refer to those characteristics, though often marked in woman, that distinguish what is called the stronger sex. For example, the love of acquisition and conquest, the very pioneers of civilization, when expended on the earth, the sea, the elements, the riches and forces of nature, are powers of destruction when used to subjugate one man to another or to sacrifice nations to ambition.
- 8 Here that great conservator of woman's love, if permitted to assert itself, as it naturally would in freedom against oppression, violence, and war, would hold all these destructive forces in check, for woman knows the cost of life better than man does, and not with her consent would one drop of blood ever be shed, one life sacrificed in vain.
- 9 With violence and disturbance in the natural world, we see a constant effort to maintain an equilibrium of forces. Nature, like a loving mother, is ever trying to keep land and sea, mountain and valley, each in its place, to hush the angry winds and waves, balance the extremes of heat and cold, of rain and drought, that peace, harmony, and beauty may reign supreme. There is a striking analogy between matter and mind, and the present disorganization of society warns us that in the dethronement of woman we have let loose the elements of violence and ruin that she only has the power to curb. If the civilization of the age calls for an extension of the suffrage, surely a government of the most virtuous educated men and women would better represent the whole and protect the interests of all than could the representation of either sex alone.

Question 1: Part A (Standard RI.11-12.6)

What rhetorical text structure **best** describes Stanton's speech?

- 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)

Which statement best supports the answer in part A?

- A. "...we remember that man, who represents but half a complete being, with but half an idea on every subject..." (paragraph 2) *
- B. "...they say 'the right of suffrage will make the women masculine.'" (paragraph 3)
- C. "She must accept things as they are and make the best of them." (paragraph 4)
- D. "I do not wish to be understood to say that all men are hard, selfish, and brutal..." (paragraph 7)

Question 2: Part A (Standard RI.11-12.4)

What effect does Stanton create by referring to Nature as a loving mother in paragraph 9?

- A. Women are better off the way society is structured and closer to nature.
- B. Women voting will lead them to behave just as men do and destroy nature.
- C. Women are like nature and will care for life and the natural world better than men.*
- D. Women realize that government is run by virtuous men who will care for them.

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

What selection from the text provides the best evidence to support the answer to part A?

- A. "...is ever trying to keep land and sea, mountain and valley, each in its place, to hush the angry winds and waves, balance the extremes of heat and cold, of rain and drought, that peace, harmony, and beauty may reign supreme."
- B. "...the present disorganization of society warns us that in the dethronement of woman we have let loose the elements of violence and ruin that she only has the power to curb." *
- C. "With violence and disturbance in the natural world, we see a constant effort to maintain an equilibrium of forces."
- D. "...surely a government of the most virtuous educated men and women would better represent the whole..."